ADVANCED SUBSIDIARY GCE
IN HISTORY (3835)

ADVANCED GCE
IN HISTORY (7835)

Teacher Support and Coursework Guidance
Volume 2

This Notes for Guidance booklet is designed to accompany the OCR Advanced Subsidiary GCE and Advanced GCE in History for teaching from September 2000.

Content

1 Introduction

This booklet contains the various A2 support materials promised on pp.10, 11 and 12 of the History Teacher Support and Coursework Guidance booklet (November 2000). In addition, Section 2 republishes the revision made by the Principal Examiner to the AS generic mark schemes (published with the January 2001 Mark Schemes and in the Report on those first AS exams) to:

- remove the uncertainty caused by needing to use two sets of generic bands to mark question (b) in Units 2583-2586.

Further, centres are reminded that, starting with the January 2002 exams, question (a) in Units 2580-2582 requires explanation (not evaluation).

This section also contains revised generic mark schemes for Units 2587-2589. These have been produced by the Principal Examiner in order to make even clearer that

- question 1(i) is a comparison question and that, for a mark in a high band, answers must compare the two passages specified;

- candidates must make the evaluation of differing historical interpretations a central feature of the essay they write for question 2 or 3.

All of these AS and A2 revised generics were distributed to teachers attending OCR's History INSET meetings in May/June 2001. We are very sorry that the generic mark schemes, as originally published in May 1999, were ambiguous.

Sections 3 to 5 contain the promised A2 support materials.

Finally, Section 6 offers a series of examples illustrating ways in which the Board-set coursework titles (if used) need to be 'customised' in each centre so that they apply to a specific period or personality. Coursework Administration Packs for Units 2592-2593 were sent to Exams Officers at Easter 2001. They include masters for centres to use to generate

- the coversheets to be sent with completed essays (the Board will **not** issue cover sheets to centres each year);

- the proposal forms by which advice from a coursework Assessor may be obtained. Centres are encouraged to use this 'advice note' system, and are welcome to use these for their application of Board-set questions as well as for individual candidate-chosen questions.

Centres are reminded that only Board-set questions may be used for Unit 2593.

1.1   Frequently-Asked Questions...

1.1.1   Coursework

Does each candidate from my centre have to have a different question?

No. Whether Board-set or candidate-proposed questions are used, some or all of your candidates may work on exactly the same question. We would, however, encourage individual variety wherever possible and centres are reminded that all their essays will be marked by the same examiner. As now (and as with exam scripts), any signs of common text will be investigated as a possible case of malpractice.

Can I enter my candidates simultaneously for coursework Units 2592 & 2593?

No. These two Units are alternatives so such an entry would be rejected.

Can we split our candidates between various coursework routes?

Yes. You may have some candidates using Board-set questions for 2592, others proposing their own 2592 questions and yet others taking the 2593 Open Book exam.

Can Question Proposal Forms [QPF2592/GCW088] be used for Board-set questions?

Yes. Centres are welcome to seek advice from one of the Assessors on the way they wish to apply the Board-set question(s) they have chosen to tackle.

Can coursework essays investigate a period longer than 100 years?

Yes. Some topics lend themselves to study of a very long period (see the fifth example of a title on p.16 of the Teacher Support & Coursework Guidance booklet). Candidates must remember, however, that they will be penalised if they exceed 3000 words.

Can coursework essays investigate a period of less than 20 years?

Yes, especially with questions which look at a historical individual (for whom even ten years might be too long) – see the first, second, sixth and seventh examples of titles on p.16 of the Teacher Support & Coursework Guidance booklet.

Can 2593 coursework candidates take a pre-prepared answer into the exam room?

No, and the essay they hand in at the end of the exam must be a hand-written answer in an examination answer book. Candidates should, however, plan their answer in advance and organise the materials they will take into the exam room (e.g. using post-it notes to mark the pages in books containing extracts they wish to quote – or photocopying these pages) so that they can spend the 90 minutes writing.

Does there have to be a bibliography?

Yes. All works actually used in researching and writing the investigation must be listed (at the back of the essay).

Do there have to be footnotes?

Yes. Candidates must use and evaluate their sources throughout the investigation and all quotations must be acknowledged in the footnote. Selective and appropriate brief quotation of primary sources and/or scholars' works (or specific references to them) can only assist candidates in the task. Footnotes should be set out as follows:

Oberman.H.A., The Reformation. Roots and Ramifications (T&T Clark, Edinburgh, 1994, pp. 89-90).

1.1.2   AS Modules

Can candidates cross-reference between their answers in a document unit?

Yes. References in one sub-question to a point already made in the answer to another sub-question in Unit 2580-2582 are fine [especially when answering question (d)]; time is short. Candidates must, however, be explicit and give a brief summary of the point already made – examiners need to be clear that such a candidate really understands the point he/she is seeking to make.

How should candidates quote from a source in the Unit 2580-2582 exams?

An effective way to quote is a follows: [from the Italian Unification option, January 2001 Unit 2582 exam] '"The Emperor...for all" (A, lines 4-5)'.

Can I teach more than one Study Topic in a Period Study?

Yes, but make certain that both come from the same Unit – because both must appear on the same exam paper. For example, The Reign of Henry VII 1485-1509 and Henry VIII & Wolsey 1509-29 can both be taught because both are part of the Unit 2583 exam paper.

Should I be teaching essay-writing skills during Year 12?

Yes. Even if candidates will not proceed to A2, all AS candidates need essay skills for question (d) in Units 2580-2582 and question (b) in Units 2583-2586.

Were there many candidates for the January 2001 exams?

While most centres ignored the January 2001 exams, the January entry was not insignificant: some 2558 candidates took a Unit (as opposed to about 14100 in June 2001). For many this avoidance of the January session was the result of a whole-centre policy. Many too were understandably cautious about embarking into the unknown quite so quickly. While many History teachers (and/or their centres) tell us that they will continue to steer clear of January AS exams for Year 12, some who kept away in 2001 aim to use them in 2002 – any many more intend to use the January session of Year 13 for AS retakes. Some 10.75% (275 candidates) of the January cohort obtained a grade 'a' on their Unit; 8.13% (208 candidates) obtained a grade 'u' on their Unit.

1.1.3 Other Issues

Can I run the AS and A2 linearly, taking all exams at the end of Year 13?

Yes – and a few OCR History centres are doing exactly that. Obviously, such a strategy would need to be discussed with a centre's Curriculum Deputy/Director of Studies, and any centre adopting such an approach would need to ensure that universities were not requiring AS unit results on UCAS forms. Nevertheless, QCA was clear from the start that a modular route was not compulsory for new AS/A Level.

Will the Resource Lists be expanded?

Yes. We aim to revise the Resource Lists every other winter, starting autumn 2001. These revised versions will then be published the following year in a separate Resources List on the website (www.ocr.org.uk). The A Level History Subject Officer would be most grateful for information about items which have gone out of print and for details of valuable items (books, websites, videos) which have been missed out – remember please the requirement that, for inclusion, a book must be a paperback currently in print.

SPECIFICATION FOR TEACHING FROM SEPTEMBER 2001: attention is drawn to the June 2001 Notice to Centres detailing corrections and revisions to the content of certain options (especially Unit 2584 Britain 1846-1906, Unit 2588 Elizabeth I, Unit 2588 Oliver Cromwell, Unit 2589 Stalin & the Cold War and Unit 2591 The Challenge of German Nationalism). A copy of this is available on our website (www.ocr.org.uk). A second edition of the complete specification book, containing these and earlier changes, will be published during autumn 2001.

2 Revisions to generic mark schemes

2.1 AS Units 2583-2586 (Period Studies)

<u>Revised</u> Generic Mark Band: Question (b) – see the January exam Report for an explanation of the merging of the two original bands.

One mark with a maximum of 60 will be awarded. The mark will be awarded according to proportion of Evaluation 3: Perspective 1.

Band/60

A 48-60   The response evaluates the key issues and deals with the perspective(s) in the question convincingly and relevantly. The answer is successful in showing a high level of understanding. The answer focuses on explanation rather than description or narrative. The quality of historical knowledge supporting the argument is sound and is communicated in a clear and effective manner. The answer is well organised. The writing shows accuracy in grammar, punctuation and spelling.

B 42-47   The response is mostly successful in evaluating the key issues in the question convincingly and relevantly. It develops most of the relevant aspects of the perspective(s) in the question. The answer is successful in showing a very effective level of understanding. The answer focuses on explanation rather than description or narrative. The quality of historical knowledge supporting the argument is mostly sound and is communicated in a clear and effective manner. The answer is mostly well organised. The writing mostly shows accuracy in grammar, punctuation and spelling.

C 36-41   The response evaluates most of the key issues and deals with the perspective(s) in the question convincingly and relevantly. The answer is mostly successful in showing a good level of understanding. The answer tends to be descriptive or narrative in approach but the argument depends on some analysis. The quality of recall, selection and accuracy of historical knowledge, applied relevantly, is mostly sound and is communicated in a clear and effective manner. The organisation of the answer is uneven but there is a sustained argument. The writing generally shows accuracy in grammar, punctuation and spelling.

D 30-35   The response discusses the most important key issues in the question convincingly and relevantly. The answer is mostly successful in its level of understanding of the perspective(s). The answer is descriptive or narrative in approach but there is some implicit analysis. The quality of historical knowledge supporting the argument is satisfactory and is communicated in a competent manner. The comments miss some points or are less satisfactory in terms of supporting historical knowledge. There may be some irrelevance but most of the answer focuses on the question. The organisation is uneven but the answer pursues an argument. The writing usually shows accuracy in grammar, punctuation and spelling but contains some careless errors.

E 24-29   The response discusses some of the key issues in the question convincingly and relevantly. There is a basic understanding of the perspective(s) in the question. The answer is adequate in its level of understanding and is descriptive or narrative in approach. The quality of historical knowledge supporting the argument is basically acceptable and is communicated in a competent manner. The organisation is uneven but overall the argument is valid. There is some irrelevance but most of the answer focuses on the question. The writing shows accuracy in grammar, punctuation and spelling but contains some frequent errors.

U 0-23   The response does not discuss the key issues in the question convincingly and relevantly and shows little understanding of the perspective(s) in the question. The answer is inadequate in its level of understanding with poor description or narrative. The quality of historical knowledge is thin or significantly inaccurate. There is significant irrelevance. The answer is not communicated in a competent manner and the organisation of the answer is very poor. The writing shows significant weakness in the accuracy of grammar, punctuation and spelling.

2.2   Units 2587-2589 (Historical Investigations)

Revised Generic Mark Band: Question 1(i)

Band/15 Comparison of Sources

A 12-15   The response correctly identifies the substance of the comparison between the two passages. The answer is successful in establishing a full and complete point by point comparison between the arguments or ideas in the two passages. Material extraneous to the passages is used and it is directly relevant to clarifying the points of comparison. The writing is fluent, uses appropriate historical vocabulary, and shows accuracy in grammar, punctuation and spelling.

B 11   The response correctly identifies the substance of the comparison between the two passages. The answer is successful in establishing a full and complete point by point comparison between the arguments or ideas in the two passages. Material extraneous to the passage is used and is generally, though not necessarily always, directly relevant to clarifying the points of comparison. Most of the writing is fluent, uses appropriate vocabulary and shows accuracy in grammar, punctuation and spelling.

C 9-10   The response correctly identifies the substance of the comparison between the two passages. The answer is fairly successful in establishing point by point comparison between the arguments or ideas in the two passages but is not entirely full. There may be a tendency to list points from each document separately and to confine comparison to a sentence or sentences at the end. Material extraneous to the passage is used but is not necessarily always directly relevant to clarifying the points of comparison. The writing is generally fluent, the historical vocabulary is mostly usually appropriate and the grammar, punctuation and spelling is usually accurate.

D 8   The response correctly identifies most of the substance of the comparison between the two passages. The answer establishes some of the more important points of comparison between the arguments or ideas in the two passages but misses some and tends to list them rather than compare. There may be a tendency to list points from each document separately and to confine comparison to a sentence at the end. Material extraneous to the passage is used but not very well and is not directly relevant to clarifying the points of comparison. The writing may lack fluency and there may be some inappropriate historical vocabulary. The answer usually shows accuracy in grammar, punctuation and spelling but contains some careless errors.

E 6-7   The response provides basic answers to the question. It identifies some of the substance of the comparison between the two passages. However, it misses major items of the comparison and does not make it point-by-point. The extraneous material is neither very relevant nor really directed to clarifying the points of comparison. The writing contains some inappropriate historical vocabulary; it shows broad accuracy in grammar, punctuation and spelling but contains some frequent errors.

U 0-5   The response is a simplistic paraphrase of the two passages with no attempt to compare them. It may well be uncertain what the substance of the comparison is. The answer may be marred by considerable irrelevance. The writing contains very inappropriate historical vocabulary; it shows significant weakness in the accuracy of grammar, punctuation and spelling.

2.3   Units 2587-2589 (Historical Investigations)

<u>Revised</u> Generic Mark Band: Questions 2 and 3

Band/45 Essay

A 36-45   The response is focused clearly on the demands of the question but there is some unevenness. The approach is mostly analytical or explanatory rather than descriptive or narrative and, in particular, there is a clear and evident (but not necessarily totally full) evaluation of the historical debates bearing upon the topic, and this is carefully integrated into the overall approach. The answer is fully relevant. Most of the argument is structured coherently and supported by very appropriate factual material. The impression is that a good solid answer has been provided. Most of the writing is fluent, uses appropriate historical vocabulary and shows accuracy in grammar, punctuation and spelling.

B 31-35   The response is focussed clearly on the question and has most of the qualities of the A Band, but there is unevenness in content. The approach is clearly analytic and relevant. It is generally coherently structured and supported by appropriate factual material. However it will not be equally good throughout, for example evaluating the relevance of historians' views less well. The writing is clear and reasonably fluent, uses appropriate historical vocabulary and is generally accurate in terms of spelling, grammar and punctuation.

C 27-30   The response reflects clear understanding of the question and a fair attempt to provide an appropriate argument and factual knowledge. The approach contains analysis or explanation but there may be some heavily descriptive or narrative passages. There is substantial grasp of the elements of the historical debates which bear upon the topic, and this is to a degree integrated into the overall approach. The answer is mostly relevant. The answer achieves a genuine argument but may lack balance and depth in factual knowledge. Most of the answer is structured satisfactorily but some parts may lack full coherence. The writing is generally fluent, the historical vocabulary is usually appropriate and the grammar, punctuation and spelling is usually accurate.

D 22-26   The response indicates an attempt to argue relevantly. The approach depends more on some heavily descriptive or narrative passages than on analysis or explanation, which may be limited to introductions and conclusions. There is some knowledge of the historical debates which bear upon the question, but this may be 'bolted-on' to the other material. Factual material, sometimes very full, is used to impart information or describe events rather than to address directly the requirements of the question. The structure of the argument could be organised more effectively. The writing may lack fluency and there may be some inappropriate historical vocabulary but the answer, while usually showing accuracy in grammar, punctuation and spelling, contains some careless errors.

E 18-21   The response offers some elements of an appropriate answer but there is little attempt generally to link factual materials to the requirements of a question. The approach lacks analysis and explanation and the quality of the description or narrative, although mostly accurate and relevant, is not linked effectively to the argument. There may be some hints of the historical debates which bear upon the question, probably poorly understood. The structure of the argument shows weaknesses in organisation and the treatment of topics within the answer is unbalanced. The writing contains some inappropriate historical vocabulary; it shows a fair accuracy in grammar, punctuation and spelling but contains some frequent errors.

U 0-17   The response is not properly focused on the requirements of the question. There may be many unsupported assertions or a commentary which lacks sufficient factual support. The argument may be of very limited relevance and there may be confusion about the implications of the question. It is unlikely that there will be any sense of the historical debates about the subject. The answer may be largely fragmentary and incoherent, perhaps only in brief note form. The writing contains very inappropriate historical vocabulary; it shows significant weakness in the accuracy of grammar, punctuation and spelling.

In applying all AS and A2 generic mark bands, examiners are looking for the 'best fit' (**not** a perfect fit).

3 Historical Investigations (Units 2587-2589): Interpretations Summaries

The focus of these three Units is controversy among historians as they seek to understand and interpret the past. The thirteen options in these Units focus on key historical individuals and, for each chosen option, alternative ways of interpreting and understanding that individual must form the core of teaching and learning.

In order to assist teachers in their preparation for these Units, the senior examiners who set these actual exam papers have written a summary sheet for each option indicating major lines of interpretation and areas of debate around which a teaching programme might well be structured. None claims to be definitive. Each is itself subject to potential debate. The summaries are offered only as an aid which some teachers might wish to make some use of in preparing themselves and/or their students.

Teachers are reminded of the statement in the specification on p.91 that 'questions will **not** depend on knowledge of the views of particular historians.' No question or mark scheme will require a candidate to be able to say 'Professor X says this but Dr Y says that.' Candidates will not be presumed to know the specific ideas of any individual scholar. Each of the passages for Question 1 will have a brief introduction indicating to candidates where that author stands in the debate – there will be no expectation that candidates will recognise the author's name or will have read that scholar's work or will know that expert's particular view. Equally there will be no requirement for teachers or students to be aware of the very latest cutting-edge research article recently published. In other words, the level of historiography needed by candidates for Units 2587-2589 goes no further than that required by outlines papers in old A Level History: a clear awareness that (usually) there is more than one way to interpret 'x', an understanding of the major alternatives and an ability to make a broad assessment of their strengths/weaknesses.

3.1   Interpretations of Charlemagne

Collections of Sources

The following are fairly modern and very useful collections:

P.E. Dutton (ed.), *Carolingian Civilization* (Onatrio: Broadview, 1993)

P.D. King, *Charlemagne: translated sources* (Lancaster: University of Lancaster, 1987)

H. Loyn and J. Percival (eds), *The Reign of Charlemagne* (London: E. Arnold, 1975)

The Wider Debate

To early historians Charlemagne seemed a gigantic figure who restored order in the chaotic world of the early middle ages by creating an Empire, thereby laying the foundations of a new civilisation which underlies our own. The coronation of Charlemagne as Emperor in 800, therefore, seemed to set the seal upon an enormous achievement and was no less than a 'Revival of the Roman Empire in the West'. This very positive view of Charlemagne was modified by the argument that in Charlemagne's last years, as military expansion ceased, the 'Empire' began to decay. A much more radical view argued that Charlemagne never constructed a real fabric of government or imposed unity on his lands which were an agglomeration of conquests. It was successful expansion that created the rewards to bind the Frankish aristocracy to the Carolingian family. When expansion ceased, Charlemagne did not have the means to reward his followers, and so the Empire weakened. In essence Charlemagne was a Frankish Chief who tried to construct a replica of the Byzantine political system and failed. However, more recently historians have been inclined to take a much more positive view of Charlemagne as a civilising force who imposed order upon much of Europe. In this view the internal limitations of administration were inevitable, and the various subdivisions of the 'Empire' formed the basis of a strong and enduring administration.

The Coronation of 800

The great puzzle about the coronation is that, according to Charlemagne's biographer Einhard, the Emperor was in some way displeased with it. This has opened the question of whether he wanted it to happen or not. Some historians have seen the coronation as the outcome of Charlemagne's ambitions and those of his court, while others have argued that the initiative really lay with the papacy which was trying to use Charlemagne for its own ends. On the significance of the ceremony views really have varied according to the general view of Charlemagne's importance and place in history. However, there can be no doubt that it was an event of outstanding importance for the future.

The Carolingian Renaissance

There can be little doubt that Charlemagne was deeply interested in learning, but modern scholars have seen him as acting in the context of what was expected of a Christian king. However, his interest has been seen as driven by a zeal for the spread of Christianity and for an anxiety to strengthen the fabric of his government.

Military History

The incessant military activity of Charlemagne's reign and his extraordinary success has generated much interest. The old view, first propounded in the late nineteenth century, was that Charlemagne's ancestor, Charles Martel, invented heavy armoured cavalry as a counter to the cavalry tactics of the Arab invaders. To equip such men Charles Martel developed the custom of granting them fiefs of land and so began 'feudalism'. Thus the heavy cavalry formed the irresistible force in Charlemagne's army, carrying all before it. This view was exploded in the 1970s when it was recognised that there was very little evidence to support the idea. Historians would now emphasise Charlemagne's skill in organising and supplying substantial armies which overwhelmed his enemies. Some of these forces were cavalrymen, and amongst those mounted were the most effective and best-armed warriors, but it is uncertain whether they fought as heavy cavalry. It has always been supposed that the Carolingian armies were made up of levies of the free population bringing their own arms to war at the behest of the king. More recently it has been argued that such levies would have been unsuited for the offensive warfare of Charlemagne and that if they were used it was only for defence. Rather, it is argued that Charles relied on the professional warrior retinues of his great nobles who served for booty. Perhaps the mass levy became more important in the later stages of his reign if, as has also been recently suggested, Charlemagne consciously took a defensive stance. In such a defensive stance the mass levy would be very useful to fend off local incursions from outside enemies.

3.2   Interpretations of King John

Contemporary Sources: most of these were written by monks and they were very critical indeed of King John because he had defied the Pope in the Canterbury dispute and plundered, as they saw it, the Church. It was not until historians began to look in detail at the royal records that a new view of John as an able king emerged. However, some have suggested that it was precisely because John was so closely involved in government that he annoyed his nobles.

When scientific history first began to be written in the mid-nineteenth century it was to the hostile chroniclers that historians turned. Through to the 1950s John was denounced as a wicked king. These writers were strengthened in their hostility by a profound conviction, shared by almost all 19th and early 20th century thinkers, that *Magna Carta* was the true foundation of English liberties.

This unrelieved hostility was first seriously contested in the late 1940s when it was recognised that many of the contemporary chronicles were very far-fetched. A little later, historians began to see John in the context of an Angevin monarchy which was developing an absolutism which he inherited. This context of the development of the Angevin Empire has been much explored in recent literature. The early 1960s marked a new stage in interpretation because historians began to base their views of John not on chronicles, but on royal records. Their writings showed John actively interested in the machinery of royal government and intervening frequently and intelligently in its workings. Thus emerged the picture of John as a diligent and able king. At the same time these historians investigated the barons and showed that they had narrow and selfish grounds for their resistance to John. As a result of all these developments, many historians now see John as an able king who had to face appallingly difficult circumstances and enjoyed very bad luck. Thus the focus on John's personal failures was changed to an emphasis on the situation John found himself in and the question of royal resources; but the personal failings of John remain a higly controversial subject.

More particularly, historians have suggested a new understanding of his loss of Normandy in 1204. The traditional view was that John lost Normandy because he was incompetent and lazy, but it has been argued that finance was at the root of the loss. Not only was John hard-pressed to find money, it has been suggested, but Philip Augustus of France enjoyed booming revenues which enabled him to raise strong armies. There is, however, a widespread agreement that the loss of Normandy was a significant turning-point in John's reign.

The quarrel with Innocent III has attracted much attention. Older historians saw this as resulting in a demeaning defeat, but in the 1940s historians began to suggest that John manipulated Innocent III during and after the conflict over the Canterbury election, and to see the quarrel in a wider European light.

John's duplicity in negotiating with Innocent III to annual *Magna Carta* used to be widely decried, but some have contended that John was following parallel paths of action and that if *Magna Carta* had worked the king would have stayed faithful to it: the problem was that its breakdown was not due solely to John's actions.

3.3 Interpretation of Philip II

Contemporary Sources

Most of these were written by Philip's enemies and they painted Philip as an aggressive, imperialist tyrant because he engaged in wars against them. William of Orange, Francis Bacon and the Spaniards Antonio Perez, Ibanez de Santa Cruz and the Jesuit historian, Juan de Moriana, all attacked Philip at the time. Successive Popes clashed with Philip, and often voiced their views against the king. The Dutch printing presses produced a flow of propaganda against Spain, echoing the 'Black Legend'. Among this propaganda was the *Advice of the Inquisition*, exposed as a forgery early in the 20th century, which purported to pass a death sentence on the entire Netherlands population. General contemporary Castilian attitudes were more favourable, dubbing Philip 'El Prudente'. Philip failed to redress the propaganda balance in his favour, as he refused to support an official biography or a history of his reign.

Historical Interpretations

Motley in his *History of the United Netherlands* (New York 1867) portrayed Philip as an absolute and murderous despot who 'strangled, drowned, burned or beheaded somewhat more than eighteen thousand of his fellow creatures'. Cadoux called him a 'monstrous tyrant' when he published *Philip of Spain and the Netherlands* in 1947. Protestant historians such as these accepted Dutch propaganda without question and further developed the hostile personal attack.

Writing in Paris in 1912, Bratli began the move towards a more balanced approach to the king's personality. In 1932 Merriman and in 1937, Trevor Davies in his *Golden Century of Spain* began to produce more objective views of the king. Davies saw the weakness of his system, but still claimed that Philip's ultimate objective was 'the domination of the British Isles and France by means of intervention in their religious struggle'. Braudel's influential *The Mediterranean in the Reign of Philip II* (first published in France in 1949) set the reign in its wider context. Petrie in *Philip II* (1963) emphasised his achievements in securing the Mediterranean from the Turks and uniting the Iberian peninsula.

Many historians have revised traditional views of Philip II's reign in the last three decades, including Lynch in *Spain under the Hapsburgs* and Pierson in *Philip of Spain* (1975). Kamen has written and revised his *Spanish Inquisition*, and a biography *Philip of Spain* that together whiten the Black Legend. Woodward's *Philip II* (1992) integrates useful references to historians' views into its text.

Was religion the mainspring of his foreign policy, as both Philip II himself and Parker suggest? Was this merely a front for imperialist ambition? Was it primarily defensive or aggressive? Where were the turning points? Why was Spain unable to defeat the Dutch rebels? Woodward sees the papacy and Philip, as 'Most Christian King', sharing common interests but clashing on some issues. Popes often believed religion was only a pretext for safeguarding and increasing Philip's dominions. Richelieu in 1624 was in no doubt that the Spaniards aspired to universal domination. von Ranke in 1843 suggested Philip came to regard the progress of his own power and the progress of religion as identical, and to behold the latter in the former. Stradling considered it was inevitable that the far-flung Spanish *monarquia* should be in a permanent condition of war and that Philip's main aim was to protect Spanish prestige. Pierson agreed Philip was motivated by personal obligations rather than by reasons of state.

Kamen has revised his earlier views to stress the marginal impact of the Inquisition on Spanish culture and everyday life, and concentrate on its educative role, alongside its confrontation with Judaism and Islam. He compares the conditions in Inquisition prisons favourably to those of most European states, and emphasises low execution rates under Philip II. Lynch views Philip II's control over the Church as probably more complete in Spain in the sixteenth century than any other part of Europe, including Protestant countries with an Erastian system. Woodward calls the Spanish Church 'a department of state'. Kamen considers that the Tridentine decrees 'revolutionised Spanish Catholicism'. Christian has revealed the continuation of pagan beliefs in *Local Religion in Sixteenth Century Spain*.

Philip tried to follow Charles V's advice to attend closely to finances and learn to understand the problems involved, but could never manage to understand them (quoted in Parker). The inherited system and increased war expenditure compounded his problems. The controversy centres on whether Philip was primarily the author of his financial problems. Thompson suggested that the crown became more dependent on parliamentary grants, and while Pierson and Griffiths (1968) felt the Cortes of Castile were made a 'subservient tool of monarchical government', Jago (*Past and Present* 1985) saw the establishment of an important principle in the Cortes withholding the servicio. The failure to reform the economy is also laid at Philip's door by some historians.

Contemporaries agreed that 'in all his affairs, his sole decision consisted in remaining eternally indecisive' (Granvelle, who also quoted a Viceroy of Naples in stating 'If death came from Spain, I should be immortal'). Braudel stresses the efficiency of the Spanish postal system, and the problems of the 'space-time factor'. The king's character traits which some historians see as steadfastness, others see as intolerance and fanaticism.

A controversy concerns the nature of factionalism under Philip II. Kamen has disputed the traditional view of the Alva and Eboli factions, as has Lovett. As far as centralisation was a reality under Philip, Lovett's view is that his monarchy was Castilian ruled from a fixed point, whereas Vives talks of 'Maximum concentration of power at the summit and the minimum irradiation of that power downward'.

There remains a debate as to whether 'absolutism' is an appropriate term to describe sixteenth century monarchs. 'Royal absolutism was a reality under Philip II' wrote Dominguez in 1971, supported by Petrie and Pierson. Lynch feels that absolutism was qualified by conditions, and its power was less imposing in practice than it was in theory. Woodward sees Philip as an autocrat who epitomised the strengths and weaknesses of personal monarchy in the sixteenth century.

3.4 Interpretations of Elizabeth I

The Traditional View

Adulation of Elizabeth, in particular her ability to end the 'mid-Tudor crisis', control parliament and restrain religious conflict, developed soon after her death and was widely accepted until the mid-1960s.

It emphasised conflict between Elizabeth and her Parliaments and religious division as major themes because it regarded events of Elizabeth's reign as a precursor to the mid-seventeenth century conflict.

It stressed Elizabeth's skilful management of Parliament.

A major theme was the growth in the power of the House of Commons at the expense of the Lords.

It stressed Elizabeth's ability to manage the growing religious diversity of her subjects.

The Revisionist View

Rejected the idea of a 'mid-Tudor crisis' and hence of the relative strength and skilful management of Elizabeth's government.

Also rejected the idea that the Civil Wars of the 1640s had causes going back before 1637.

Rejected the idea of a progressive movement in religious development with Puritanism challenging religious conformity and hence the monarchy.

Emphasised a slow Reformation; Catholic survival rather than Protestant militance was the major ecclesiastical problem.

Rather than being self-confident, Elizabeth's government was deeply afraid of, in particular, Catholic threats (especially in the 1580s).

Acknowledged the surviving importance of the nobility in local and central government.

Rejected the growing confidence of the House of Commons in challenging the crown.

Challenged the concept of the centrality of factionalism in government.

The Post-Revisionist View

Examined the rule of Elizabeth from the feminist perspective, particularly regarding the marriage and succession questions, but also in the context of a patriarchal society.

Undertook research into the contribution of Elizabeth's style and image to her dealings with politicians.

Recognised that conflict between Queen and Parliament was often the result of unresolved matters between Queen and Privy Councillors.

Saw Elizabeth as a weaker monarch than either of the other views suggest, as there were so many constraints on her power and she had far less room for manoeuvre than had previously been suggested.

3.5   Interpretations of Oliver Cromwell

From the outset Cromwell has been the cause of much debate regarding his motives, aims, sincerity and methods. Hence it is difficult to divide interpretations of Oliver Cromwell into traditional, revisionist and post-revisionist categories; in each period there have been conflicting interpretations. To some extent these interpretations depend on the historian's interpretation of what went on in the mid-seventeenth century (Revolution? Rebellion?).

Motives

Cromwell can be interpreted as being ideological, either in wanting a more egalitarian society, in rejecting the tyranny of monarchy and in desiring to conform to the will of God and introduce a godly reformation.

Alternatively, Cromwell can be interpreted to be a self-seeking opportunist, abandoning inconvenient ideologies (such as Levellerism and republicanism), taking on policies and proposals then dropping them.

These interpretations might be resolved if Cromwell's view of himself as God's instrument is accepted, since any who opposed him would then be opposing God's will and hence he could justify rejecting previous allies.

Aims

The debate here centres on the extent of his radicalism in religion, politics and social ideas.

Religion is the area where Cromwell is most generally accepted as a radical, if only because of his continued commitment to a wider degree of toleration than was generally accepted in the mid-seventeenth century.

The interpretation of Cromwell's political aims are most subject to periodisation, in that nineteenth century historians (living at the time of the democratisation of parliament) interpreted him as a radical regicide and constitutional experimenter, while more recent historians have seen him as politically conservative, only committed to a constitutional arrangement if it suited his other aims.

Socially, Cromwell has been seen as a conservative country squire, protecting the vested interests of his class, although recent interpretations suggest that his own place within the hierarchy was less secure than had previously been thought.

Sincerity

The debate revolves round historians who believe he was sincere and those who do not. In particular, historians debate Cromwell's level of involvement in incidents in which he got what he wanted and yet denied involvement or foreknowledge.

Methods

Was Cromwell a 'champion of liberty' or an 'oppressive tyrant'? Historians take opposing views, although all are inclined to believe that whatever his methods they were designed to further his other goals, for example religious aims.

The tension between the two styles of government is recognised too, as being essentially a tension between Cromwell the individual who preferred to champion liberty and Cromwell the ruler who was obliged to keep order.

3.6   Interpretations of Peter the Great

The Conventional or Orthodox View

This interpretation was accepted by many contemporaries and by historians to the 1950s, especially in Russia.

Peter's reign marked a turning point. He changed Russia from a backward eastern country to a European state.

Admired Reason and suppressed Russian traditions and superstition. Even an enlightened despot.

Primary aim was to westernise Russia. Copied western models. All sections of society were changed by his policies.

Opposition was suppressed and all groups were forced to accept his policies.

Russia became an important European country.

Peter was great because he combined the East and the West and introduced fundamental reforms.

The Revisionist View

This interpretation developed from the 1950s.

Peter's reign was important but the changes should not be exaggerated.

Already signs of change and of contact with Europe before the 1690s. There was continuity was well as change.

Russia not 'a blank piece of paper' at the time of Peter's accession.

An error to describe him as 'enlightened' in a western European sense. Strong ruler but also cruel and barbarian in methods.

Westernisation was less important as an aim in itself but as a means to strengthen Russia.

He saw himself as a Russian, not western European, ruler.

Many groups in society were able to resist change.

The Post-Revisionist View

This view became more popular from the 1990s.

Peter's reign represented both continuity and change.

Much depended on his personal strength. The powers of the Tsar depended on personalities.

Direction of Russian history changed but many aspects were unchanged, especially in social and economic affairs.

No planning or consistency in policies. Many reforms only on paper; not carried out in practice. Some, but not all groups, were radically changed. Importance of St. Petersburg but this was a small part of Russia. Peter increased divisions between peasantry and nobility.

Russia at Peter's death was economically exhausted and politically divided. Peter's personal government caused problems for Russia. He had not solved most of Russia's problems but showed what could be achieved by a determined ruler.

Russia's power grew but this depended on the weakness of its rivals, especially Sweden. Peter did bring Russia fully into the western European groups of counties. This importance has continued.

In spite of failures and harsh methods, Peter should be regarded as a great ruler because of the range of his aims and his success in making Russia a European power.

3.7 Interpretations of Napoleon I

Interpretation: Around 250,000 books and articles have been written about Napoleon and the flood of literature shows no sign of stopping. He and his impact remain areas of considerable debate. Much of the debate has been stimulated by Napoleon himself and the 'legend' that grew around him both during and after his life. Candidates will need to be familiar with that legend.

1. **Overall Interpretations**: Much nineteenth century writing about Napoleon, whether for or against him, sought to identify some overarching idea which 'explained' him. This is partly reflected in the interpretations of him as 'heir to the Revolution' or its 'betrayer', but also in grander ideas that he was a latter day Charlemagne or Alexander, that he aimed at universal empire or a Europe of nations freed from the shackles of feudalism. Such overarching interpretations are less accepted today. However, whilst few historians today are as black or white in their views as many earlier writers, all find it hard to remain neutral about Napoleon.

2. **Napoleon's domestic rule of France**: The debate over whether Napoleon was the Revolution's heir or its betrayer has remained a central theme of historical writing since the earliest days of his Consulship. Historians have praised him for his reforms, apparent 'enlightenment' and maintenance of key revolutionary principles; others have condemned them as a sham – he maintained only those elements of the Revolution he had to in order to secure himself in power. He has been criticised as a dictator who imposed a virtual police state, and praised as a benevolent ruler (the 'saviour') who brought order, stability and longlasting benefits to France after the anarchy and disorder of the revolutionary years. Some recent work, however, has stressed the continuity between the Directory and the Consulate. Some work has also been done on the impact of Napoleonic rule locally, tending to qualify the view of a highly centralised regime.

3. **Napoleon as a military leader**: The accepted orthodoxy had been that Napoleon was a military genius. Such interpretations emphasised his skills as a general, the glittering record of victories and drew on Napoleon's own interpretation of his campaigns. More recently there has been more scepticism as historians have stressed the quality of the forces he commanded, the skill of some of his marshals, the mistakes and bungling that were a feature of many campaigns and so on. However, the area of debate remains that between whether he was a genius or merely a good general.

4. **Napoleon's rise and fall**: All explanations draw in part on the interpretation of his military ability. His rise can be explained by his abilities, his fall by factors outside his control, for example. Some have suggested that the ambition and ability which drove him to success also contributed to his failure – his ambition knew no bounds, he began to believe his own myth, he underestimated his opponents and so on. Other interpretations emphasise the relative advantages Napoleon enjoyed in the earlier period – he combined control of the army with rule of France, his armed forces were experienced and had mastered new methods of warfare, his enemies were divided, could not match French resources and were still fighting according to eighteenth-century ideas. His fall resulted from the lessons his enemies learned, their resolve and final unity, the mistakes Napoleon made, his personal decline, the dilution and reduced quality of French forces and so on. There is also debate about when Napoleon's power reached its peak – a variety of dates and tests have been proposed.

5. **Impact on Europe**: Broadly the positive view praises Napoleon for the export of revolutionary principles (such as the abolition of feudalism), the reorganisation of government and the export of the Code Napoleon. The negative view emphasises the exploitation of the Empire and French satellites and allies and the damaging effects of the Continental System. The idea that Napoleon supported nationalism has also been heavily criticised. Another important area of historical interpretation is to emphasise the varied impact of Napoleonic rule, dependent on such factors as closeness to France, length of association with France, local conditions and so on.

3.8 Interpretations of Gladstone and Disraeli 1846-80

Disraeli

Interpretations about Disraeli on Parliamentary Reform

- Disraeli wanted to create a larger electorate which he believed would be Conservative since the Conservatives were more attuned to the needs of the working classes (Tory Democracy)

- Disraeli was not a Tory Democrat but wanted reform which would enable him to achieve and keep power

- Disraeli was an out and out opportunist

- Disraeli was reacting to public opinion

Interpretations about Disraeli's achievements to 1874

- He did very little to promote his party

- He formulated the ideas on which his government was later based and he kept his party together

- He exploited Gladstone's difficulties brilliantly

Interpretations about Disraeli as a social reformer

- Social reform was a major concern for him

- His reforms were piecemeal and followed no set agenda

- His reforms depended on the work of previous governments or other individuals

- His achievement was to make social reform acceptable to Conservatives

Interpretations about Disraeli foreign and imperial policies

- He followed no moral principles

- He saw Russia as the main threat in Near East

- He achieved 'Peace with Honour'

- He did little to halt the approach of war in the Balkans

- He became an imperialist

- He was always an imperialist

- He had an imperial policy

- He improvised

Gladstone

Interpretations about Gladstonian Liberalism

- He had consistent Liberal principles

- His Liberalism was limited

- He played a key role in the development of the party

- He contributed little to the party

- He was ambitious personally

- His financial reforms were his greatest achievements

- His first ministry defined Gladstonian Liberalism

- He was opposed to Radicals like Chamberlain

Interpretations about Gladstone and Ireland

- He made a genuine attempt to remedy Irish grievances

- He was more concerned to keep the Liberal party together and to remain its leader

- He looked at Irish problems afresh and gave Irish Catholics hope for the future

Interpretations about Gladstone's foreign and imperial policies

- He wanted to dismantle the Empire, or at least to halt expansion

- He believed in self-government for colonies

- He opposed overseas involvement and often disregarded British interests

- He believed in international conferences and arbitration

- He disliked Turkey on moral grounds and his views on the Balkans would have solved the problems

- He went against his principles at times

3.9   Interpretations of Bismarck and the Unification of Germany 1858-71

1.   Introduction

The unification of Germany was one of the great events of the nineteenth century. Unification had been achieved not by the German people but by the Prussian state. The leader of the process of German unification was one of the great men of the nineteenth century. Many saw Bismarck as a kind of evil genius, the person responsible for keeping Germany on the undemocratic, militaristic road which led to the Third Reich. In using 'blood and iron', he was seen as maintaining traditions established by Frederick the Great and taken further by Germany in two world wars. Even if the arguments about Bismarck are now less heated than they once were, they still provide a useful introduction to general historical issues. Do 'great men' have a greater influence on history than 'blind' social and economic forces?

2.   The Impact of Prussia

The formation of a Prussian-dominated federal empire in 1871 might now seem inevitable. It did not seem so before 1871. The new Germany could have been a loose confederation led by the Austrian Habsburg royal family, as it had been for three hundred years. It could have been a democratic republic, as France became in the same year, achieved either by revolution or by popular consent. So one key issue is why did one model of unity prevail over the other two? Why did Prussia, a relatively small north German state, emerge as the political leader of germany?

One set of reasons concern Prussia's strengths. Bismarck's political leadership of Prussia was one factor. But Bismarck could not win wars by himself. He needed an effective army. Here he was greatly helped by Prussian forces equipped and trained by the leadership of Roon and Moltke. They in turn were helped by the industrialisation of Prussia in the mid-nineteenth century as coal and iron ore were used to produced railways and guns in large quantities. Finally, Prussia had established an economic union of most of north Germany, the *Zollverein*, a union which Austria never joined. This bound many small states to Prussia rather than Austria.

The second set of reasons concern the weaknesses of Prussia's opponents. They were divided, which enabled Prussia to deal with each in turn. They were not prepared; armies were poorly organised, economies less industrialised. They were poorly led, their leaders lacking the skills of the Prussian political and military leadership. Bismarck was able to exploit these weaknesses with great ruthlessness – which leads to the next key issue, Bismarck himself.

3.   The Impact of Bismarck

Though Bismarck led Germany (excluding Austria, an important point) to unity, his leadership has raised many historical questions. Some concern his goals. How far did he intend to unify Germany, either from the time of his appointment as Prussian Prime Minister in 1862 or even in 1870? What exactly was he trying to achieve? Few now believe his primary goal was the unity of the German people. Some emphasise more positive, if conservative goals, namely to maintain the power of the Prussian monarchy, while others concentrate on Bismarck's desire to defeat his many enemies, in Prussia, Germany and Europe. There was certainly a negative side to Bismarck, suspicious and devious, which affected his policies.

Some questions concern Bismarck's methods, which are summarised in the term *realpolitik*, a cynical politics with little regard for morality or ideology. Bismarck was quite willing to be 'economical with the truth', if it suited his political purposes. The introduction of universal male suffrage for the new German parliament in 1871 is just one example of Bismarck's cynicism in practice: give the form but not the substance of power. What impact did such methods have on Prussian and German politics?

The final set of questions concern the new German state which Bismarck created in 1867-71. How far was it simply the coming together of German monarchical states under the control of the Prussian (and now German) monarchy and how far had something new been created, a German national identity greater than the sum of its various parts? Had the achievement of unity overcome the particularism of the states which had come together for the first time? Though full answers came after 1871, clues can be found in the earlier period.

4. Bismarck and History

Bismarck stayed in office for another nineteen years and lived for another eight years after that. He found time to write his memoirs, *Reflections and Reminiscences*, published in 1898, the year of his death. Very one-sided, their portrayal of their author as a great man nevertheless influenced views of Bismarckian Germany and its founder. How great was Bismarck? Impossible to say. But he's also impossible to ignore.

3.10 Interpretations of Roosevelt's America 1920-41

Why was Prohibition attempted?

Candidates should be aware of the differing historical interpretations of the reasons for the introduction of national prohibition through the 18th Amendment and Volstead Act. They should study the moral and religious factors associated with groups such as the WCTU and the Anti-Saloon League and be able to place these against the claim that it was the issues associated with the First World War which created the conditions for national prohibition. Also they need to consider the view that national prohibition was part of a wider reaction by White, Anglo-Saxon Protestants (WASPS) against social changes within the USA brought on by mass immigration and the growth in demands for African American civil rights. The campaign for national prohibition should be placed alongside the re-emergence of the Ku Klux Klan, the restrictions on immigration and opposition to socialism which all developed in the second and third decades of the 20th century.

Why did Prohibition fail?

Candidates should consider the interpretation that it was due primarily to the involvement of organised crime against other views that failure was due to mass disobedience of the law and the collusion of law and order institutions in this disobedience. They should also consider the interpretation that prohibition failed because of opposition from new immigrants and urban areas against small town and rural WASP America.

Why did the American economy collapse so dramatically between 1929 and 1933?

Candidates should consider the interpretation that it was primarily the Wall Street Crash which caused the Depression against other interpretations which state that structural weaknesses in the US economy (such as the maldistribution of wealth leading to overproduction and underconsumption) were major factor. In addition, candidates need to consider the role of the Hoover administration in assessing the dramatic collapse of the US economy after 1929 against other factors such as the world-wide nature of the collapse, the unexpected depth of depression and the limitations placed on the Hoover administration by the US Constitution and Congress.

What did Roosevelt's New Deal achieve?

Candidates should be aware of the continuing historical debate about the success of the New Deal by 1941. Did the New Deal bring recovery or did it merely prevent economic collapse? Candidates should also be aware of the debate about the degree of success and significance of the First New Deal (1933-35) as compared to the Second New Deal (1935-37).

Candidates should also appraise the issue of opposition to the New Deal and be able to explain how far the New Deal was opposed by both radical and conservative sections of US politics and society.

Why did the United States adopt and finally abandon a policy of isolationism?

Candidates should consider the debate on why isolationism was adopted during the 1920s and the extent to which it could be regarded as a return to traditional US foreign policy (normalcy). Candidates should also consider the extent to which the USA became isolationist in the 1920s. Developments such as the Dawes and Young Plans, the Kellogg-Briand Pact and the 'good neighbour' policy should be considered in this debate.

Candidates should also consider the debate about why the USA abandoned isolationism and the role of FDR in this process. They should consider the debate that FDR had been opposed to isolationism from 1933 and planned and schemed its abandonment from that date. This should be placed against arguments which suggest FDR was a pragmatist who reacted to events and developments in Europe and the Far East.

3.11 Interpretations of Lenin and the Establishment of Bolshevik Power 1903-24

1. Introduction

The subject of Lenin and the establishment of Bolshevik power is one of the very best introductions to more general questions of history. How useful are different types of historical sources? Compare contemporary versions of the Russian Revolution, written or visual, with those written – or filmed – fifty years later. How important is it for students to evaluate the sources they use? Just imagine someone using both a Soviet and an American account of Lenin's New Economic Policy without bothering to evaluate them. How necessary is it to have some idea of the historiography of a subject? Try appreciating Russian accounts of Leninism written before and after 1989 (when the official Soviet archives became open to historians for the first time) without being aware of the difference. The establishment of Bolshevik power is an important and fascinating subject, both in itself and for its historiography. In order to study the former properly, it is necessary to have some understanding of the latter.

2. Leninism in History

There are few historical objects which have caused as much historical controversy as the nature and significance of Leninism. There is perhaps one main reason for this. Lenin ensured the establishment of Soviet communism, a system which was to have a huge impact on the history of the next eighty years. All those who write on the subject have experienced this impact in some way or other. For a time, hard to believe now, communism was to many a secular faith, a modern religion, with Lenin as its main founder, a Christ-like figure. At the other extreme, some believed Lenin was the source of what they regarded as the evil of communism. As communism grew and expanded (a period which lasted until the 1970s), Lenin was seen as one of the great figures of modern history. Like him or loathe him, you could not ignore him.

A second reason for the debate about Lenin is a consequence of the form Soviet communism took in the thirty years following his death and which remained with only slight modifications for thirty five years until its final collapse. This form is labelled Stalinism by many, totalitarianism by some. Khrushchev's secret speech of 1956, which revealed the brutal realities of that era, made historians of the USSR consider whether Stalinism was a departure from Leninism or its continuation. The debate has continued ever since.

Leninism also causes arguments because it is so closely linked with the October Revolution, itself a cause of great controversy. Was October 1917 a Red October, a working class revolution with a disciplined Bolshevik party which knew what it was doing at its head? Or was it more a case of the Bolsheviks, never really organised, stumbling into power as they filled a political vacuum caused by the disintegration of the Provisional Government? Whichever view you take of October 1917 will influence your view of Lenin and his place in history.

Finally, Leninism has attracted so much argument because Lenin was both a revolutionary politician and an intellectual, a rare combination. After Marx, he is probably the most influential left-wing thinker of modern times. He developed the ideas of Marxism and then apparently put his ideas into practice. Some understanding of Marxist-Leninist values is essential to a proper understanding of Bolshevik actions in 1917 and beyond. His idea of a vanguard party of dedicated revolutionaries leading the working class towards socialism became a model for many on the left. It certainly stimulated much debate for the rest of the twentieth century.

3. Lenin in History

Broadly, there have been two approaches to Lenin, the (very) favourable and the (very) hostile. The official Soviet accounts of Lenin's life were obviously very favourable. Stalin developed the cult of Lenin, even if it was not his idea in the first place. The control of archives and books by the Soviet communist party meant that this iconic view of Lenin was not openly challenged in the USSR until the arrival of *glasnost* in the late 1980s. Then the traditional interpretation of Lenin was replaced by a revisionist post-communist version. Even then, Russian views have not been wholly hostile; Lenin's body has not been removed from the mausoleum in Red Square.

In the West, Lenin has been the subject of both praise and criticism, almost from the word go. Most of the first-hand Western accounts of the revolution were written by those sympathetic to communist ideals. Later historians relied on such sources and on archive material provided by the Soviet Union. Thus the favourable view of Lenin persisted into the mid-twentieth century. However when the Cold War was at its height in the 1950s and 1960s a number of conservative or right wing historians wrote more critical accounts of Soviet history and of Lenin's life. They were helped by the slight thaw in Soviet politics in the late 1950s, which allowed a little more access to some Soviet sources. In the 1970s and 1980s, as the Cold War waned, a new group of historians interpreted Soviet history and thus the contribution of Lenin in a different and more favourable light. They soon became known as the revisionists. However their revisionism was in turn subject to further revision as the Soviet archives were opened to western academics for the first time (though some remained off-limits). Incorporating this new material into accounts of Soviet history will take many years. As with all historical subjects, the debate goes on.

3.12   Interpretations of Chamberlain and Anglo-German Relations 1918-39

1. Introduction

The focus of this study is the British policy of appeasement. Appeasement is a word which has become much used – and abused – since the 1930s. It is now a wholly derogatory term. No political leader would wish to be called an appeaser. And yet the word originally had a completely different meaning: that of bringing peace or calm where there was conflict or disorder. This change of meaning came about as a result of the policies of Britain and France towards Germany and Italy in the late 1930s. Chamberlain believed his policy of settling points of German grievance would bring peace to Europe. It didn't. It can be argued that appeasement helped bring about war. The policy was seen as failure. It was regarded as 'giving in to the bully', a phrase with connotations of weakness, cowardice and even shame. The policy aroused much debate at the time – and among historians ever since.

2. Appeasement and History

Criticism of appeasement began as soon as the policy was abandoned as a failure in 1939. The experience of the Second World War added to the criticism.   The war was seen as the 'unnecessary war' brought about in part by the 'guilty men', the appeasers who had failed to use various opportunities in the mid-1930s to stop Nazi Germany. The wartime leadership of Churchill, in peacetime the first and the greatest critic of appeasement, added to the criticism. So did growing awareness of the realities of Nazi rule, which put those who had tried to compromise with such an evil regime in a bad light. How naïve! How immoral!

From the 1960s less partial accounts of appeasement did begin to emerge and for two reasons. One was the opening of British government records for the 1930s, which enabled historians to place Anglo-German relations of the 1930s in the context of other government policies. The other was the emergence of a generation of historians who had no direct involvement in the events of the 1930s and 1940s. Thus what might be called a revisionist version of appeasement began to emerge. Different forms of appeasement were revealed: military, economic as well as diplomatic. Revisionist historians showed more understanding of the difficulties which Chamberlain faced. The main ones were the range of British responsibilities, to the empire as well as to Europe, a depressed economy and a pacific public opinion. Individually they were major obstacles to a firm anti-German policy; together they made such a policy virtually impossible. The revisionist school also showed more appreciation of what Chamberlain was trying to achieve. Peace would protect British interests, war would not – as the Second World War showed. More recently, a post-revisionist school has been spotted. It argues that Chamberlain tried to appease Germany because he chose it as the best of several options rather than being forced to do so by Britain's weak position. One or two younger historians have argued that Chamberlain's approach to Germany had been correct (and, conversely, that Churchill's was mistaken). They argue that war came because of Hitler, an exceptional figure, with whom it was very difficult to do business.

The debate continues, if with no single focus.   Some emphasise the continuity between Chamberlain's policy and those of his predecessors, as follows:

3. Appeasement before Chamberlain

Chamberlain had far less to do with British foreign and defence policy in the 1920s and early 1930s than did Churchill. As (Liberal) Secretary of War in 1919 he introduced the 'ten year rule', the assumption that Britain would not be involved in another major war for at least ten years. The rule was scrapped in 1932, as the international situation began to worsen. In 1924-9 Churchill, as (Conservative) Chancellor of the Exchequer, continued to cut defence expenditure.

At the time foreign policy was little debated outside government. It was seen as less important than domestic issues. In 1918 Britain had become a mass democracy. The social conditions of the people were a more urgent matter than the defence of the realm. Many of the new voters, upset by memories of the First World War, wanted peace above all. Pacifism in its several forms became a sign of the times.

If anything, these attitudes became stronger during the first few years of the 1930s. As a result of the world-wide Great Depression, economic and social problems became more serious. Germany became a dictatorship. The attitude of the British, including Churchill, towards Germany had been more sympathetic since the early 1920s. In the 1930s many came to admire the ability of the Nazis to lead Germany out of depression. Thus the British continued to appease Germany. However some argued the need to start to rebuild British defences as protection against both Germany and two other aggressive dictatorships, Japan and Italy. Among the first to do so was Churchill (in the 1930s a back-bench MP).

By the mid-1930s Britain agreed that Germany was the main danger, though it could not agree over how best to deal with the German threat. In retrospect, the rift between Churchill and Chamberlain was not so great. Both wanted rearmament. Where Churchill was for rapid rearmament, Chamberlain, as Chancellor of the Exchequer until 1937, was prepared to rearm only as far as the state of the economy permitted. Once Prime Minister, Chamberlain persisted with the dual policy of rearming and negotiating, if with greater energy than his predecessor, Baldwin. By 1938, Hitler expected to be appeased once more. This time he was wrong. Britain – if not, initially, Chamberlain – stood firm. As a policy, appeasement was finished. It was abandoned to the critical scrutiny of future historians.

3.13   Interpretations of Stalin and the Development of the Cold War in Europe 1941-55

The Conventional or Orthodox View

This interpretation was widely believed in the west in the 1940s and 50s.

Totally blamed the USSR for both the outbreak and the development of the Cold War.

Saw the USSR as hostile, malevolent, threatening and expansionist – "the evil empire".

Influenced the policies of leading western politicians until the late 1980s.

Still believed by some historians.

When considering the Conventional view candidates should also deal with the significant body of opinion within the USA which articulated the view that the West was losing the Cold War from 1949. This was influenced by the following:

1.   The failure to prevent the consolidation of Soviet power in Eastern Europe;

2.   The development of the atomic bomb in the USSR by 1949;

3.   The communist victory in the Chinese Civil War in 1949;

4.   The invasion of South Korea in 1950.

The Revisionist View

This interpretation was developed in the west in the 1960s and 1970s.

Influenced by the USA's role in Vietnam which was seen by many to be aggressive and expansionist.

Sought to blame the USA for initiating and escalating the Cold War.

Focused on the suffering of the USSR during the Second World War and the USA's monopoly of nuclear weapons from 1945 to 1949.

Argued that conventional historians had underestimated the USSR's need for defence and security.

Claimed that the provocative attitudes of Truman and Churchill meant that Stalin had to ensure that the USSR was safe.

Still believed by some historians.

The Post-Revisionist View

This interpretation emerged in the 1970s but was further developed in the late 1980s and during the 1990s.

Now that the Cold War is over and the USSR has ceased to exist, some historians have argued that seeking to blame either side is wrong.

Argued that the causes were so complex that no general conclusion about who was to blame will be accurate.

Developed the view that the Cold War was caused by mutual suspicion and distrust and over-reaction.

4 Themes in History (Units 2590-2591): Developments and Outcomes Summaries

In order to assist teachers as they prepare for these synoptic A2 Units, the senior examiners who actually set these exam papers have prepared a summary for each option highlighting major eras, moments and developments in each theme, the significance and impact of which need to be understood. The 2590-2591 options are thematic studies requiring candidates to hold and appreciate a broad over-view of a lengthy historical period. Teaching and learning must focus on 'stepping stones' which highlight key developments/outcomes, thereby enabling candidates to pick a way thorough the long century identified. Each theme must be taught as a study in change, continuity and development over time. Candidates must be able to write for each of their two essays a developmental account spanning the full period.

No Developments/Outcomes summary claims to be definitive. Each indicates a possible series of staging points across each theme, but alternative routes through a theme could be devised and centres may wish to map out their own over-view. Our summaries are designed only to serve as a starter, a pointer to the requirements of the approach required, and an indicator of some key areas that will need to be addressed in relation to key themes highlighted in the specification.

Teachers are directed to pp.11-12 of 7835's first Teacher Support and Coursework Guidance booklet where specific advice is offered on how to approach preparation for teaching the synoptic Units (the Guide was published in November 2000, is available from OCR Publications: order code 7835/CWG/1 and can be found on our website: www.ocr.org.uk).

Assertions, analysis and evaluation (the core of the essays written) must be substantiated with examples of relevant fact, but examiners in these two Units are looking primarily for history in breadth – for evidence of an understanding of the 'big picture':

- in what ways were the elements of the theme different at the end of the period from the ways each had been at the start of the period, and why?

- to what extent had things remained the same across the period, and why?

- was the pace of change roughly constant or distinctly uneven, and why?

- what were the consequences of those individual continuities and changes, and of the overall balance between them when immutability or innovation, reaction or reform predominated?

Only when candidates understand the patterns will they be able to construct in each essay an effective developmental account.

4.1 Developments and Outcomes: The Government of England 1066-1216

William I: Establishment of Norman rule building on Anglo-Saxon institutions; establishment of feudalism but feudal host already supplemented by mercenaries from time to time; use of existing Anglo-Saxon courts plus honorial courts; retention of shires and hundreds but sheriff's power increased; one ruler for Normandy and England.

William II: Development of increasingly centralised Anglo-Norman government – Ranulf Flambard – new type of administrator – in office; appointment of itinerant justices; gradual definition of spheres of competence of courts; commutation and paid knight service; attempts to curtail power to sheriffs; separation of England and Normandy but Robert of Normandy then gave the duchy in pledge to William Rufus.

Henry I: Anglo-Norman government reached its zenith – increased specialisation of functions in government; role of Roger of Salisbury – forerunner of chief justiciar, development of exchequer and regular accounting by sheriffs at Winchester so that control of finance became more systematic, first extant Pipe Poll 1129, general eyres, juries of presentment, use of local justiciars, *Leges Henrici Primi*; increasing importance of paid military service. Much of this increase in centralisation and organisation stemmed from pressures of royal absenteeism following acquisition of Normandy after Battle of Tinchebrai and capture of Robert.

Stephen: Breakdown of royal government, although much administration survived; fall of Roger of Salisbury; use of baronial sheriffs to build up royal authority in local areas; capture of Stephen 1141; loss of Normandy to Plantagenets.

Henry II: Reassertion of royal authority; creation of Angevin system of government with rapid growth of royal institutions; chief justiciar – development into great office of state, growth of chancery; attempt to suppress crime and sort out problems, especially those concerning ownership, resulting from the upheavals of Stephen's reign, Assizes of Clarendon and Northampton, cheaper and easier and more frequent access to king's courts, general eyres, judicial assizes, Grand and Possessory Assizes-Novel Disseisin, Darrein Presentment, Mort d'Ancestor, Assize Utrum; creation of common law; increased use of scutage and mercenaries, Assize of Arms; inquest of sheriffs and more supervision of local officials by royal justices; impact on government of possessing Angevin Empire.

Richard I: Effect on government of a largely absentee king; Lonchamp as sole justiciar – supreme in both church and state; government of Hubert Walter, development of reforms begun by Henry II, growth of bureaucracy, general eyre of 1194 – great financial, judicial and administrative investigation.

John: Development of chancery under Hubert Walter – virtual ruler of England; fresh impetus given to Henry's judicial reforms by John's presence in England; breakdown of effective royal government – Magna Carta and baronial rebellion; 1213 inquest of sheriffs; impact of loss of continental possessions.

4.2   Developments and Outcomes: Crown, Church and Papacy 1066-1228

William I: Harmonious relations with Lanfranc, church reform, church acquiesced in royal attitude to church; separate ecclesiastical justice; Thomas of York's personal submission to authority of Lanfranc, William's support for the primacy of Canterbury; good relations with the papacy initially but William resisted claims of Gregorian reform; replacement of English monks by foreigners, increasingly cosmopolitan nature of English monasticism; Lanfranc's Constitutions.

William II: Beginning of the investiture dispute with Anselm; first house of Austin canons in England.

Henry I: Investiture dispute at its height following Anselm's return from exile (where he had been in contact with advanced ideas of Gregorian reform); end of dispute in England 1107; church reform and development of independence of church; 1115 resumption of primacy dispute (settled in 1126 in favour of York); golden age of English monasticism and growth of new orders e.g. Cistercians, Premonstratensians, Gilbertines.

Stephen: Initial support from the papacy, Canterbury and Henry of Blois but relations with the papacy deteriorated, although Rome did not formally renounce its recognition of Stephen as king; deteriorating relations with English church – both archbishops were exiled by Stephen; the church was increasingly free of royal control and appeals to Rome grew; great development of new orders.

Henry II: Harmonious relations between church and state until 1162; once Becket was Archbishop there was growing conflict between Henry's perception of the traditional role of church and the new canon law position, Henry wished to restore the church to traditional position as he perceived it e.g. getting rid of new gains of ecclesiastical courts; Becket defended claims of Canterbury against York; quarrel with Becket 1163-1170: criminous clerks, Councils of Clarendon and Northampton, failure to achieve reconciliation, murder of Becket; good relations resume after Becket's murder; papal support for Becket although the pope supported Henry again after Becket's death, Rome strengthened its hold on legal affairs of the church during Becket affair; growing worldliness of monasticism.

Richard I: With absence of Canterbury primacy was weakened.

John: Dispute with the papacy 1205-1213 over appointment of Langton as Archbishop of Canterbury, Langton abroad until 1213, interdict and sequestration of church property by John, excommunication of John, surrender of England to papacy and its return as a papal fief, resumption of good relations with Innocent III; papal support for John during the conflict with barons; papal suspension of Langton; continuing signs of monastic decay.

4.3 Developments and Outcomes: Rebellion and Disorder in England 1485-1603

ERA	MAIN DEVELOPMENTS		OUTCOME
1485-1509 (Henry VII)	1486:	Henry VII's marriage to Elizabeth of York	2 legitimate sons and stability
	1486-7:	disaffected Yorkists and claimants	Simnel rebellion
	1496:	tax demands for Scottish war	Cornish rebellion
	1497:	Cornish support for pretender	Warbeck rebellion
	1499:	execution of earl of Warwick	Henry VII was politically secure
1509-47 (Henry VIII)	1520s:	financial cost of French war	Amicable Grant protests and other localised tax riots
	1530s:	as Head of the Church, Henry closed the monasteries	Pilgrimage of Grace (1536-7); Council of the North reorganised; execution of surviving Yorkists
1547-53 (Edward VI)	1540s:	cost of war with France and Scotland caused severe social and economic distress	
		Somerset's Protestant reforms	Kett's rebellion (1549)
	1549-56:	poor harvests and high grain prices	Western rebellion (1549) and other risings
	1553:	Political coup on behalf of Lady Jane Grey	Northumberland's revolt
1553-58 (Mary I)	1554:	Mary married Philip of Spain	Wyatt's rebellion
1558-1603 (Elizabeth I)	1560s:	Protestant Church Settlement, arrival of Mary Queen of Scots and political disillusionment	Northern Earls revolt (1569-70); power of Council of the North strengthened
	1585:	war with Spain, revolt in Ireland	
	1590s:	prominence of political court factions; anti-enclosure riots	Essex rebellion (1601)

Teacher Support and Coursework Guidance

4.4   Developments and Outcomes: England's Changing Relations with Foreign Powers 1485-1603

ERA	MAIN DEVELOPMENTS	OUTCOME
1485-1509 (Henry VII)	England opposed by France, Scotland and Burgundy France invaded Brittany England attacked Boulogne Henry used trade embargoes to press Burgundy to disown Warbeck (1493) Italian Wars began (1494) 1497: diplomacy of Fox prevented war with Scotland Henry used trade embargoes to press Burgundy to disown de la Pole (1503)	Medina del Campo alliance with Spain (1489) Henry signed Treaty of Redon Treaty of Etaples (1492) Magnus Intercursus (1496) 2nd Treaty of Ayton (1503) and Margaret's marriage to James IV Malus Intercursus (1506)
1509-47 (Henry VIII)	Henry VIII keen to go to war, administered by Wolsey; financial problems 1519: Charles elected H.R Emperor 1520s: Charles captured Francis I and, without consulting Henry, negotiated the Treaty of Madrid (1526) Henry's divorce request blocked due to papal fear of imperial troops 1529: Charles controlled Milan, Naples and the papacy 1530s: Henry's religious reforms alarmed Catholic powers 1540s: Scotland refused to let Edward marry Mary France supported Scots	Joined Holy League (1511), at war with France and Scotland; enforced peaceful diplomacy France ready for further war Henry detached England from Spanish alliance in favour of French alliance at Westminster (1527) England's relations with Spain restored Cromwell negotiated with Lutheran Schmalkaldic League War with Scotland (1542); battle Solway Moss; war with France (1543); Boulogne captured
1547-53 (Edward VI)	Somerset continued war v Scotland France joined in (1549)	Expensive failure Northumberland made peace and returned Boulogne (1550)
1553-58 (Mary I)	Mary married Philip of Spain (1554)	War declared on France (1557) and Calais lost (1558)
1558-1603 (Elizabeth I)	Elizabeth reluctant to accept Cateau-Cambresis; French wars of religion began Dutch revolt started (1566) Mary of Scotland arrived in England (1568) 1570s: Excommunication of Elizabeth and outbreak of second Dutch revolt. Drake's Atlantic activities 1580s: war with Spain 1590s: war with Spain continued	Failed to recover Calais (1562) Treaty of Troyes (1564) began England's amity with France All Protestants endangered Threat to Elizabeth from foreign Catholic powers, but relations with Scotland improved Anglo-French Treaty of Blois (1572) against Spain Spanish relations deteriorated Leicester sent to help the Dutch Mary executed (1587) and the Armada defeated (1588) Serious financial and political problems

4.5 Developments and Outcomes: The Development of Limited Monarchy in England 1558-1689

ERA	MAIN DEVELOPMENTS	OUTCOME
1558-1603 (Elizabeth I)	Acts of Supremacy and Uniformity Queen defended her prerogative – marriage, succession, the Church, free speech, foreign issues 1580s: war against Spain brought financial problems	Crown and parliament established Church of England MPs sent to the Tower, but often with support of the Commons Multiple subsidies granted (1590s), but monopolies questioned (1597 & 1601)
1603-25 (James I)	Commons eager to establish rights; proposed union with Scotland and solution to financial problems failed; Addled Parliament (1614) 1618: outbreak of 30 Years' War – James unwilling to get involved 1621 and 1624 parliaments critical of crown's handling of foreign issues	Apology (1604) Great Contract (1610) led to end of James' first parliament; decline in crown-Parliament relations Parliament revived impeachment (1621) 'redress before supply'; Monopoly Act passed (1624)
1625-49 (Charles I)	Parliament refused to grant Charles tunnage and poundage for life 1626-30: wars and defeat against Spain and France Charles invoked his prerogative to fund wars 1629-40: personal rule of Charles, Laud, Wentworth and council 1639-42: Irish and Scottish rebellions; constitutional crises which king and parliament failed to resolve	Continuing financial difficulties Criticism of Buckingham from MPs Petition of Right (1628) and 2 bitter parliamentary sessions: 3 resolutions of 1629 Cries of unlawful government; Hampden case Parliament recalled Grand Remonstrance (1641), The 19 Propositions (1642) and war Execution of king and abolition of monarchy
1649-60 (Interregnum)	Experiment (without Lords) by MPs and Cromwell failed to solve religious, political and financial issues	Rump, Barebones and Protectorate parliaments; Instrument of Government
1660-85 (Charles II)	Restoration of full parliament imposed limitations on king in religion, finance and politics Charles survived Exclusion Crisis (1678-81)	Clarendon Code; Triennial Act; Anglican Church restored A revival of royal authority?
1685-88 (James II)	James II used his prerogative to dispense with anti-Catholic laws, arrest opponents and build up a large army	James, a Catholic, became King; Declaration of Indulgence (1687); 7 bishops imprisoned; opposition overthrew James
1689	Parliament restricted crown's authority	Bill of Rights (1689), Toleration Act (1689), Mutiny Act (1689)

4.6 Developments and Outcomes: Dissent and Conformity in England 1558-1689

ERA	MAIN DEVELOPMENTS	OUTCOME
1558-1603 (Elizabeth I)	Elizabethan Settlement (1559) 1560s: attempts to reform Prayer Book and church 1570s: arrival of Mary Queen of Scots, excommunication of Queen Ridolfi plot (1571) Puritan attempts to establish presbyterianism Arrival of Catholic missionaries (1574) and Jesuits (1580) 1580s: Puritans separatists Throckmorton and Babington plots Puritans tried to reform the Settlement Marprelate Tracts in wake of Armada 1590s: Government imposed 5 mile restriction on all non-conformists	Church of England established Puritans restrained by Queen and bishops Catholics targeted by council and MPs Execution of Norfolk (1572) Queen and bishops countered 'Admonition' Recusancy Laws (1581+) High Commission used Execution of Mary Queen of Scots Turner and Cope both failed Arrest of Cartwright and others Penalties increased against Puritans and Catholics
1603-25 (James I)	1600s: James offered toleration to all Disillusioned Catholic minority 1610s: James' growing support for Arminians	Millenary petition and Hampton Court Conference (1604) Gunpowder plot (1605) Opposition; some Puritan emigration
1625-49 (Charles I)	1620s: England's failure to assist Protestants in 30 Years' War and in France 1630s: Charles' "Catholic tendencies" and support for Laud emerged 1640s: 'root and branch' reforms	Suspicion that Charles was a crypto-Catholic; Parliament proposed Arminian resolutions Friendship with France and Spain; puritans persecuted Parliament & the nation split by religion
1649-60 (Interregnum)	1650s: Puritan sects demonstrated keen sense of liberty	Toleration for most
1660-85 (Charles II)	Restoration of Church of England Charles (1672) tried to enforce Declaration of Indulgence Growing fear of Catholics – at court, government, church, army, university	Role of bishops re-asserted; Clarendon Code and Act of Uniformity outlawed dissenters Test Act (1673) Popish Plot and Exclusion Crisis (1678-81)
1685-88 (James II)	James openly supported Catholics	Declaration of Indulgence tolerated many Catholics and a few Protestants; there was much opposition
1689	Glorious Revolution	Toleration Act (1689), but failure of comprehension scheme

4.7 Developments and Outcomes: The Development of the Nation State: France 1498-1610

ERA	MAIN DEVELOPMENTS	OUTCOME
1498-1515 (Louis XII)	Italian wars (1494+) – Louis XII asserted claims to Naples and Milan 1511: Holy League formed against him	War in Naples continued but lost to Spain by 1505 Further defeats in Italy and Navarre
1515-47 (Francis I)	Francis laid claim to Milan Concordat of Bologna (1516) 1519: election of Charles V as emperor (Francis' failure) 1520s: Humanism and Lutheranism popular in France 1525: Francis taken prisoner 1534: Day of the Placards 1540: Francis asserted royal power 1544-5: heretics persecuted by the state	Won battle of Marignano and seized Milan (1515) Resolved papal relations Charles contested Milan, took it at Pavia (1525) and held it at Cambrai (1529) Margaret patronised Meaux circle Paris parlement persecuted heretics Francis turned against Protestant critics of the mass Normandy parliament suspended Waldensians massacred
1547-59 (Henry II)	Chambre Ardente used against heretics Henry II renewed war against Charles V in league with German Lutherans (1552) Financial bankruptcy	Edict of Châteaubriand Treaty of Cateau-Cambresis: France kept Metz, Toul and Verdun, and recovered Calais
1559-60 (Francis II)	Unexpected death of Henry II (1559) and Francis II (1560)	Accession of Francis II at 15
1560-74 (Charles IX)	Minor on the throne; Catherine assumed power as regent 1560-2: failure at Poissy to achieve religious compromise 1570s: rise of Coligny and Huguenots	Guise and noble factions rose up against her Massacre of Protestants at Vassy began wars of religion (1562) Massacre of St Bartholomew's Day (1572)
1574-89 (Henry III)	1584: death of Alençon France entered alliance with Spain at Joinville (1585) King humiliated at Day of Barricades Catherine died; Henry III assassinated (1589)	Henry of Navarre became heir to the throne All Protestants endangered Two Guise murdered (1588) Henry of Navarre, a Protestant, claimed the throne
1589-1610 (Henry IV)	Henry converted to Catholicism (1593) War with Spain (1595) Solutions found to Huguenot problem 1600s: Sully advised Henry on financial and economic affairs; the king pursued an active foreign policy	Crowned king (1594) Treaty of Vervins (1598) Edict of Nantes (1598) Paulette introduced Grand Design

4.8 Developments and Outcomes: The Catholic Reformation in the Sixteenth Century

ERA	MAIN DEVELOPMENTS	OUTCOME
1500-17 (pre-Ref)	Corrupt & worldly papacy e.g. Alex VI, Julius II; anti-clericalism (especially in Germany)	General criticism e.g. Erasmus
	5th Lateran Council (1512-17)	Awareness of clerical abuses
	Personal piety & religious revival in most countries	Individual reform initiatives
	Humanist emphasis on vernacular translations of the Gospels	Works of Erasmus, Lefevre, Ximenes
1517-63 (pre-Trent and during Trent)	Luther's 95 Theses (1517)	Failure of papacy and secular authorities to silence Luther
	1520s: Italian wars caused social problems among poor and victims of war	New orders set up in Italy e.g. Theatines, Capuchins, Barnabites, Ursulines
	Sack of Rome frightened Clement VII (1527)	Bishop Giberti inspired to begin reforms in his diocese (Verona)
	1536/40s: Paul III began reforms & commissioned report into clerical abuses (1537); tensions between *spirituali & zelanti*	Appointment of reformers as cardinals (e.g. Contarini), Jesuits approved (1540), the Roman Inquisition started (1542), Council of Trent opened (1545)
	1550s: Paul IV – alias Carafa	Roman Index (1559) issued
1563-1600 (post-Trent)	1564: Pius IV published Tridentine Decrees & Creed	It enabled papacy to rule unopposed, strengthened morale of the clergy, gave clarity to Catholic faith, issued many reform decrees (especially on the clergy).
	Papacy reinvigorated and Rome re-built	Pius V (1566-72), Gregory XIII (1572-85), Sixtus V (1585-90)
	Spain and Italy led Counter-Reformation	Phillip II in Spain and the Netherlands; work of Theresa of Avila; examples of archbishops Quiroga in Toledo and Borromeo in Milan
	Missionaries converted native peoples in Spanish and Portuguese empires and countered Protestantism in Europe	Jesuits and Capuchins active in America, India, Japan, China; as well as in Germany, Austria, Hungary, Poland, the Netherlands
	Confessional conflict in France and the Netherlands	Catholic Church stemmed the tide of Calvinism amid great violence, but the wars delayed implementation of Tridentine reforms.
	Campaigns within Catholic Europe to eradicate 'popular religion' & control morality	Difficult to assess how effective; emergence of a new clerical elite, & new anti-clericalism?

4.9   Developments and Outcomes: The Decline of Spain 1598-1700

ERA	MAIN DEVELOPMENTS	OUTCOME
1598-1621 (Philip III)	Financial, social and military problems; Philip III and Lerma re-appraised policies 30 Years' War started (1618-48)	End of war with England (1604) Royal debts suspended (1607) Twelve Year Truce made with the Dutch (1609) and Moriscos expelled (1609) Spain committed troops to Catholic cause from 1621
1621-65 (Philip IV)	1620s: Olivares re-appraised fiscal and military issues 1630s: war with France from 1635 1640s: Provincial revolts and military defeats 1650s: At war with England and France	Continued war against the Dutch; introduced Union of Arms and other reforms Debt suspended (1627) Mixed results – land victory at Corbie; naval defeat at the Downs Catalonia and Portugal in revolt; fall of Olivares (1643); defeats at Rocroi (1643) and Lens (1648); revolts in Naples and Sicily (1647); debts suspended (1647); end of Dutch war (1648) Losses at/in Jamaica, Dunkirk, the Dunes, North Italy and Alsace Peace of Pyrenees ended war with France (1659)
1665-1700 (Charles II)	Charles II – a minor War with France (1667-8) Portugal gained independence (1668) 1690s: Charles' inheritance became centre of international interest	Regency of Mariana (to 1675) Loss of Dutch frontier towns A mixed blessing Charles' will of 1700 confounded opponents intent upon dividing up the Spanish Empire

4.10   Developments and Outcomes: The Ascendancy of France 1610-1715

ERA	MAIN DEVELOPMENTS	OUTCOME
1610-43 (Louis XIII)	Minority of Louis XIII 1620s: Huguenots dissatisfied with the application of Edict of Nantes Richelieu became chief minister (1624) 1630s: Louis and Richelieu take an interest in the arts Richelieu active in foreign affairs Taxes increased Death of Richelieu (1642)	Nobles dominant under Marie's regency and Luynes Revolts in Languedoc and La Vendée Resolved the revolt at Grace of Alès (1629) which held until 1680s French Academy established (1634) Mantua-Montferrat dispute; enters 30 Years' War after Sweden's defeat (1635) Revolt in Normandy (1639) Mazarin succeeded
1643-1661 (Louis XIV's minority)	Continued war against Spain Mazarin raised taxes, and bitterly opposed by nobles and parlement 30 Years War proved exhausting in spite of land successes at Lens War against Spain continued	Rocroi (1643) first victory against Spain since 1515 Fronde (1648-53) Negotiated Westphalia (1648) Negotiated peace at the Pyrenees (1659)
1661-1715 (Louis XIV)	1660s: Mazarin died (1661) Colbert put in charge of economy Louvois and Le Tellier in charge of the army Fought defensive war in support of constitutional rights 1670s: war in defense of Catholic faith 1680s: Gallican Articles defended Louis' regalian rights Versailles opened (1683) Edict of Nantes revoked (1685) 1690s: war against Cologne, the Dutch and England 1700s: war over the Spanish Empire (1702-13) Signed *Unigenitus* with the Pope (1713)	Louis assumed full responsibility Mercantilist policy adopted Largest standing army in Europe War of Devolution (1667-8) Dutch war (1672-8) Papal relations worsened Became cultural centre of Europe Victimisation and dispersal of Huguenots War of the League of Augsburg (1689-97) – limited successes Financial collapse, military defeats and territorial losses at Utrecht (1713) Papal relations restored

4.11 Developments and Outcomes: From Absolutism to Enlightened Despotism 1661-1796

ERA	MAIN DEVELOPMENTS	OUTCOME
1661-1715	Reign of Louis XIV in France (from his majority)	Strong personal absolutism established Rule by Divine Right Defended by Bossuet
1669-1715	French court and government centered on Versailles (from 1683)	Monarch's control of nobility. The court reflected the King's absolute power
1685-1713	Revocation of Edict of Nantes & issuing papal bull *Unigenitus*	Persecution of Huguenots and Jansenists. Absolutism seen in uniform religion
1682-1725	Reign of Peter the Great in Russia	Strengthening of power of the Tsar Reforms in government, religion, economy and society. Depended on Peter's willpower. Absolute in theory but was unable always to impose his will. A reformer but not 'enlightened'
1715-1774	Reign of Louis XV in France	Growing problems of *ancien régime* Absolute monarch limited by privilege and inefficiency
From about 1715	Influence of *Philosophes* (especially Montesquieu, Diderot, Voltaire and Rousseau)	*Philosophes* had different ideas but some common features. 'The Age of Reason.' Criticisms of privilege. Challenge to the Church. Appeal to wealthier classes in France. Louis XV uninterested, but influence on other European rulers
1740-1780	Reign of Maria Theresa in Austria	Strengthened power of monarchy Centralised power. Social and economic reforms. Later opposed enlightenment when she shared power with radical Joseph II. Believed it was disruptive to absolute rule
1774-1793	Reign of Louis XVI in France *(knowledge only required to 1789)*	Collapse of absolutism. Outbreak of revolution
1762-1796	Reign of Catherine the Great in Russia	Interested in Enlightenment. Absolutism limited by nobility. Limited reforms. Became more conservative and less 'enlightened' after 1773-74 rebellion and 1789 French Revolution
1780-90	Reign of Joseph II in Austria	Enforcement of enlightened ideas. Extremely radical changes using his absolute power. Resulted in widespread opposition and failure of most policies

4.12   Developments and Outcomes: Britain and Ireland 1798-1921

DEBATABLE TURNING POINTS	MAIN DEVELOPMENTS	OUTCOME
The creation and maintenance of the Union 1800-1823	Wolf Tone Rising Harvest Failure 1810s O'Connell's Catholic Association formed 1823	Brutally Repressed Act of Union 1800 established Irish representation at Westminster 1815 – Irish Emigration takes off Clare Election (1828)
Creating and containing opposition to the Union 1823-1845	Peel and Wellington concede Emancipation 1829 O'Connell builds up an Irish Party Tithe War 1830+ Young Ireland established 1840 Peel looks at land and church issues	Roman Catholic Association suppressed O'Connell influences the Whig government (Litchfield House Compact) e.g. Irish Municipal Reform and some examination of Church and patronage issues Coercion, but a Tithe Act conceded in 1838 O'Connell founds National Repeal Association to campaign for Repeal of the Union, but fails Devon Commission and the Maynooth Act
Great Famine 1845-50: Continuity or discontinuity?	Potato Blight 1845-50 1848 Young Ireland Rising 1858 Fenians established	Starvation and Emigration. Repeal of the Corn Laws Suppressed First Fenian rising 1867
Restarting reform within the Union 1869-1885: response or 'mission'?	1868 Gladstone's Liberal Government 1879 Agricultural Depression 1881 Second Land Act and 1882 Arrears Act	The 'mission to pacify Ireland' – tackling religious issues and Land Reform but fails to satisfy – Butt founds Irish Nationalists Davitt founds Land League; Land War develops Following arrest of Parnell, the Kilmainham Gaol Treaty concedes on Land
Changing the nature of the Union? Home Rule 1886-1918	Violence (1882 Phoenix Park Murders) and further franchise developments 1884/5 First Home Rule Bill defeated 1886. Emergence of Ulster Unionism to oppose Home Rule 1890 Parnell cited in Divorce Case 1892 Gladstone wins election Gaelic cultural revival in Ireland 1900 Irish Nationalists reunite under Redmond 1907 Sinn Féin founded	Gladstone declares for Home Rule in 1885 Conservative Government – Balfour as Irish Secretary – coercion but continues with Reform of the Union (Land Purchase 1888 → 1903 Wyndham Land Act) Irish Nationalists split 1893 Second Home Rule Bill defeated in Lords

	1910 General Election	Liberal government dependent on Redmond's Irish; Third Home Rule Bill 1912. Ulster opposition – Solemn League and Covenant, countered by Irish Volunteers in the South Exclusion proposals for Ulster
	1914 First World War	Home Rule deferred
1916-1921: a struggle for independence and the Division of Ireland	1916 Easter Rising (Sinn Féin)	Suppressed Conscription crisis, Convention on devolution held 1917
	1918 Election	Sinn Féin wipe out Irish Nationalists and declare independence
	Anglo-Irish War 1919-21	Terrorism on both sides (Bloody Sunday & Black and Tans)
	1920 Government of Ireland Act partitions Ireland	Home Rule for Ulster, but not accepted in the South
	Lloyd George negotiates Anglo-Irish Treaty	Irish Free State with Dominion status granted

4.13   Developments and Outcomes: War and Society in Britain 1793-1918

DEBATABLE TURNING POINTS	MAIN DEVELOPMENTS	OUTCOME
1793-1815: Dealing with revolutionary and Napoleonic France – Sustaining European warfare for 25 years	War declared on France 1793	Bluewater Strategy, intervention to aid Counter-Revolution and subsidies
	1794-1799 Restriction placed on Radical activity	Tom Paine curtailed; 1797 Naval mutinies suppressed
	1797 Cash payments suspended; Income Tax introduced	
	Trafalgar 1805	Naval Supremacy secured, but blockades adopted by both sides
	Peninsular War begins 1807	'Spanish Ulcer' – Wellington wears down the French
	Waterloo 1815	Defeat of Napoleon
1815-1860: Dealing with victory - a Pax Britannica of Naval Power, Balance of Power and Trade?	1815 Congress of Vienna	Secures British interests and Income Tax abolished 1816
	1820s Russia and the Ottomans – the Greek Revolt	Britain supports Greek independence
	1839 First Opium War with China and crises with US and France	Income Tax reintroduced
	1850 Don Pacifico affair	Naval blockade of Greece
	1857-60 Second Opium War	Cobden's censure motion on Palmerstons's China Policy
Crimean War 1853-56: a questionable success?	1853-54 Crimean War with Russia breaks out	Joint naval and military expeditions with the French
		Campaign poorly organised, supplied and led
	1855 Willy Russell exposes poor conditions; repeal of Stamp Duty makes a cheap and popular press possible	Roebuck's motion and the resignation of PM Aberdeen
	1856 Peace of Paris	Subsequent internal changes in all combatant powers
Coping with Empire and Industrial competition 1857-1904: Competition – how viable was 'Splendid Isolation'?	1857-8 Indian Mutiny	Creation of Indian Army and Crown control. Defense of India now an important consideration.
	First Ironclad built 1858 (France)	An 'invasion' scare – Palmerston's 'follies' divide Liberals (Palmerston v Gladstone)
	American Civil War 1861-65	Important lessons for future wars (guns, warships, trenches, blockade)
	Continental wars of 1866 and 1870	German Unification stimulates military change – Cardwell's Reforms 1868-1872
	Colonial Wars and the 'African Scramble' 1873-1902	Suez Canal share purchase 1875, Egypt and Sudan involvement, Zulu Wars and two Boer Wars. Public and informed opinion divided
	1890 Mahan's *Influence of Sea Power on History*	Uses GB as a model – navy seen as crucial to World Power
	1896 Daily Mail – first mass circulation national paper	Builds on universal literacy from the 1870s – creates popular right-wing opinion?

Dealing with Germany: Arms Race and Alliances 1898-1914	Germany proclaims *Weltpolitik* 1904 General Staff created, Fisher First Sea Lord, and Entente Cordiale with France 1906 Liberal Government	Germany began construction of a fleet in 1898 1906 Dreadnought launched and Naval Race begins Haldan's Army Reforms 1906, Secret Service established 1909; military conversations with France from 1908
Fighting Germany: First World War 1914-1918	War declared on Germany July 1914 Western Front created 1914 Gallipoli 1915 Shell shortage crisis Battle of Somme 1916 1917 unrestricted U-Boat campaign	Kitchener's Volunteer Army created to supplement BEF DORA introduces censorship and wide government powers at home Discredits joint naval/military action Lloyd George and Ministry of Munitions creates a Home Front First use of tanks. Losses lead to conscription Convoy systems and some rationing

4.14   Developments and Outcomes: Poor Law to Welfare State 1834-1948

DEBATABLE TURNING POINTS	POVERTY AND THE POOR	LIVING AND WORKING CONDITIONS	EDUCATION
1834-1875: The age of Laissez-Faire and Individualism (but Utilitarianism)	The New Poor Law and implementation of less-eligibility Charitable provision and the C.O.S.	Public Health reform-motives of reformers and success? The 1848 Act (PERMISSIVE) and the 1875 Act (OBLIGATORY). Factory reform-motives of reformers and success?	First government grant to education. Payment by Results. Formation of Privy Council-teacher training 'We must educate our masters' 1870 Education Act (Forster)
1875-1914: The move towards State Intervention and Collectivism	The surveys of Booth and Rowntree. Investigation and report of Royal Commission (Majority and Minority) Liberal Welfare Reforms – New Liberalism or fear of Socialism?	Impact of Crimean War and 'physical deterioration' State intervention in housing market	1902 Education Act (Balfour) – The religious issue, role of local government. The expansion of secondary education and the scholarship system
1914-1918 World War I: Reaction or Reconstruction?	Rising living standards

Role of Poor Law questioned | Ministry of Reconstruction – Addison 'Homes fit for Heroes' campaign Rent Strikes | 1918 Education Act (Fisher) – radical and forward looking? |
| 1918-1939 Interwar Britain: the Age of Mass Unemployment | Unemployment – the major cause of poverty? Policies to deal with the EFFECTS of unemployment Inter-war surveys, e.g. Booth (1936) The end of the Poor Law? (1929) | State intervention in housing market-issues relating to QUANTITY and QUALITY Move towards co-ordinated medical services – The Dawson Report (1920) | The move towards Secondary education for all (Tawney and the Labour Party) Reports on the organisation of educational provision and curriculum (Spens, Hadow, educational psychology) |
| 1939-1948 World War II and the Welfare State: Shared adversity and Universality | Beveridge, The 5 Giants and the Beveridge Report (1942) The White Paper Chase, legislation, the creation the Welfare State | Housing shortages Town planning and New Towns Industrial injury and full-employment | 1944 Education Act (Butler) – tripartite system and 'parity of esteem' |

4.15   Developments and Outcomes: The Development of Democracy in Britain 1868-1992

DEBATABLE TURNING POINTS	THE FRANCHISE AND ELECTIONS	PARTY POLITICS	PRIME MINISTER, THE COMMONS AND THE LORDS	INFLUENCES ON DEMOCRACY
1868-1918	1868 one in three adult males had the vote. 1872 Ballot Act secret ballot introduced. 1884 Third Parliamentary Reform Act – six in ten adult males had the vote. 1918 Representation of the People Act – vote to all men over 21 years old and women over 30 years; women could be MPs	Parties develop national organisations (Liberals 1877, Conservatives 1863-70). Emergence of 'New Liberalism'. Origins and growth of Labour Party and labour movement. Beginnings of decline of Liberal Party?	Gladstonian ministries and Home Rule. Disraeli and Salisbury ministries. 1909-1911 constitutional crisis – Lords lost power of veto 1911 Payment for MP	Growth of General Unionism. Emergence of Suffragists and Suffragettes. State control of elementary and second education (1902). First World War
1918-1950	1923: the three-way election (Conservative 258, Labour 191, Liberals 159) 1928 Representation of the People Act – vote to all women over 21 years old. 1945 election of Labour	Liberal Party became 'third' party. First Labour government (1924). National Government (1930's). British Communist and Fascist parties emerge.	Influence of Lloyd George 'Rule by Pygmies' (MacDonald, Baldwin, Chamberlain) Abdication crisis. Attlee	Economic slumps. Strikes – the 1926 General Strike. 2nd World War. Labour Party policy on secondary education, nationalisations and creation of welfare state
1950-1992	1969 Representation of the People Act – vote to all over 18 years old 1975 European referendum 1979 – beginning of Thatcherite governments 1983 election – Labour wins 209 seats on 27.6% of the vote, but the Alliance 23 seats on 25.4%.	Consensus politics. Liberal Party revival. Labour – internal conflicts SDP/Alliance: 'breaking the mould?' Conservative Party domination of the 1980's	Macmillan – 'never had it so good' Wilson/Heath Thatcher eventually ousted (1990) Development of select committees in the Commons Growth of presidential-style government?	Rising affluence and decay of class-based politics. Trade Union influence – funding of Labour Party, strikes, legal position. Influence of media (newspapers, radio, TV)

4.16 Developments and Outcomes: The Development of the Mass Media 1896-1996

DEBATABLE TURNING POINTS	NEWSPAPERS	RADIO	TELEVISION
1896-1922: New Journalism	Establishment of the popular press: Daily Record (1895), Daily Mail (1896), Express (1900), Mirror (1903) Rise of press barons, e.g. Rothermere Role of press in First World War		
1922-53 The Age of Radio	Development of the tabloid press: Daily Mirror from mid-1930s. Role of press in 1930s. and Second World War	Establishment of the BBC (1922) and development under Sir John Reith to 1938. Role of BBC in General Strike and WW2 Three national services from BBC 1945+	Establishment of BBC television channel 1936-39 and its limited return 1946-53
1953-79: National TV	Rationalisation and change in response to challenge of national television, e.g. closure of News Chronicle (1960), transfer of the Guardian from Manchester to London (1963), growing success of heavy-weight Sundays with colour supplements and glossy advertising, shutdown of the Times (1978-79) and assault on power of Fleet St. trade unions	1950s: Transistor radios; VHF/FM. 1960s: BBC local radio (and phone-ins); four national BBC services (and format radio). 1970s: Commercial local radio	Growth of BBC TV and (1967+) BBC2; colour TV from 1967. Development of commercial TV from 1954: regional franchises and ITN
1979-96: Ever More Choice	The revival of the tabloid press: The Sun (1964) Establishment of new national newspapers, with varying success, e.g. The Independent (1986) and Today (1986) The return of the press/media barons: Murdoch, Maxwell	1990s: Fifth BBC radio channel; commercial national radio (Classic FM, Virgin, Talk, etc.)	1980s: growth of standard format video recorders; Breakfast TV, Channel 4, Cable, Satellite. 1990s: Channel 5, Digital TV

4.17 Developments and Outcomes: The Changing Nature of Warfare 1792-1918

This sheet indicates some key areas which will need to be addressed in relation to key themes like strategy, generalship, organisation of armies, nature of battles, campaigns, wars, relationship between military and state and people and so on as highlighted in the specification.

DEBATABLE TURNING POINTS	MAIN DEVELOPMENTS	OUTCOME
1792-1815 Revolutionary and Napoleonic Wars	Ideological War State resources mobilised for war Napoleonic offensive warfare Napoleon Corps system/meritocracy	Wars of peoples/nations Mass Conscription Short, decisive campaigns Conquest and re-drawing of states Military and limited social reforms in enemy states
1815-1854 Peace and Reaction	Vienna Settlement and Holy Alliance Long service professional armies Jominian interpretation of Napoleonic warfare Start of industrialisation Railways	Rejection of French Revolution Reaction v mass armies Armies kept separate from people/use against revolt Idea of short sharp decisive campaigns based on concentration of force Mass production of rifled weapons Potential of railways for rapid mobilisation/supply etc
1854-1871 Mid-Century Wars	Crimean War: rifled muskets, minié bullets Wars of Unification Railways, Moltke, von Roon, General Staff, needle gun Krupp's artillery [American Civil War	Revealed military shortcomings Potential of railways, use of new weapons, efficacy of staff-work, mobiisation and use of large forces Imitation of Prussian reforms Demonstrated advantages to defence of new weapons. Mass casualties Use of railways. Mobilisation of resources. Lessons not learned]
1871-1914 Minor Wars, Technology, Industry, Democracy, Nation States	Technology developments: breech-loading, high explosives, machine guns, aeroplanes etc Industrialisation/mass production Democratisation Conscription Nationalism/Social Darwinianism	Increased destructiveness of weapons Advantages to defence Public opinion more important Military identified with nation Increased size of armies War more acceptable
1914-1918 First World War	Failure of war plans Trench warfare & mass battles Technological developments Home Fronts/Revolutions	Mass armies/conscription Heavy casualties & stalemate War of attrition, 'Total War' Organisation of state for war Domestic morale a vital issue

4.18 Developments and Outcomes: The Challenge of German Nationalism 1815-1919

This theme focuses on significant developments in Germany which characterised nationalism in different forms from the merging movement in the early nineteenth century to the achievement of unification and finally the collapse of monarchy.

Candidates should understand the reasons for the changes in the nature of German nationalism and the consequences within Germany.

1815+:   Ongoing encouragement to nationalist ideas from the influences of Napoleon I and the Romantic Movement

1815-66:   Rivalry of Prussia and Austria for the leadership of Germany

1815:   Establishment of the German Confederation

1819:   Carlsbad Decrees

1834:   Zollverein established

1848-49:   Revolutions; fall of Metternich

1850:   Olmütz Agreement

1862:   Bismarck becomes Prime Minister of Prussia

1866:   Seven Weeks War with Austria

1867:   Establishment of North German Confederation

1870-71:   Franco-Prussian War and proclamation of German Empire

1872-87:   *Kulturkampf*

1878:   Anti-Socialist laws

1883-89:   Social reforms

1888:   Accession of Wilhelm II

1890:   Dismissal of Bismarck

1914-18:   First World War

1918-19:   Abdication of Wilhelm II, Constituent Assembly at Weimar

Particular attention should be given to the following:

- To what extent did Metternich, Bismarck and William II shape/influence the development of German nationalism?

- How important was the rise of Prussia to the course of German nationalism?

- To what extent did the failure of the 1830 uprisings and 1848 Revolutions influence German nationalism?

- How important were industrial development and social reform in shaping German nationalism?

- Why did German nationalism become aggressive and populist rather than liberal and progressive?

4.19   Developments and Outcomes: Russian Dictatorship 1855-1956

This theme focuses on the nature of Russian government and its impact on the Russian people and society. Candidates should understand the similarities and differences between the autocratic rule of the tsars to 1917 and the communist dictatorship which replaced it. Candidates are expect to have an understanding of the causes and consequences of the February and October Revolutions, but **not** a detailed knowledge of the events of 1917.

Debatable Turning Points

In some respects, a focus on turning points is counter-productive in a topic where continuity is in many ways the most dominant theme. The significance and impact of the following nevertheless deserve consideration:

1855:	Accession of Alexander II – the 'Tsar Liberator'
1856:	Defeat in the Crimean War
1861:	Emancipation of the serfs
1866:	First assassination attempt against Alexander II
1881	Assassination of Alexander II; the 'Reaction'
1891:	Famine
1892-1903	Witte's 'Great Spurt'
1898:	Formation of Social Democrats (SDs)
1904-05:	Russo-Japanese War
1905	Bloody Sunday; 1905 Revolution; the October Manifesto
1914-18:	First World War
1917:	February Revolution
	October Revolution
1921:	Famine and economic collapse
1921-27:	New Economic Policy
1922-28:	Struggle for power (Lenin died 1924)
1928/9-41:	The Five Year Plans and collectivisation
1934-40:	The Great Terror (reprised after the War)
1941-45:	The Great Patriotic War
1954-55:	Struggle for power (Stalin died 1953)

However it should be made apparent to the candidates that many of the apparent turning points can be regarded as illusory.

Particular consideration should be given to the following:

- To what extent has war been the 'locomotive' of Russian history?

- To what extent did the reforms of Tsar Alexander II really transform Russia?

- How important a cause of the revolutions in 1917 was the First World War?

- How different were Tsarist and Communist Russia?

- Was Stalin an evil dictator who perverted the course of Bolshevism, or was he Lenin's natural successor?

4.20 Developments and Outcomes: The Struggle for the Constitution 1763-1877

DEBATABLE TURNING POINTS	MAIN DEVELOPMENTS	OUTCOME
1763-1783 Revolution and Independence	Treaty of Paris (1763) Threats to the colonies War of Independence	Britain in debt Colonies to be taxed Treaty of Paris (1783) – independence recognised
1783-1801 The Constitution and the Federalist Age	Philadelphia Convention (1787) Federalist-Republican clash	Constitution drawn up (1787) and ratified (1788); George Washington President (1789); Bill of Rights ratified (1791) Growth of party politics Alien and Sedition Acts (1798) Jefferson won 1800 election
1801-1824 Jeffersonian Republicanism	1801 Jefferson 3rd President 1803 Marbury v Madison 1803 Louisiana Purchase	Republican dominance 12th amendment (1804) Supreme Court umpire of the Constitution USA grew: 22 states by 1820 1807-9 Embargo Acts
1820-1850 Expansion and Sectional Conflict	1820 Missouri Compromise 1828 Tariff of abominations 1829 Jackson 7th President	Growth of slavery limited Sectional tension grew Nullification controversy 2nd Party System Wilmot Proviso (1846) Clay's 'Compromise' (1850) Secession threat receded; slavery expansion to be resolved
1850-1861 The Road to Secession	Kansas-Nebraska problem and immigration issue End of 2nd Party System Bleeding Kansas (1856) 1857 Buchanan President 1857 Dred Scott decision 1859 John Brown's raid 1860 election	Kansas-Nebraska Act (1854) Whig Party collapse; rise of Republicans and Know Nothings. Sectional politics grew Fears of secession revived Disastrous Kansas policies Further sectional antagonism Civil war closer Lincoln victory Southern states secede
1861-1877 The Civil War and Reconstruction	Fort Sumter attacked 1863 Emancipation Proclamation 1865 end of Civil War Assassination of Lincoln 1866 Republicans won mid-term elections 1876 Hayes elected President	1861 start of Civil War No instant effect in South; Blacks joined Union armies; 1865-13th amendment passed Reconstruction started Andrew Johnson President; new legislatures in South; violence against Blacks and 'Black Codes' Johnson impeached 14th & 15th amendments (68 & 70) Reconstruction ended (1877)

4.21 Developments and Outcomes: Civil Rights in the USA 1865-1980

DEBATABLE TURNING POINTS	MAIN DEVELOPMENTS	OUTCOME
Reconstruction 1865-1877	13th, 14th and 15th Amendments passed between 1865 and 1870 Westward Expansion into Central and Northern Plains (1862 Homestead Act)	African Americans gain full civil rights; The Black Codes 1865-6. Formation of Ku Klux Klan and other anti-civil rights groups Final phase of Indian Wars; reservations from 1869
1877-1924	Re-establishment of White-controlled state governments in South End of Frontier by 1890 New immigration	Segregation, lynchings in South; the Jim Crow Laws (from 1887); Booker T. Washington encouraged self-help while Du Bois took more assertive line. Plessy v Ferguson Supreme Court Decision (1896) Ku Klux Klan reformed Defeat of Native Americans in West. Native Americans made citizens in 1924 Rise in non-WASP population Asian Exclusion Act (1882) Labour cheap; unionism made little progress & had poor image. Restrictions on immigration from 1924
1924-1945	New Deal	New Deal legislation guarantees trade union rights African Americans benefit from projects such as WPA New Deal legislation aids Native Americans
1945-1980	Growth of African American Civil Rights Movement from 1950s Rise of 'liberal' Supreme Court under Chief Justices Warren and Burger	End of legal segregation in South and increase in African American civil rights in Civil Rights Act of 1964 and Voting Rights Act of 1965 'affirmative action' End of de facto segregation outside the South Roe v Wade (1973)

5   Themes in History (Units 2590-2591): Tables of Events

The senior examiners setting these actual exam papers have prepared a chronological Events Table for each of the thematic options. <u>They are designed for use by candidates</u>, and teachers are asked to give a copy to each of their students, to refer to it regularly in class when the theme is being taught and to encourage their students to use it when doing their homework; familiarity with every item identified on a Table is essential if candidates are to use it effectively in the exam (for use in the exam, the Tables will be gathered into two booklets – one containing all the chronologies for the various themes in Unit 2590; another containing all those associated with the themes in Unit 2591. The appropriate booklet of Tables will be given to candidates with the question paper).

Each Table puts a core of factual material at candidates' fingertips in the 2590-2591 exam so that their learning and revision may concentrate on the broad patterns of continuity, change and development across the 100 years or so covered by their theme. Assertions, analysis and evaluation (the core of the essays written) must be substantiated with examples of relevant fact, but examiners in these two Units are looking primarily for history in breadth – for evidence of an understanding of the 'big picture':

- in what ways were the elements of the theme different at the end of the period from the ways each had been at the start of the period, and why?

- to what extent had things remained the same across the period, and why?

- was the pace of change roughly constant or distinctly uneven, and why?

- what were the consequences of those individual continuities and changes, and of the overall balance between them when immutability or innovation, reaction or reform predominated?

Only when candidates understand the patterns will they be able to construct in each essay an effective developmental account.

Individual Tables may be downloaded from the copy of these Support Notes on our website <u>www.ocr.org.uk</u>.

5.1   England 1066-1228

Key Theme: The Government of England 1066-1216

1066:   Accession of William the Conqueror

1086:   Domesday Book

1087:   Accession of William II; Ranulf Flambard acted as his chief official

1100:   Accession of Henry I and issue of coronation charter

1102:   Roger of Salisbury appointed as equivalent of justiciar (to 1139)

1106:   Battle of Tinchebrai; Robert of Normandy captured; Henry I gained Normandy

1129:   First extant Pipe Roll

1135:   Accession of Stephen; support from papacy, Canterbury and Henry of Blois

1139:   Fall of Roger of Salisbury and his family

1141:   Capture of Stephen and temporary defection of Henry of Blois to the Empress

1144:   Geoffrey Plantagenet took title of Duke of Normandy

1154:   Accession of Henry II

1155:   Thomas Becket made chancellor (to 1162)

1162:   Becket made Archbishop of Canterbury (to 1170)

1164:   Constitutions of Clarendon incorporated Assize Utrum

1166:   First tax on movables; Assize of Clarendon; Novel Disseisin: General eyre

1170:   Inquest of Sheriffs

1173:   Great Rebellion

1176:   Assize of Northampton; Mort d'Ancestor

1179:   Grand Assize; Darrein Presentment

c 1180: Glanvill made chief justiciar (to 1189)

1181:   Assize of Arms

1189:   Accession of Richard I

1190:   Longchamp made chief justiciar (to 1191), chancellor (1189-97), papal legate

1193:   Hubert Walter made justiciar (to 1198), chancellor (1199-1205) and Archbishop of Canterbury (to 1205)

1194:   General eyre

1199:   Accession of John; Hubert Walter made chancellor (to 1205)

1204:   Loss of Normandy, followed by loss of other territories

1213:   Inquest of sheriffs

1214:   Battle of Bouvines

1215:   Magna Carta; civil war started (to 1216)

1216:   Death of John

5.2 England 1066-1228

Key Theme: Crown, Church and Papacy 1066-1228

Reign of William the Conqueror 1066-1087

1070-89:	Lanfranc was Archbishop of Canterbury
1072:	York recognised primacy of Canterbury; King allowed separate ecclesiastical jurisdiction
1073-85:	Reign of Pope Gregory VII

Reign of William Rufus 1087-1100

1093:	Anselm became Archbishop of Canterbury (to 1109)
1097:	Dispute over quality of Canterbury knights; Anselm left England
1099-1118:	Reign of Pope Paschal II
1100:	Return of Anselm and beginning of investiture contest in England
1103:	Anselm went to Rome again
1107:	End of investiture contest; ratification of Compromise of London (or Bec)

Reign of Henry I 1100-1135

Norman Anonymous (of York) caesaro-papist view being overtaken by Gregorian reform ideas

1115:	Resumption of primacy dispute (1126 settled in favour of York)
1115-25:	Growth in appeals to Rome
1130-43:	Reign of Pope Innocent II

Reign of Stephen 1135-1154

Support from Henry of Blois, Canterbury and Papacy made possible Stephen's accession and coronation

1138-61:	Theobald of Bec was Archbishop of Canterbury; new interest in canon law and growth of ecclesiastical courts
1139:	Henry of Blois made papal legate (temporarily defected from Stephen 1141)

Reign of Henry II 1154-1189

1159-81:	Reign of Pope Alexander III
1162-70:	Becket was Archbishop of Canterbury
1163:	Criminous clerks; Becket defended claims of Canterbury against York
1164:	Council of Clarendon; Council of Northampton; Becket fled
1169:	Henry and Becket fail to make peace at Montmirail and then Montmartre
1170:	Coronation of Young Henry by Archbishop of York; apparent peace at Freteval; Becket excommunicated bishops assisting at coronation; murder of Becket (canonised 1173)

Reign of Richard I 1189-1199

1193:	Hubert Walter became Archbishop of Canterbury (to 1205), and justiciar (to 1198) - papal legate from 1195
1198-1216:	Reign of Pope Innocent III

Reign of John 1199-1216

1207:	Langton chosen Archbishop by Pope, but John refused confirmation
1208-14:	English church under interdict
1209-13:	Excommunication of John
1213:	John received Langton as Archbishop (d.1228); England became a papal fief
1215-16:	Papal support for John against barons; Langton suspended by nuncio
1220:	Arrival of first Friars in England

5.3 England 1485-1603

Key Theme: Rebellion and Disorder in England 1485-1603

1485:	Accession of Henry VII
1486:	Henry VII marries Elizabeth of York; Lord Lovel's revolt; rising by the Staffords
1486-7:	Simnel's rebellion
1489:	Anti-tax riots in Yorkshire
1491-7:	Warbeck's rebellion (de Facto Act 1495)
1495:	Execution of Sir William Stanley
1497:	The Cornish rebellion
1499:	Executions of Warwick and Warbeck
1504:	Statute against retaining; purge of the Suffolk family and its associates (Suffolk himself surrendered by Burgundy 1506 and executed 1513)
1509:	Accession of Henry VIII
1513-25:	Various localised anti-tax riots
1521:	Execution of Buckingham
1525:	Disturbances caused by the Amicable Grant
1528:	Widespread unrest across East Anglia
1534:	Act of Supremacy passed
1536-7:	Pilgrimage of Grace (over 200 executed); Council of North reorganised
1538:	Executions of surviving Yorkists
1539:	Act of Six Articles passed
1540-6:	Increase in frequency and violence of ledge-breaking riots
1542-3:	Wars with Scotland and France began
1547:	Accession of Edward VI; Heresy Laws repealed; Chantries Act passed
1549:	The Western rebellion; Ket's rebellion (over 50 executed)
1553:	Northumberland's abortive coup and Mary's accession
1554:	Wyatt's rebellion and other risings (over 100 executed)
1555:	Burning of heretics begins
1558:	Accession of Elizabeth I
1568:	Mary Queen of Scots flees to England
1569-70:	Rising of the Northern Earls (over 800 executed); Council of North strengthened
1570:	Excommunication of Elizabeth I by Pope Pius V
1571:	Second Treasons Act
1595:	Earl of Tyrone begins Irish rebellion
1596:	Various localised anti-enclosure riots
1599:	Arrest of Essex
1601:	Essex's rebellion; Poor Law Act (revising 1597 Act)

5.4   England 1485-1603

Key Theme: England's Changing Relations with Foreign Powers 1485-1603

1485:   Accession of Henry VII

1489:   Treaty of Redon; Treaty of Medina del Campo

1492:   Henry VII attacked Boulogne; Treaty of Etaples

1496:   Magnus Intercursus signed

1501:   Marriage of Arthur and Catherine of Aragon (she married Henry VIII 1509)

1503:   Second Treaty of Ayton; Margaret married James IV

1506:   Treaty of Windsor; Malus Intercursus signed

1509:   Accession of Henry VIII

1512-14:   Wars with Scotland and France; battle of Flodden; battle of the Spurs

1518:   Treaty of London

1520:   Field of the Cloth of Gold

1522-3:   England at war with France

1527:   Wolsey signed Treaty of Westminster with France

1542-50:   War with Scotland

1543-46:   War with France

1547:   Accession of Edward VI; Somerset became Protector

1549-50:   War with France (Boulogne returned 1550)

1550:   Northumberland became President of the Council

1551:   Collapse of the Antwerp cloth market

1553:   Accession of Mary I (married Philip of Spain 1554)

1557-59:   War with France; loss of Calais (1558)

1558:   Accession of Elizabeth I (reigned to 1603)

1559-60:   Intervention in Scotland; Treaty of Edinburgh

1562:   Outbreak of the French Wars of Religion; England at war with France 1562-4

1566-7:   Outbreak of the Dutch Revolt

1567+:   Private aid to the Dutch permitted and ports opened to the Sea Beggars

1568:   Mary, Queen of Scots arrived in England

1570:   Excommunication of Elizabeth by Pope Pius V

1570s: Drake plundered Spanish galleons

1572:   Outbreak of the Dutch Revolt; Treaty of Blois (renewed 1574); Massacre of St Bartholomew's Day in France

1585:   Treaty of Nonsuch; Leicester sent to Netherlands; undeclared war with Spain (to 1604)

1587:   Execution of Mary Queen of Scots

1588:   Defeat of the first Spanish Armada

1589:   Henry of Navarre (Henry IV) became King; expeditions sent to help him (to 1596)

5.5 England 1558-1689

Key Theme: The Development of Limited Monarchy in England 1558-1689

1558:	Accession of Elizabeth I
1559:	Acts of Supremacy and Uniformity
1566:	Clashes on the succession and Elizabeth's marriage between Commons and Crown
1571:	Elizabeth's abortive attempt to ban Strickland from the Commons
1576:	Peter Wentworth imprisoned for insisting on freedom of speech for MPs
1577:	Elizabeth suspended Archbishop Grindal
1587:	The only Commons debate on foreign policy in Elizabeth's reign; Wentworth's Ten Questions suppressed by the Speaker
1597:	The Commons complained about monopolies
1601:	Some monopolies abolished; 'the Golden Speech'
1603:	Accession of James I
1604:	The 'Apology' presented to James I; Goodwin's Case
1606:	First use by Commons of a committee of the whole House
1610:	Failure of the Great Contract
1621:	Impeachment revived and monopolists attacked by Commons, which also debated foreign policy
1624:	Monopolies Act; Cranfield impeached; Commons allowed to debate foreign policy
1625:	Accession of Charles I; Parliament refused to vote tonnage and poundage for life
1628:	Petition of Right; Manwaring impeached
1629:	Nine MPs arrested (three convicted 1630 for seditious words)
1629-40:	Charles I's personal rule
1635:	Extension of ship money (Hampden case 1638)
1641:	The Triennial Act; Root & Branch Bill; prerogative courts abolished; Grand Remonstrance
1642:	The 19 Propositions; the Militia Ordinance
1642-6:	First English Civil War
1647:	The Heads of the Proposals; the Agreement of the People
1648:	Second Civil War (execution of Charles I 1649)
1649-60:	The Interregnum
1653:	The Instrument of Government
1657:	The Humble Petition & Advice
1658:	Death of Oliver Cromwell
1660:	Declaration of Breda; restoration of Charles II
1661:	Feudal dues surrendered in exchange for the hereditary excise; Militia Act
1661-5:	The Clarendon Code
1664:	The Triennial Act
1672:	Declaration of Indulgence
1673:	Test Act
1674:	Commons investigations into Dutch War forced Buckingham to resign and Charles to make peace
1678-81:	Popish Plot and Exclusion Crisis
1679:	Habeas Corpus Act (suspended 1689)
1685:	Accession of James II
1687:	Declaration of Indulgence
1688:	Trial of the Seven Bishops; the Glorious Revolution
1689:	Accession of William III; Bill of Rights; Toleration Act; Mutiny Act

5.6   England 1558-1689

Key Theme: Dissent and Conformity in England 1558-1689

1558:   Accession of Elizabeth I

1559:   Acts of Supremacy and Uniformity

1563:   The 39 Articles; Vestiarian Controversy

1566:   Archbishop Parker's Advertisements

1570:   Excommunication of Elizabeth I by Pope Pius V; Cartwright deprived of his professorship

1571:   Strickland's abortive Bill; the Subscription Act; the Ridolfi Plot

1572:   'Admonitions to Parliament' written by Field and Wilcox and (?) Cartwright

1577:   Elizabeth ordered suppression of prophesyings and suspended Grindal

1581:   Recusancy Laws passed (tightened sporadically thereafter, especially 1586, 1593 and 1628

1583:   Execution of two Brownists; Whitgift's Articles

1587:   Execution of Mary, Queen of Scots; Cope's 'Bill and Book'

1590:   Cartwright and other Puritan leaders arrested

1603:   Accession of James I; Millenary Petition (Hampton Court Conference 1604)

1605:   Gunpowder Plot (new Recusancy Laws 1606)

1625:   Accession of Charles I

1628-9:   Commons' resolutions against Arminians and innovations in religion

1633:   Laud became Archbishop of Canterbury (executed 1645); Book of Sports reissued

1640:   Root and Branch Petition; Laud impeached

1641:   Grand Remonstrance passed; the bishops impeached and sequestered

1643:   Westminster Assembly established (produced Directory of Worship 1644)

1646:   Abolition of episcopacy

1649:   Execution of Charles I; Parliament rejected universal toleration

1649-50:   The Digger Scare (the Ranter Scare 1650-1)

1651:   George Fox began his Quaker ministry (d.1691)

1655:   Official readmission of Jews (officially expelled 1290)

1660:   Accession of Charles II; restoration of the Church of England

1661:   The Savoy Conference; Corporation Act

1662:   Act of Uniformity; Quaker Act; Declaration of Indulgence

1664:   Conventicle Act (expired 1668, re-enacted in amended form 1670)

1672:   Second Declaration of Indulgence

1673:   Test Act (Second Test Act 1678)

1678-81:   Popish Plot and Exclusion Crisis

1680:   Execution of the last Catholic priest (executions: 1558-69=0, 1570-1603=127, 1604-25=19, 1626-40=1, 1641-8=21, 1649-60=2, 1660-77=0, 1678-80=19)

1685:   Accession of James II (converted to Catholicism 1668)

1687:   Declaration of Indulgence

1688:   Trial of the Seven Bishops

1689:   Accession of William III; Toleration Act; failure of Comprehension Bill

5.7   Europe 1498-1610

Key Theme: The Development of the Nation State: France 1498-1610

1498:   Accession of Louis XII

1499:   Marriage of Louis to Anne of Brittany; capture of Milan (lost 1512)

1515:   Accession of Francis I; battle of Marignano and recovery of Milan (lost 1521); Briçonnet appointed Bishop of Meaux and began diocesan reform

1516:   Concordat of Bologna with Leo X

1519:   Bishop de Seyssel published *The Great French Monachy*

1523:   Rebellion by the Duke of Bourbon

1525-6: Francis I the prisoner of Charles V; the first major persecution of Protestantism

1529:   Berquin burnt; the Grande Rebeyne revolt at Lyon

1532:   Brittany became part of France

1534:   'Day of the Placards'

1540:   Normandy *parlement* suspended; Edict of Fontainebleau against heresy

1544-5: Massacre of Waldensians in Aix-en-Provence

1547:   Accession of Henry II; creation of Chambre Ardente

1548-9: Aquintaine successfully resisted introduction of the *gabelle*

1551:   Edict of Châteaubriand against heresy

1552:   Treaty of Chambord between Henry II and German Protestants

1558:   France recovered Calais

1559:   Bankruptcy of French monarchy; first national synod of French reformed churches; accession of Francis II

1560:   Accession of Charles IX; Catherine de Medici became regent

1562:   Massacre of Vassy began French Wars of Religion (1562-3, 1567-8, 1568-70, 1572-3, 1573-6, 1577, 1586-98)

1563:   Assassination of the Duke of Guise

1572:   Massacre of St Bartholomew's Day (over 23,000 killed)

1573:   Hotman published *Francogallia*

1574:   Accession of Henry III

1576:   Bodin published *Six Books of the Commonwealth*

1585:   Treaty of Joinville with Spain; rebellion of the Catholic League

1588:   Day of the Barricades in Paris; murders of the Guise

1589:   Death of Catherine de Medici; assassination of Henry III

1594:   Coronation of Henry IV (the League recognised 'Charles X')

1595:   Henry IV declared war on Spain; Mayenne accepted Henry as king

1598:   Edict of Nantes ended civil wars; Treaty of Vervins ended war with Spain

1604:   Paulette introduced

1610:   Assassination of Henry IV

5.8   Europe 1498-1610

Key Theme: The Catholic Reformation in the Sixteenth Century

1497:   Oratory was founded in Genoa

1500:   First Franciscan mission in the Caribbean

1502-22: Production of the Polyglot (Complutensian) Bible at Alcalà

1512-17: Fifth Lateran Council

1515-34: Briçonnet reformed the diocese of Meaux

1516:   Erasmus's translations of the Greek New Testament and Latin Vulgate

1517:   Luther's 95 Theses

1524:   Theatines established in Rome

1527:   Sack of Rome

1528:   Capuchins began in Ancona; reform of diocese of Verona begun by Giberti (d. 1543)

1534-49: Pontificate of Paul III

1535:   Ursulines began in Brescia

1537:   Report on the state of the Italian church *Consilium de Emendanda Ecclesia*

1540:   Society of Jesus given papal approval

1541:   Colloquy of Regensburg; Xavier renamed Legate for the Indies (d.1552)

1542:   Roman Inquisition and Index established; death of Cardinal Contarini

1545-7:   First session of the Council of Trent

1548:   Loyola published first edition of the *Spiritual Exercises*

1549-97: Canisius led the Jesuit missions in the Empire

1551-2:   Second session of the Council of Trent

1555:   'The Reservation' (clause 18 of the Peace of Augsburg)

1556:   Accession of Phillip II of Spain (reigned to 1598)

1559:   Roman and Spanish Indices established

1562:   Teresa of Avila founded order of Discalced Carmelites

1562-3:   Third session of the Council of Trent

1564:   Publication of the Tridentine Decrees and Creed

1565-84: Archbishop Borromeo implemented Tridentine reforms in Milan

1566-72: Pontificate of Pius V; publication the Roman Catechism 1566

1572-85: Pontificate of Gregory XIII

1572:   Papal nunciature established in Poland

1580s: Four papal nunciatures established within the Empire

1583:   Matteo Ricci arrived in China

1585-90: Pontificate of Sixtus V

1586-93: Bellarmine published the *Controversies* refuting protestant theology

1588:   Reorganisation of papal administration: creation of 15 Congregations

1598:   Edict of Nantes in France

1600:   Jubilee Year and completion of St Peter's; Giordano Bruno burnt

5.9 Europe 1598-1715

Key Theme: The Decline of Spain 1598-1700

1598:	Accession of Philip III
1598-1603:	Poor harvests
1599:	Lerma became royal favourite
1604:	End of war with England
1607:	Crown debts suspended
1609:	Twelve Years' Truce; expulsion of Moriscos began (c.300,00 by 1614)
1618:	Start of the Thirty Years' War; Lerma fell from office
1620:	Alcabala rates had risen 250% since 1590
1621:	Accession of Philip IV; renewal of Dutch war
1622:	Olivares became principal minister
1622-6:	Olivares' national banking scheme blocked by Castilian Cortes
1626:	Union of Arms proposed
1627:	Crown debts suspended
1628:	Major deflation
1635:	Start of war with France
1637:	Loss of Breda to the United Provinces
1639:	Naval defeat by Dutch off the Downs
1640:	Revolts in Catalonia and Portugal
1641:	Plot to make Andalusia independent
1643:	Fall of Olivares; battle of Rocroi
1647:	Revolts in Naples and Sicily; suspension of crown debts
1647-52:	Plague epidemics killed c.500,000 Spaniards
1648:	Battle of Lens; Treaty of Munster confirmed Dutch independence; uprising in Granada; plot to make Aragon independent
c.1650:	Population had fallen by one-seventh since 1600, iron output by two-thirds since the 1540s, grain output by one-half since the 1580s; 98% of currency was made of copper (not silver)
1652:	Uprisings in Córdoba, Granada and Seville
1653:	Crown debts suspended
1655:	War against England
1659:	Peace of the Pyrenees
1665:	Accession of Charles II (regency of Mariana to 1675); last meeting of the Cortes
1667-8:	War of Devolution
1668:	Portugal regained its independence
1674:	Revolt in Sicily
1680:	Major deflation
1683-4:	War against France
1685-91:	Count of Oroposa chief minister
1688-9:	Revolt in Catalonia
1692-4:	Poor harvests
1693:	Peasant uprising in Valencia
1697:	French captured Barcelona; Treaty of Ryswick
1698:	Spanish partition treaty

5.10 Europe 1598-1715

Key Theme: The Ascendancy of France 1610-1715

1610: Accession of Louis XIII; regency of Marie de Medici (to 1617)

1614: Estates General convened (last meeting until 1789)

1620-41: The tax burden doubled in real terms

1621-2: Huguenot revolt

1624: Richelieu became chief minister (d.1642); revolt in the Quercy

1625-30: War with England

1627: Siege of La Rochelle; abolition of offices of admiral and constable

1629: Grace of Alès

1630: Day of Dupes in Paris

1631: *Gazette de France* published

1632: Montmorency rebellion in Languedoc

1634: French Academy founded

1635: France entered the Thirty Years' War

1639-40: Revolt of Va-nu-pieds in Normandy

1642: Death of Richelieu; execution of Cinq-Mars

1643: Accession of Louis XIV; battle of Rocroi; Mazarin became chief minister; widespread revolts

1648-53: The Fronde (population of Paris fell 20%)

1648: Battle of Lens; Peace of Westphalia

1659: Peace of the Pyrenees

1661: Louis XIV assumed power; death of Mazarin; Colbert put in charge of finances and the economy; harvest failure

1664: Revolt in Gascony

1667-8: War of Devolution

1672-8: Dutch War

1675: Revolt in Brittany crushed; tax riots across France; deaths of Condé and Turenne

1677: Louvois became secretary of state for war, with Le Tellier

1680: Réunions began on the Rhine frontier

1681: French troops seized Strasbourg

1682: The Four Articles

1683: Court moved to Versailles; death of Colbert

1685: Revocation of the Edict of Nantes (c.200,000 fled 1685-1720)

1689-97: War of the League of Augsburg

1691: Death of Louvois

1693-4: Epidemics and acute harvest failures (grain prices tripled)

1701-14: War of the Spanish Succession

1708-10: Famine and revolts across France

1713: Treaty of Utrecht; papal bull *Unigenitus* of Clement XI

5.11   Europe 1661-1796

Key Theme: From Absolutism to Enlightened Despotism 1661-1796

1661:	France: Louis XIV assumed power (d.1715)
1665-83:	France: Colbert was Controller – General of Finance
1669-1710:	France: Building of Versailles
1682:	Russia: Accession of Peter I (the Great, d. 1725)
	France: The Four Articles
1685:	France: Revocation of the Edict of Nantes
1697-98:	Russia: Peter the Great's journey to the West
1698:	Russia: Revolt of the Streltsi
1703:	Russia: St Petersburg became the capital
1711:	Austria: Accession of Charles VI (d.1740)
	Russia: Boyar Council replaced by the Senate
1713:	France: Pope supported Louis XIV's opposition to Jansenism in *Unigenitus*
1715:	France: Accession of Louis XV (d.1774)
1718:	Russia: Collegiate system of government departments introduced
1721:	Russia: Creation of the Holy Synod
1722:	Russia: Table of Ranks
1726-43:	France: Cardinal Fleury was chief minister
1738:	Catholics forbidden to be freemasons
1740:	Austria: Accession of Maria Theresa (d.1780)
1748:	France: Montesquieu: *Des L'Esprit des Lois*
1749:	Austria: Chancelleries of Austria and Bohemia combined
1751-72:	France: Diderot and others: *Encyclopédie*
1755:	Russia: Foundation of Moscow University
	France: Parlement of Paris declared *Unigenitus* invalid
1760:	Austria: Council of State created
1762:	France: Rousseau: *Du Contrat Social* and *Emile*
	Russia: Accession of Catherine II (the Great, d.1796)
	Abolition of compulsory state service for landowners and taxation of nobility
1764:	France: Voltaire: *Dictionnaire Philosophique*; expulsion of the Jesuits
	Russia: Church land nationalised
1767:	Russia: Meeting of Legislative Assembly; the Instruction (*Nakaz*)
1773:	Suppression of Jesuit Order by Pope Clement XIV
1773-74:	Russia: Pugachev Revolt
1776:	France: Turgot's Six Edicts; Turgot dismissed
1780:	Austria: Death of Maria Theresa; Joseph II had sole power (d.1790)
1781:	Austria: Edict of Toleration; Patent against Serfdom
1783:	Russia: Catherine founded teacher training college
1784:	France: The special tax on the Jews abolished
1785:	Russia: Charter of the Nobility
1789:	France: Outbreak of the French Revolution
1790:	Russia: Radischev published *A Journey from St.Petersburg to Moscow*
1793:	France: Louis XVI executed

5.12   Britain 1793-1921

Key Theme: Britain and Ireland 1798-1921

1798:   Wolfe Tone's Rising; the Banishment Act

1800:   The Act of Union

1823:   O'Connell formed the Catholic Association

1828:   Election of O'Connell as MP for Clare (d.1847)

1829:   Catholic Emancipation Act opens up most offices to Catholics; Catholic Association suppressed

1830:   Anti-Tithe Campaign begins, leading to a Tithe War (Tithe Act 1838)

1841:   O'Connell established National Repeal Association

1845:   Maynooth Grant increased

1845-50: Great Irish Famine – population 1841: 8,178,124; 1850: 6,552,386

1848:   Young Ireland rising suppressed

1858:   Fenian Brotherhood established (first Fenian Rising 1867)

1869:   Disestablishment and Disendowment of the Irish Church

1870:   First Irish Land Act

1873:   Butt founded Home Rule League; defeat of Irish Universities Bill

1874:   59 Home Rule MPs elected – collapse of Liberal party in Ireland

1879:   Land League formed by Davitt (Parnell as President) to campaign for the Three Fs

1881:   Coercion Act; Gladstone's Second Irish Land Act enacted the Three Fs

1882:   Kilmainham 'Treaty'; the Phoenix Park Murders; National League founded

1885:   Gladstone declared for Home Rule

1886:   First Home Rule Bill defeated in Commons and Liberal Party splits; Plan of Campaign

1887:   Parnell accused but cleared of involvement in agrarian outrages (Times letter)

1888:   Land Purchase Act

1893:   Second Home Rule Bill defeated in the Lords; Gaelic League founded

1903:   Wyndham's Land Act

1905:   Ulster Unionist Council formed; Griffith founded Sinn Féin

1912:   Third Home Rule Bill; Ulster Volunteers formed and Ulster's Solemn League and Covenant signed; Bonar Law's Blenheim Palace speech

1913:   Irish Volunteers formed in South

1914:   Curragh Mutiny; First World War defers implementation of Home Rule

1916:   Easter Rising; Ulster Division slaughtered on the Somme

1917:   Irish Convention meets and de Valera elected leader of Sinn Féin

1918:   General Election – landslide victory for Sinn Féin in Ireland

1919:   Anglo-Irish war begins; Dail Eireann met but declared illegal; de Valera elected President of a Provisional Irish Government

1920:   Bloody Sunday in Dublin; Government of Ireland Act partitions Ireland and creates a six-county Ulster

1921:   Anglo-Irish Treaty established Irish Free State with Dominion status

5.13 Britain 1793-1921

Key Theme: War and Society 1793-1918

1793: War against revolutionary France; office of commander-in-chief created

1794: Habeas Corpus suspended; office of Secretary for War created

1795: Treasonable Practises and Seditious Meetings Acts

1797: Naval mutinies; cash payments suspended

1798: Income tax introduced and newspapers taxed (stamp duty increased 1815)

1805: Battle of Trafalgar; first torpedo

1815: Battle of Waterloo and Congress of Vienna

1816: Income tax abolished (reintroduced 1842)

1833: Electric telegraph developed

1851: First news agency, Reuters, formed

1854: Crimean War (to 1856) revealed military inadequacies

1855: Repeal of Stamp Duty on newspapers – cheap press possible; resignation of Aberdeen over war conduct; staff college planned (opened 1856)

1856-95: Duke of Cambridge was commander-in-chief

1857: Indian Mutiny (to 1859); Cobden's censure motion on China policy

1859: First 'Ironclad' frigate built and volunteer force created to protect against invasion

1868-72: Cardwell's army reforms (continued 1880-5)

1871: Gatling gun introduced to army service

1878-9: Zulu War (disaster at Isandhlwana 1879)

1880: First Boer War (to 1881), defeat at Majuba Hill

1884: Maxim invented the automatic machine gun (adopted by British army 1888)

1885: First naval submarine; death of Gordon in Khartoum

1888: First magazine rifle issued (Lee-Metford); reform of supply and transport service

1889: Naval Defence Act – two power standard

1890: Mahan's *Influence of Sea Power on History* published

1895-9: Wolseley was commander-in-chief

1896: *Daily Mail* founded as first mass circulation paper

1899: Second Boer War (to 1902); Black Week; censorship of war correspondents

1904: Army Council and General Staff created; Fisher appointed First Sea Lord

1906: HMS Dreadnought; Haldane's army reforms start; Liberal welfare reforms (to 1911)

1912: Royal Flying Corps founded

1914: First World War (to 1918); Kitchener's New Volunteer Army created; press censorship introduced under Defence of the Realm Act

1915: Gallipoli; Ministry of Munitions created

1916: The Somme: first use of tank, film of the battle shocked British public; conscription introduced

1917: First strategic bombing; Germany resumed unrestricted U-Boat warfare

1918: Rationing introduced; the vote denied to conscientious objectors

5.14   Britain 1834-1996

Key Theme: Poor Law to Welfare State 1834-1948

1833:	The first government grant (£20,000) for the building of schools; one-third of children aged 4-12 attended school; Factory Act
1834:	Poor Law Amendment Act
1839-50:	25 teacher training colleges founded
1842:	Chadwick's Report on the Sanitary Condition of the Labouring Population
1847:	Poor Law Board established; major cholera epidemic (also 1853, 1861 and 1865-6)
1848:	Public Health Act created Board of Health
1850:	Factory Act
1852:	Outdoor Relief Regulation Order introduced
1870:	Education Act (Forster)
1873-6:	Chamberlain started slum clearance in Birmingham
1875:	Public Heath Act; Artisans Dwellings Act
1879:	Bournville model industrial estate instituted (model village started 1893)
1885:	Housing of the Working Classes Act
1902:	Education Act (Balfour)
1903:	First garden city begun, at Letchworth
1906-1911:	Liberal welfare reforms
1908:	Children Act; Old Age Pensions Act (5/- per week for over 70s)
1909:	Report of Royal Commission on Poor Law and Relief of Distress published
1911:	National Insurance Act ('Ninepence for Fourpence')
1918:	Education Act (Fisher)
1919:	Housing and Town Planning Act (Addison) – abandoned 1923; Ministry of Health
1921:	Unemployment Insurance Act
1924:	Housing Act (Wheatley) – 500,000 local authority houses to rent by 1932
1926:	Hadow Report advocated full secondary education and free grammar schools
1929:	Local Government Act
1931:	Unemployment benefit cut 10% (restored 1934) and means testing introduced
1935:	Unemployment Assistance Act
1939:	Family Planning Association founded
1942:	Report of committee on Social Insurance and Allied Services published (Beveridge)
1944:	Education Act (Butler); white papers on National Health and on Social Insurance
1946:	National Health Service Act; National Insurance Act; New Towns Act; Housing Act (900,00 local authority houses built by 1951)
1947:	Rent tribunals set up
1948:	National Assistance Act; start of the National Health Service

5.15   Britain 1834-1996

Key Theme: The Development of Democracy in Britain 1868-1992

1867:   Second Parliamentary Reform Act

1868:   First non-conformist Cabinet minister (John Bright); TUC founded

1872:   The Ballot Act – established a secret ballot

1882:   First use of a closure motion in the Commons; second Married Womens Property Act

1884:   Third Parliamentary Reform Act – 6 in 10 males had the vote

1885:   Virtually all multi-member parliamentary seats abolished

1897:   National Union of Women's Suffrage formed (Fawcett)

1903:   Women's Social and Political Union formed (Pankhurst)

1909:   The 'People's Budget'

1911:   A salary for MPs introduced; Parliament Act limited Lord's power of veto

1913:   'Triple Alliance' formed to co-ordinate industrial action

1916:   Cabinet Secretariat established

1916-23:   Liberal party split

1918:   Representation of the People Act – universal male suffrage

1920:   Founding of British Communist Party

1924:   First Labour Government (first ILP MP elected 1892)

1926:   General Strike; the BBC established

1928:   Representation of the People Act – universal suffrage

1932:   Founding of British Union of Fascists

1936:   Battle of Cable Street; Public Order Act; Abdication crisis

1945-51:   Labour governments under Atlee introduced Welfare State and nationalisations

1948:   Postal voting introduced

1957:   Macmillan makes 'never had it so good' speech

1959:   First general election in which television played an important part

1962:   Immigration Act; 'night of the long knives'

1969:   Representation of the People Act gave vote to 18-year-olds

1970:   Equal Pay Act

1971:   Parliament voted in favour of joining the EEC (joined 1973)

1975:   Sex Discrimination Act; European Referendum

1977:   Lib-Lab pact created

1978-9:   Abortive devolution schemes (Scotland and Wales)

1979:   First Thatcher government formed (forced to resign as PM in 1990)

1981:   Formation of the SDP

1984:   Trade Union Act

1984-85:   Miners Strike

1985-86:   Greater London Council and the Metropolitan Councils abolished

1986:   Westland Affair

1988:   Local Government Finance Act passed – the Poll Tax

5.16   Britain 1834-1996

Key Theme: The Development of the Mass Media 1896-1996

1880s-90s: Development of web rotary machine presses and linotype machines completes the industrialisation of newspaper production

1896:   *Daily Mail* founded by Harmsworth (later Lord Northcliffe); start of radio

1899-1902: Second Boer War

1900:   The 'Khaki' General Election; foundation of the Labour Representation Committee; *Daily Express* founded

1903:   *Daily Mirror* founded

1912:   *Daily Herald* founded

1914-18:   First World War; casualty lists in newspapers

1916:   Beaverbrook and Northcliffe implicated in the overthrow of Asquith

1918:   *Daily Chronicle* purchased by supporters of Lloyd George; *Sunday Express* founded

1920s-30s: Era of the great 'press barons' (Beaverbrook, Rothermere, Berry brothers)

1922:   British Broadcasting Company founded; radio (wireless) licences introduced

1923:   *Radio Times* founded

1924:   'Zinoviev letter' published in the *Daily Mail*

1926:   British Broadcasting Corporation incorporated (Reith Director – General to 1938). General Strike; Stanley Baldwin first Prime Minister to broadcast

1930:   *Daily Worker* founded; Beaverbrook's sponsorship of 'United Empire' parliamentary candidates prompts Baldwin's speech accusing the press of exercising *'power without responsibility'*

1932:   George V makes the first royal Christmas Day broadcast

1935-7:   *Daily Mirror* re-launched as working-class newspaper

1936:   BBC broadcasts first talking television pictures at Olympia Radio Exhibition

1939:   Chamberlain broadcast the declaration of war

1939-45:   Second World War; BBC plays a key role in broadcasting to occupied Europe and sustaining domestic morale

1940:   Regulation 2D introduced

1941:   Banning of the Communist press

1952:   Coronation of Queen Elizabeth II is televised

1954:   Commercial television launched

1956:   Suez Crisis

1960:   Closure of the *News Chronicle*

1967:   Colour TV began

1978-9:   Shutdown of *The Times*

1980s: Rupert Murdock acquired his media empire

1986:   *The Independent* and *Today* founded

1989:   *BskyB* launched; era of satellite and cable television begins in Britain

1990:   Broadcasting Act deregulates the broadcast media

5.17   Europe: 1792-1919

Key Theme: The Changing Nature of Warfare 1792-1918

1792:	Outbreak of French Revolutionary Wars
1793:	'Levee en masse' decree issued in France
1800:	Napoleon's forces defeated the Second Coalition
1805-7:	Napoleon's forces defeated the Third Coalition
1808:	Prussian military reforms began
1812:	Napoleon's attempt to defeat Russia failed
1813-14:	Fourth Coalition defeated Napoleon
1815:	Final defeat of Napoleon
1821-32:	Greek War of Independence
1830:	Opening of the Liverpool-Manchester railway
1832:	Clausewitz's *On War* published
1838:	Jomini published his *Summary of the art of war*
1840s:	Prussian army adopted Dreyse needle gun
1851:	British army adopted Minié rifle; percussion cap replaced flintlock
1854-56:	Crimean War
1858:	Prussian military reforms developed
1859-60:	Wars of Italian Unification
1861-65:	American Civil War
1866:	Seven Weeks War; introduction of Krupp's steel breech-loading artillery
1868:	French military reform including adoption of the Chassepot rifle; Cardwell's reforms of British army began (to 1872 and 1880-5)
1870-71:	Franco-Prussian War
1877-8:	Russo-Turkish War
1880s:	Development of high explosives
1884:	Introduciton of the Mauser bolt-action magazine-fed rifle; Maxim automatic machine gun invented (adopted by British army1888)
1897:	French 75mm quick-firing field artillery
1899-1902:	Second Boer War
1904-5:	Russo-Japanese War
1905:	Staff talks between French and British armies began
1912-13:	Balkan Wars
1914:	Outbreak of First World War; 'Miracle of the Marne'; Western Front stalemate developed
1915:	First use of gas; Gallipoli
1916:	Verdun; Brusilov Offensive; the Somme; first use of tanks
1917:	Third Ypres; Caporetto; Russian Revolutions
1918:	Failure of German Spring Offensive; Allied advances on Western Front; the Armistice

5.18 Europe 1792-1919

Key Theme: The Challenge of German Nationalism 1815-1919

1815:   Establishment of the German Confederation

1818:   *Allgemeine Deutscher Burschenschaften* founded

1819:   The Carlsbad Decrees

1830:   Uprisings in Brunswick, Hanover, Hesse and Saxony

1832:   Meeting at Hambach – passage of the Six Articles

1834:   Establishment of the Zollverein (25 states with combined population of 26 million by 1836)

1840:   Accession of Frederick William IV; *Deutschland uber Alles* composed

1848-49:   Revolutions; the Frankfurt Parliament; fall of Metternich

1850:   The Erfurt Union and the Olmütz Agreement

1859:   National Association founded in Prussia

1861:   Accession of Wilhelm I; foundation of Progressive Party in Prussia

1862:   Bismarck becomes Prime Minister of Prussia; constitutional crisis

1863:   Universal German Working Men's Association founded

1864:   Schleswig-Holstein crisis: war with Denmark

1866:   Seven Weeks War with Austria

1867:   Establishment of North German Confederation and Federal Customs Council

1870-71:   Franco-Prussian War

1871:   Proclamation of German Empire

1871-90:   Bismarck: German Chancellor

1872-73:   The launch of the *Kulturkampf* (until 1887)

1875:   Socialist Workers Party founded

1879:   Dual Alliance with Austria; Bismarck broke with the National Liberals

1883-9:   Social reforms (sickness and accident insurance, old age pensions)

1886:   The Settlement Law (32,000 Poles and Russian Jews were forced out of East Prussia

1888:   Accession of Frederick III and then Wilhelm II

1890:   Dismissal of Bismarck

1893:   Foundation of Pan-German League

1898:   Navy League and First Navy Law (Second in 1900, Third in 1906)

1905 & 11: Moroccan crises

1912:   3000 strikes in Germany (1500 in 1900)

1914-18:   First World War

1918:   November: Abdication of Wilhelm II; the Armistice

1919:   Constituent Assembly at Weimar: President Ebert; Treaty of Versailles

5.19   Europe 1855-1956

Key Theme: Russian Dictatorship 1855-1956

1855:	Accession of Alexander II – the 'Tsar Liberator'
1856:	Defeat in the Crimean War
1861:	Emancipation of the serfs
1864:	Zemstvo Law and legal reforms
1865:	Censorship regulations eased
1866:	First assassination attempt against Alexander II
1874-81:	Growth of opposition groups: Narodniks, Land & Liberty, Peoples Will
1881:	Constitutional proposals; assassination of Alexander II; the 'Reaction'
1883:	Peasants' Land Bank created (one-third of all landlord estates had been bought by 1904)
1887:	Failed attempt to assassinate Alexander III
1889:	Introduction of Land Captains
1891:	Famine in 17 or Russia's 39 provinces
1892-1903:	Witte's 'Great Spurt'
1894:	Accession of Nicholas II
1898:	Formation of Social Democrats (SDs)
1901:	Formation of Social Revolutionaries (SRs)
1903:	SDs split into Bolsheviks and Mensheviks
1904-05:	Russo-Japanese War
1905:	Bloody Sunday; 1905 Revolution; October Manifesto
1906-11:	Stolypin's reformers
1906-14:	Four Dumas met
1914-18:	First World War
1917:	February Revolution: the Dual Power; the October Revolution
1918:	The Constituent Assembly; the Treaty of Brest-Litovsk
1918-21:	The Civil War
1918-21:	War Communism
1921:	The Kronstadt Rising; famine and economic collapse (c.5 million died of starvation and disease)
1921-27:	New Economic Policy
1924:	Lenin's death (struggle for power 1922-9)
1928-53:	Stalin in power
1928-29:	Introduction of the first Five Year Plan and of Collectivisation
1932-4:	Famine (c.5 million died of starvation and disease)
1934-40:	The Great Terror (reprised after the Second World War)
1941-45:	The Great Patriotic War
1946:	Censorship tightened
1954-56:	Khrushchev's rise to power (Stalin d.1953)
1956:	Denunciation of Stalin by Khruschev

5.20   America 1763-1980

Key Theme: The Struggle for the Constitution 1763-1877

1765:   Stamp Act
1766:   Declaratory Act
1770:   Boston Massacre
1774:   Continental Congress
1775:   War of Independence started (Declaration of Independence 1776)
1783:   Treaty of Paris recognised American sovereignty; c.600,000 slaves in USA
1787:   Philadelphia Convention (constitution ratified 1788)
1789:   George Washington chosen as 1st President (to 1797)
1791:   Bill of Rights ratified
1793:   Invention of the cotton 'gin'
1798:   Alien and Sedition Acts passed; the Kentucky and Virginia Resolutions
1801:   Jefferson became 3rd President (to 1809)
1803:   Marbury v Madison; Louisiana purchase
1804:   12th amendment passed
1807:   Embargo Acts (to 1809); McCulloch v Maryland
1820:   Missouri Compromise; c.1.5 million slaves in USA
1823:   Monroe Doctrine announced
1828:   'Tariff of abominations' passed
1829:   Andrew Jackson became President (to 1837)
1830:   Indian Removal Act
1831:   Nat Turner's rebellion
1845:   Texas admitted to the Union
1846:   Mexican War; Wilmot Proviso
1849:   California Gold Rush
1850:   Henry Clay's 'Compromise' passed
1854:   Kansas-Nebraska Act; emergence of the Republican party
1857:   Buchanan became President; Dred Scott decision
1859:   John Brown's raid
1860:   Abraham Lincoln elected President; c.4 million slaves in USA
1861:   Start of Civil War
1863:   Emancipation Proclamation
1865:   End of Civil War; 13th Amendment passed; assassination of Lincoln
1868:   14th Amendment passed; abortive attempt to impeach President Johnson
1870:   15th Amendment passed
1872:   Amnesty Act
1877:   Hayes became President – end of Reconstruction

5.21   America 1763-1980

Key Theme: Civil Rights in the USA 1865-1980

1865:	End of Civil War; assassination of Lincoln; 13th Amendment
1860s:	Asian American immigration to West coast began
1862:	Homestead Act
1866:	Formation of Ku Klux Klan; Black Codes against African Americans (1865-6)
1868:	14th Amendment to the Constitution; 2 African American senators elected
1869-76:	More than 200 battles between US Army and the Plains Indians
1870:	15th Amendment
1877:	End of Reconstruction; segregation started in South; repression of unions
1881:	Gompers set up American Federation of Labour; Booker T. Washington became Principal at Tuskegee
1882:	Asian Exclusion Act
1884:	Prohibition of the Sun Dance
1890:	End of Indian Wars with battle of Wounded Knee
1893:	Homestead Steel Strike
1894:	President Cleveland used troops to break the Pullman strike
1896:	Plessy v Ferguson Supreme Court case; only 3% of factory workers belonged to unions
1905:	Du Bois founded the Niagara Movement
1909:	Foundation of NAACP
1915:	Refounding of Ku Klux Klan (c.$4\frac{1}{2}$ million members by 1924)
1919:	Race riots; coal and steel strikes crushed by troops
1919-20:	The 'Great Red Scare'
1924:	Native Americans became citizens; quota of 150,000 immigrants per annum set
1933-41:	New Deal
1934:	Indian Reorganisation Act (replaced 1887 Dawes Act)
1935:	Wagner Act
1936-7:	Chrysler and General Motors finally recognised unions
1943:	Smith-Connally Act
1947:	Taft-Hartley Act
1948:	US Armed Forces desegregated
1954:	Brown v Board of Education Supreme Court case
1955:	Montgomery Bus Boycott; rise of M. L. King to national prominence
1956:	Foundation of Southern Christian Leadership Conference
1957:	Civil Rights Act; Central High, Little Rock, Arkansas case
1961:	Kennedy passes laws to assist Hispanic American immigration
1964:	Civil Rights Act and Poll Tax Amendment
1965:	Voting Rights Act
1968:	Assassination of Martin Luther King
1969:	Introduction of Affirmative Action; busing in education begins
1973:	Roe v Wade Supreme Court decision on abortion
1978:	Bakke Case in Supreme Court on Affirmative Action

6   Independent Investigations (Units 2592-2593): Examples of how to apply Board-set coursework questions

These examples are offered as a guide for teachers in how to 'customise' Board-set questions and a demonstration of the ways teachers and candidates need to be thinking in order to meet successfully the major assessment weighting on AO2. Please note: these are only examples - different ways of interpreting and responding to the conceptual demands implicit in each question could be made; different topics could be chosen.

Teachers with candidates picking their own 2592 questions should also take note from these examples of approaches that can lead to a successful outcome on these Units.

The Arts and History

How much can we learn about any historical period by studying its architecture?

Examples:

- Religious/military architecture of the Middle Ages

- Civic/religious architecture of Victorian Britain

- State architecture of Soviet-Russia

Possible approach:

- Interpretation of visible remains

- Relation to wider context of social/political/technological developments

- Evaluation: strengths/limitations of visible remains as evidence

- Balanced judgements/synthesis based on analysis of available evidence

Economic History

To what extend did economic factors account for major changes in society?

Example:

- The Highland Clearances

Possible approach:

- Identification/explanation of economic causes (e.g. industrial demand for wool), supported by appropriate evidence

- Consideration of other factors (e.g. political: to prevent further Jacobite risings after Culloden; cultural: to destroy the clan structure of the Highlands)

- Assessment/demonstration of relative importance of the various factors

The Individual in history

Examine the view that 'we manufacture heroes simply because they occupy great positions.'

Example:

- Winston Churchill

Possible approach:

- Present popular interpretation of Churchill as war leader/statesman, using appropriate evidence

- Develop alternative interpretation based on less successful aspects of Churchill's earlier career and/or revisionist critique of wartime leadership

- Balanced judgement/syntheses based on analysis of available evidence

Local History

'Local history may be fascinating in itself, but it rarely makes any significant contribution to our understanding of national events.' Discuss…

Example:

- Cosmeston: reconstructed medieval village in the Vale of Glamorgan

Possible approach:

- Site investigation: interpretation of site in its immediate context, using visible evidence and other documentary/archaeological sources

- Explore the wider context of settlement patterns and social organisation in Wales in the Middle Ages

- Identify similarities and differences: how typical was the Cosmeston model?

- How useful is the site even if untypical of national developments?

Military History

'War has been the great engine of technological advance.' Discuss…

Example:

- The First World War

Possible approach (1):

- Develop an argument, supported by appropriate evidence, that WW1 was a catalyst for technological change (e.g. tanks, aircraft, poison gas, submarines)

- Provide a competing interpretation showing that WW1 acted as an 'accelerator' of advances already in motion before the war began (e.g. aircraft, submarines)

- Balanced judgement/synthesis based on analysis of available evidence

Possible approach (2):

- As above, but a competing interpretation which questions whether advances attributable to warfare had any significant impact on society after the war

Political History

'What governments fear most are unexpected events.' Test this judgement…

Examples:

- Rebellion in England 1530-1558

- The 1916 Easter Rising

- The Suffragettes

Possible approach (1):

- Several examples marshalled to support the proposition (e.g. Pilgrimage of Grace; Ket's Rebellion; Wyatt's Rebellion). Emphasises the threat always caused by rebellion in the absence of a standing army

- Develops a competing argument questioning the *extent* of the threat posed. Rebel demands usually contained assurances of loyalty and most were efficiently suppressed. Only Wyatt's rebellion came close to success because it threatened London?

- Concludes that, whereas outbreaks of rebellion clearly discomfited Tudor governments, prospects of success were severely undermined by traditional patterns of obedience, lack of organisation and the overwhelming strength of government reaction (once mobilised)

Possible approach (2):

- Critical analysis of the conduct of the British Government before, during and (in particular) after the Rising

- Offers an interpretation that the authorities panicked in their reaction to events by executing the leaders, so creating martyrs to the cause of Republicanism that have continued to inspire Republican movements and myths

- An alternative interpretation, whilst acknowledging the long-term damage done by the government's reaction, attempts to explain this in terms other than those of a panic at the unexpectedness of the event

Possible approach (3):

- An interpretation of these events suggesting that Asquith's government, surprised by the spectacular methods of the Suffragettes, over-reacted by imprisoning the leaders and adopting the 'cat and mouse tactics' – so creating martyr figures. Suffragette tactics, though futile in the short term, succeeded in splitting political opinion on the issue and forcing a reluctant government to allow women's suffrage onto the political agenda

- An alternative interpretation, whilst acknowledging the political effectiveness of Suffragette tactics, argues that the government remained in control of the situation, encouraged by public outrage at some Suffragette activities. Argues that the 1918 Act owed more to women's war work that to Suffragette activities, and points to full female suffrage only in 1928

- Balanced judgement/synthesis based on analysis of available evidence

Religious History

'On the whole, religious beliefs have done more to stimulate change than to hold it back.' Discuss…

Example:

- Methodism in the early 19th century

Possible approach:

- An interpretation of Post-Wesleyan Methodism as the religion of the industrial working class, providing social as well as spiritual salvation – moral virtue of hard work, education for the poor and strict observance of the Sabbath

- A competing interpretation reflecting Kingsley's epithet, 'the opiate of the masses' – indoctrinating a submissive work force for others to exploit. 'Religious terrorism' of Methodist Sunday Schools

- Balanced judgement/synthesis based on analysis of available evidence

Science, Technology and History

How far can technological change be explained by a study of the society in which it takes place? Discuss…

Example:

- The American economic boom of the 1920s

Possible approach:

- Reasons for the economic boom: raw materials/technological innovation – e.g. plastic and electricity/mass production and marketing/Republican policies

- Anatomy of a consumer-led economy: advertising/leisure and sport/cinema/motor cars /construction/attitudes and expectations…

- Winners and losers: 42% of Americans below the poverty line in 1928

- Balanced conclusion: society can create demand for change but not necessarily conditions necessary for such changes to occur, and does not universally benefit from the results

Social History

Examine the view that civilisation has been the product of cities.

Example:

- Florence: a city-state of the Italian Renaissance

Possible approach:

- Very brief overview of cultural achievements associated with 15th century Florence

- An interpretation offering reasons for these developments based upon the urban economic/commercial growth of Florence as a centre of trade. Cultural achievements made possible by patronage of rich urban bankers/merchants

- A competing interpretation attributes cultural achievements to intellectual and scientific advances associated with the 'New Learning'. Florence was one of many centres of this 'renaissance'

- A balanced judgement/synthesis based on analysis of available evidence

World History

Assess the advantages of studying history from a non-European perspective.

Example:

- An example of imperial expansion or conflict for which evidence is available to support two competing interpretations – e.g. the westward expansion in the United States in the mid-19th Century

Possible approach:

- Making critical use of sources, the candidate produces a version of event(s) that reveals the attitudes, ideas and beliefs of the colonising power

- A second version of the same event(s), again using appropriate sources interpreted in context, reveals the perspective of the Native Americans

- Analysis/explanation of similarities and differences in the two versions/perspectives

- Assessment of the usefulness of each account in helping us to understand the example chosen