
OCR AS GCE in History (3835)

OCR Advanced GCE in History (7835)

Approved Specifications – Revised Edition

First Advanced Subsidiary GCE certification was 2001

QAN (3809) 100/0613/8

First Advanced GCE certification was 2002

QAN (7809) 100/0439/7

Foreword to Revised Edition

This Revised Edition has been produced to consolidate earlier revisions to these specifications and all changes contained within have previously been detailed in notices to centres. **There is no change to the structure or teaching content of the specification and most differences develop the explanatory guidance already provided.** Sidelining will be used to indicate any significant changes.

The only changes to requirements affect A2 entries and the types of questions set on some AS and A2 exam papers. These changes are:

- The introduction of entry sub-codes for some A2 units (starting with the summer 2006 examinations);
- The reduction in the number of sub-questions set per option on AS Units 2580-2582 from three to two (starting with the summer 2006 examinations);
- The reduction in the number of questions set on the passages in each option of A2 Units 2587-2589 from two to one (starting with the summer 2007 examinations).

Re-sits of Units - The restrictions on re-sitting units have been removed, enabling candidates to re-take units more than once (see page 22 for details).

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Foreword (continued)

This booklet contains OCR's Advanced Subsidiary GCE (AS) and Advanced GCE (A Level) History specifications for teaching from September 2002.

The AS GCE is assessed at a standard appropriate for candidates who have completed the first year of a two-year Advanced GCE course i.e. at a standard between GCSE and Advanced GCE. It forms the first half of the Advanced GCE course in terms of teaching time and content. When combined with the second half of the Advanced GCE course, known as 'A2', the AS GCE forms 50% of the assessment of the Advanced GCE. However, the AS GCE can be taken as a 'stand alone' qualification.

In these specifications the term **module** is used to describe specific teaching and learning requirements. The term **unit** describes a unit of assessment.

Each teaching and learning module is assessed by its associated unit of assessment.

These specifications meet the requirements of the *Common Criteria* (Qualifications and Curriculum Authority, 1999), the *GCE AS and Advanced Level Qualification-Specific Criteria* (QCA, 1999) and the relevant Subject Criteria (QCA, 1999).

Contents

Foreword	2
Specification Summary	4
1 Introduction	12
2 Specification Aims	15
3 Assessment Objectives	17
4 Scheme of Assessment	19
5 Specification Content	29
5.1 Modules 2580-2582: Document Studies	29
5.2 Modules 2583 and 2584: English History Period Studies	45
5.3 Modules 2585 and 2586: European and World History Period Studies	68
5.4 Modules 2587-2589: Historical Investigations	99
5.5 Modules 2590 and 2591: Themes in History	113
5.6 Module 2592: Independent Investigation (Coursework)	132
5.7 Module 2593: Independent Investigation (Open Book Examination)	135
6 Further Information and Training for Teachers	139
Appendix A Key Skills	140
Appendix B Possible Routes Through the Specification	142
Appendix C Option Entry Sub-Codes	146
Appendix D Coursework Forms (Modules 2592 and 2593)	141

Specification Summary

Outline

These specifications are designed to offer candidates and centres the opportunity to select from a very wide variety of periods and topics in English, European and American History from the medieval to the late twentieth century. They offer candidates the opportunity to study History in length and breadth as well as in depth, to develop expertise in various skills (general as well as historical) and to acquire and demonstrate knowledge and understanding of the periods studied. These specifications enable candidates to study:

- significant events, individuals and issues;
- a range of historical perspectives;
- the diversity of society;
- the history of more than one country or state;
- a substantial element of English history;
- continuity and change over a period of time.

These History specifications offer both progression from GCSE and significant continuity with OCR's legacy Advanced Level syllabuses. Teachers will find massive variety and total flexibility within the specifications to create a coherent and exciting course suitable to their own circumstances, resources and interests.

A full package of support for teachers is provided with these specifications (see Section 6). Both the AS and the A Level are available to private candidates.

Specification Content

A range of options is available within each teaching module. Candidates must study one option in each chosen module. Centres are free to choose their own route through the options. There is no requirement for candidates to take all their AS or A2 options from the same century. Teachers are encouraged to create a course with breadth and variety.

For guidance on the specification and individual unit requirements, centres should consult the two volumes of Teacher Support Notes as well as this specification. Published in November 2000 and in June 2001, the Teacher Support Notes are available from OCR Publications (0870 870 6622) and from OCR's website [www.ocr.org.uk]. A revised edition containing both within a single volume will be available from summer 2005.

AS

Advanced Subsidiary is both a qualification in its own right and the first half of an Advanced Level qualification.

Document Studies

Candidates must study either Module 2580 **or** Module 2581 **or** Module 2582. Candidates study one option in the chosen module.

Module 2580: Document Studies 871-1099

The options available in this module are:

- The Reign of Alfred the Great 871 - 899
- The Normans in England 1066 - 87
- The First Crusade and its Origins 1073 - 99

Module 2581: Document Studies 1450-1693

The options available in this module are:

- The Wars of the Roses 1450 - 85
- The German Reformation 1517 - 30
- Mid-Tudor Crises 1540 - 58
- The English Civil War 1637 - 49
- Louis XIV's France 1661 - 93

Module 2582: Document Studies 1774-1945

The options available in this module are:

- The Origins of the French Revolution 1774 - 92
- The Condition of England 1832 - 53
- Italian Unification 1848 - 70
- The Origins of the American Civil War 1848 - 61
- The Irish Question in the Age of Parnell 1877 - 93
- England in a New Century 1900 - 18
- Nazi Germany 1933 - 45

English History Period Studies

Candidates must study either Module 2583 **or** Module 2584. Candidates study one or more Study Topics set within the options of the chosen module.

Module 2583: English History 1042-1660

The options available in this module are:

- England 1042 - 1100
- England 1450 - 1509
- England 1509 - 58
- England 1547 – 1603
- England 1603 - 60

Module 2584: English History 1780-1964

The options available in this module are:

- England 1780 - 1846
- Britain 1846 - 1906
- Britain 1899 - 1964

European and American History Period Studies

Candidates must study either Module 2585 **or** Module 2586. Candidates study one or more Study Topics set within the options of the chosen module.

Module 2585: European History 1046-1718

The options available in this module are:

- Europe 1046 - 1250
- Europe 1450 - 1530
- Europe 1498 - 1560
- Europe 1545 - 1610
- Europe 1598 - 1661
- Europe 1660 – 1718

Module 2586: European & World History 1789-1989

The options available in this module are:

- Europe 1789 - 1849
- Europe 1825 - 90
- America 1846 - 1919
- Europe 1890 - 1945
- Europe and the World 1919 - 89

A2

Historical Investigations

Candidates must study either Module 2587 **or** Module 2588 **or** Module 2589. Candidates study one option in the chosen module.

Module 2587: Historical Investigations 768-1216

The options available in this module are:

- Charlemagne
- King John

Module 2588: Historical Investigations 1556-1725

The options available in this module are:

- Philip II
- Elizabeth I
- Oliver Cromwell
- Peter the Great

Module 2589: Historical Investigations 1799-1955

The options available in this module are:

- Napoleon I
- Gladstone and Disraeli 1846 - 80
- Bismarck and the Unification of Germany 1858 - 71
- Roosevelt's America 1920 - 41
- Lenin and the Establishment of Bolshevik Power 1903 - 24
- Chamberlain and Anglo-German Relations 1918 - 39
- Stalin and the Development of the Cold War in Europe 1941 – 55

Themes in History

Candidates must study either Module 2590 **or** Module 2591. Candidates study one or more themes in the chosen module.

Module 2590: Themes In History 1066-1796

The options available in this module are:

England 1066 - 1228	(Government of England 1066 - 1216 or Crown, Church and Papacy 1066 - 1228)
England 1485 - 1603	(Rebellion and Disorder in England 1485 - 1603 or England's Changing Relations with Foreign Powers 1485 - 1603)
England 1558 - 1689	(The Development of Limited Monarchy in England 1558 - 1689 or Dissent and Conformity in England 1558 - 1689)

Europe 1498 - 1610	(The Development of the Nation State: France 1498 - 1610 or The Catholic Reformation in the Sixteenth Century)
Europe 1598 - 1715	(The Decline of Spain 1598 – 1700 or The Ascendancy of France 1610 - 1715)
Europe 1661 - 1796	(From Absolutism to Enlightened Despotism 1661 – 1796)

Module 2591: Themes In History 1763-1996

The options available in this module are:

Britain 1793 - 1921	(Ireland 1798 - 1921 or War and Society in Britain 1793 - 1918)
Britain 1834 - 1996	(Poor Law to Welfare State 1834 - 1948 or The Development of Democracy 1868 - 1992 or The Development of the Mass Media 1896 - 1996)
Europe 1792 - 1919	(The Changing Nature of Warfare 1792 - 1918 or The Challenge of German Nationalism 1815 - 1919)
Europe 1855 - 1956	(Russian Dictatorship 1855 - 1956)
America 1763 - 1980	(The Struggle for the Constitution 1763 - 1877 or Civil Rights in the USA 1865 - 1980)

Independent Investigation

Candidates study either Module 2592 (coursework) **or** Module 2593 which leads to an open book examination (Unit 2593).

Scheme of Assessment

The AS GCE forms 50% of the assessment weighting of the full Advanced GCE. AS GCE is assessed at a standard between GCSE and Advanced GCE and can be taken either as a stand-alone course or as the first half of the Advanced GCE course.

Assessment is by means of **3 units of assessment** for AS GCE and **6 units of assessment** for Advanced GCE.

AS GCE Candidates take:

one of Units 2580, 2581 or 2582

one of Units 2583 or 2584

and one of Units 2585 or 2586.

Advanced GCE

Candidates take:

one of Units 2580, 2581 or 2582

one of Units 2583 or 2584

one of Units 2585 or 2586

one of Units 2587, 2588 or 2589

one of Units 2590 or 2591

and

one of Units 2592 or 2593.

Units of Assessment

Unit	Level	Name	Duration	Weighting	
				AS	Advanced GCE
2580 – 2582	AS	Document Studies	1 hour	40%	20%
2583 – 2584	AS	English History Period Studies	45 mins	30%	15%
2585 – 2586	AS	European and American History Period Studies	45 mins	30%	15%
2587 – 2589	A2	Historical Investigations	1 hour 30 mins	-	15%
2590 – 2591	A2	Themes in History	1 hour 30 mins	-	20%
2592	A2	Independent Investigation (Coursework)	-	-	15%
2593	A2	Independent Investigation (Open Book Examination)	1 hour 30 mins	-	15%

All units except Unit 2592 are assessed by a written examination.

Unit 2593 is an alternative to Unit 2592.

Question Paper Requirements**AS****Units 2580-2582**

Until (and including) the January 2006 exams, the question papers contain one three-part question set on a group of four sources for each option. Candidates answer the one set of document questions on their chosen option. The exercise may be set on one Key Issue (or part of one) or may draw on more than one Key Issue.

From the summer 2006 exams, there will instead be one two-part question per option (the brief 'Explain a reference' question being removed.)

Units 2583 and 2584

The question papers contain eight questions for each option, one pair for each Study Topic. Candidates answer one of the two questions on their chosen Study Topic. Each of the questions targets a different Key Issue (or part of a different Key Issue), but each may draw on more than one Key Issue.

Units 2585 and 2586

The question papers contain eight questions on each option, one pair for each Study Topic. Candidates answer one of the two questions on their chosen Study Topic. Each of the questions targets a different Key Issue (or part of a different Key issue), but each may draw on more than one Key Issue.

A2

Units 2587-2589

Until (and including) the January 2007 exams, the question papers contain one two-part question set on a group of passages and two essay questions for each option. Candidates answer the questions about the passages and one of the essay questions on their chosen option. Each question targets a different Key Issue (or part of a different Key Issue), but some may draw on more than one Key Issue.

From the summer 2007 exams, only one question will be set on the passages (the 'comparison of two passages' question being removed). The essays remain unchanged.

Units 2590 and 2591

The question papers contain three essay questions on each theme within an option. Candidates answer any two essay questions on their chosen unit so more than one theme may be studied if desired. Each question will test a part of a different content paragraph, but some may draw on more than one content paragraph.

Each exam paper includes an INSERT containing a timeline for each theme.

Unit 2593 (alternative to Unit 2592)

Candidates answer **one** extended essay question from the pre-published list (see Unit 2592) for the academic year the candidate will enter for the Unit. The questions can be applied to any period of British (Welsh, Scottish, Irish or English), European or World History from 768 AD. All Unit 2593 essays are examiner-marked by OCR.

The Unit is premised on candidate choice so all the candidates from one centre may not all take the same Board-set question and apply it in the same way.

Coursework Requirements (Unit 2592)

Unit 2592 is an alternative to Unit 2593.

Candidates produce **one** extended essay of about 2,500 words investigating critically a problem within any period of British (Welsh, Scottish, Irish or English), European or World History from 768AD; the maximum length permitted is 3000 words (excluding only footnotes

and bibliography). The essay can either be based on the pre-published list of questions (the same list as for Unit 2593) or on a Board-set question from a previous year or on a question proposed by the candidate; advice on both varieties is available from OCR coursework assessors – see Appendix D. All Unit 2592 essays are examiner-marked by OCR.

Although the subject criteria do not require the inclusion of *Application of Number*, opportunities for the development of this Key Skill at Level 2 are also included.

The Unit is premised on candidate choice so all the candidates from one centre may not all investigate the same question.

Within one centre, the coursework may be approached in different ways so some candidates might pick their own question and others might use Board-set questions, while some might find Unit 2593 more suitable. Choices lie with the candidates, advised by their teachers.

1 Introduction

These specifications have been designed to meet the requirements of the AS GCE and Advanced GCE Subject Criteria for History (QCA, 1999). The specifications build on, but do not depend on, the knowledge, understanding and skills specified by the National Curriculum and GCSE History. The specifications provide for consideration of the European dimension in education.

The specifications provide an academically sound course of study and are based on a clear structure that combines coherence with flexibility.

The specifications facilitate the study of a variety of periods, themes, countries and regions, and encompass different approaches and emphases. The components and topics which can be selected in English and in European or American History make comparable demands on candidates in terms of the level and range of content, skills and assessment, whilst ensuring variety and flexibility.

In the English History options, reference is made to Wales, Scotland and Ireland only when necessary for an understanding of developments. Such instances are made clear in each of the relevant module specifications. Work for Units 2592 or 2593 can cover Welsh, Scottish or Irish History.

The specifications provide for an appropriate combination of study in depth and breadth, together with the study of change and continuity of an extended period of time (more than one hundred years). This enables the study of perspectives and themes, such as technological and ethnic diversity, and contributes to an understanding of spiritual, moral and cultural issues. The weight of these varies according to the characteristics of the particular topic studied.

The AS modules are intended to provide an opportunity to develop from GCSE and to promote progression to the second half (A2) of the full GCE Advanced course. The content of AS includes English History and a choice between European and American History. All involve the study of historical perspectives (which include issues such as cultural, economic, and social developments and moral issues). Modules 2580-2582 involve study using documentary sources.

The AS content focuses on short periods, which can be developed in A2. Breadth of coverage comes from the different content foci of the AS components as well as from the requirements to undertake a document study in one of Modules 2580-2582 and to consider a range of historical perspectives.

The broad relationship of AS to GCE Advanced is that AS covers less content and less depth; A2 (the second half of Advanced GCE) revisits and extends the content, the breadth and the skills of AS. The Advanced GCE specification allows candidates to build on the period and subject content that has been studied at AS by selecting adjacent A2 periods, but this is **not** a requirement.

The Options in A2 Modules 2587-2589 focus on History as debate. Historical study generates argument, and re-interpretation is the life-blood of our subject. Each option therefore extends candidates' ability to use accounts and arguments through study that focuses on historical controversies surrounding our understanding of major historical individuals [NB these modules do **not** involve the study of historiography].

In A2 Modules 2590 and 2591, candidates are required to study change over a period of at least 100 years. The Advanced GCE specification ensures this by including a series of extended themes. The themes are not traditional outlines courses. Rather, they are overview perspective studies in continuity, development and change – and thus demand less detailed knowledge of specific events because all are studies of History in breadth.

In A2, candidates also investigate historical problems and issues which are assessed either by coursework in Unit 2592 or by an open book examination in Unit 2593. In particular, these units test candidates' skills in investigation and organisation, as well as in source evaluation (AO2). They pull together all the skills used and developed across the entire AS and A2 course.

By the end of A2, candidates are expected to display a thorough understanding of the nature of historical study through a variety of approaches that combine depth and breadth. Candidates are encouraged to develop their capacity for critical thinking and to see relationships between different aspects of history.

Each teaching module, although discrete, fits into a comprehensive pattern with a coherent pedagogic rationale. The combination of the modules builds a broad yet cohesive body of historical knowledge and study; the units test a combination of skills. The specifications have been designed to avoid much overlap of content, except in Modules 2590 and 2591 whose major purpose is to develop understanding of connections between different parts of the Advanced GCE specifications.

There are no restrictions within the specifications about the selection of options within modules because such freedom allows teachers to put together the course that best suits the interests, expertise and resources available in each individual school and college.

The AS GCE and Advanced GCE specifications provide a suitable foundation for the study of History or related courses in further and higher education. At the same time, they also offer worthwhile courses of study for candidates who do not wish to progress further in the subject. The various skills required by the specifications provide opportunities for progression directly into employment while, equally, they contribute to candidates' life-long learning (especially through the Key Skills).

The specifications are designed to meet the needs of a wide range of candidates and thus assume no prior study of History. They provide a suitable route for progression of candidates from GCSE History or Humanities at grade C or above, but candidates may study for the qualification(s) without any prior learning or attainment in the subject. The courses may be undertaken by candidates who have an equivalent GCSE in another subject. Equally, they may be undertaken by candidates who are developing their formal education at post-16 level.

1.1 Certification Title

These qualifications are shown on a certificate as

- OCR Advanced Subsidiary GCE in History.
 - OCR Advanced GCE in History.
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1.2 Language

These specifications and associated assessment materials are available in English only.

1.3 Exclusions

Candidates who enter for this AS GCE specification may **not** also enter for any other AS GCE specification with the certification title History in the same examination session.

Candidates who enter for this GCE Advanced specification may **not** also enter for any other GCE Advanced specification with the title History in the same examination session.

Every specification is assigned to a national code indicating the subject area to which it belongs.

Centres should be aware that candidates who enter for more than one GCE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the School and College Performance Tables.

The classification code for these specifications is 4010.

1.4 Code of Practice

These specifications will comply in all respects with the 2004 revised Code of Practice.

2 Specification Aims

The aims of these AS GCE and Advanced GCE specifications are to encourage candidates to:

- acquire knowledge and understanding of selected periods of history;
- develop an understanding of historical facts, terms and concepts;
- explore the significance of events, individuals, ideas and societies in history;
- study a variety of historical perspectives: social, religious, military, economic, intellectual and cultural, as well as political;
- understand the nature of historical evidence and the methods used in analysing evidence, evaluating problems and making judgements drawn from a range of evidence;
- develop an understanding of how the past has been interpreted and represented;
- communicate effectively, in an ordered and coherent way, using appropriate spelling, punctuation and grammar;
- develop an interest in and enthusiasm for History, and to acquire a sound basis for further historical study.

These aims are not listed in order of priority.

2.1 Spiritual, Moral, Ethical, Social and Cultural Issues

Spiritual and moral issues are defined as:

- the knowledge and awareness of the values and attitudes of individuals and society as a whole and socially accepted codes of behaviour;
- skill in reasoning on matters concerning values;
- attitudes and actions of individuals in society;
- the ability to make responsible judgements on issues of significance to individuals and society in general.

These issues are raised specifically in some parts of the specifications where appropriate, and implicitly in other parts which deal with the values and attitudes of individuals, groups and societies.

The specifications include cultural issues through the study of a range of historical perspectives. Examples of these issues in the specifications are:

AS

The German Reformation 1517-30 in Module 2581; Nazi Germany 1933-45 in Module 2582; England 1509-58: Church and State 1529-58 Study Topic 3 in Module 2583; Europe 1450-1530: The Ottoman Empire 1451-1529 Study Topic 3 in Module 2585.

A2

Lenin and the Establishment of Bolshevik Power 1903–24 in Module 2589; England 1558–1689: Dissent and Conformity in England 1558–1689 in Module 2590; America 1763–1980: Civil Rights in the USA 1865–1980 in Module 2591; The Arts in History in Modules 2592 and 2593.

2.2 European Dimension

Many of the Options focus on European History. Specific European History routes are detailed in Appendix B.

2.3 Avoidance of Bias

OCR has taken great care in the preparation of these specifications and assessment materials to avoid bias of any kind.

3 Assessment Objectives

All candidates are expected to demonstrate the following Assessment Objectives:

- AO1a: recall, select and deploy historical knowledge accurately, and communicate knowledge and understanding of history in a clear and effective manner;
- AO1b: present historical explanations showing understanding of appropriate concepts and arrive at substantiated judgements;
- AO2: in relation to historical context: interpret, evaluate and use a range of source material; explain and evaluate interpretations of historical events and topics studied.

Although these objectives are expressed and weighted separately, the forms of assessment seek to secure coherence and unity in the candidates' understanding and interpretation of history as a discipline. In practice, it is difficult to disaggregate the Objectives, and AO1 pervades the other Objectives.

AO2 is more heavily weighted at A2 than at AS, and AO1a is less heavily weighted at A2 than at AS, to reflect the higher level demand of Advanced GCE.

The assessment objectives are weighted as follows:

	AS GCE	A2	Advanced GCE
AO1a	38%	24%	31%
AO1b	32%	32%	32%
AO2	30%	44%	37%

3.1 Specification Grid

The relationship between the assessment objectives and the units of assessment is shown in the specification grid below.

Unit	Level	Percentage of Advanced GCE			Total
		AO1a	AO1b	AO2	
2580 or 2581 or 2582	AS	5	6	9	20
2583 or 2584	AS	7	5	3	15
2585 or 2586	AS	7	5	3	15
2587 or 2588 or 2589	A2	3	3	9	15
2590 or 2591	A2	5	9	6	20
2592 or 2593	A2	4	4	7	15
Total		31	32	37	100

3.2 Quality of Written Communication

All units require responses in continuous prose, and therefore include the assessment of quality of written communication (including clarity of expression, structure of arguments, presentation of ideas, grammar, punctuation and spelling). Candidates' quality of written communication will **not** be assessed separately but will pervade the communication requirement of Assessment Objective AO1.

4 Scheme of Assessment

Candidates take three units for AS GCE, followed by a further three units at A2 if they are seeking an Advanced GCE award.

Units of Assessment

Unit/ Sub-code (where relevant)	Level	Name	Duration	Weighting	
				AS	Advanced GCE
	AS	Document Studies			
2580	AS	Document Studies 871-1099	1 hour	40%	20%
2581	AS	Document Studies 1450-1693	1 hour	40%	20%
2582	AS	Document Studies 1774-1945	1 hour	40%	20%
	AS	English History Period Studies			
2583	AS	English History 1042-1660	45 mins	30%	15%
2584	AS	English History 1780-1964	45 mins	30%	15%
	AS	European and World History Period Studies			
2585	AS	European History 1046-1718	45 mins	30%	15%
2586	AS	European and World History 1789-1989	45 mins	30%	15%
	A2	Historical Investigations			
2587	A2	Historical Investigations 768-1216	1 hour 30 mins	-	15%
2588	A2	Historical Investigations 1556-1725			
/A		Philip II	1 hour 30	-	15%
/B		Elizabeth I	1 hour 30	-	15%
/C		Oliver Cromwell	1 hour 30	-	15%
/D		Peter the Great	1 hour 30	-	15%
2589	A2	Historical Investigations 1799-1955			
/A		Napoleon I	1 hour 30	-	15%
/B		Gladstone and Disraeli 1846-80	1 hour 30	-	15%
/C		Bismarck and the Unification of Germany 1858-71	1 hour 30	-	15%
/D		Roosevelt's America 1920-1941	1 hour 30	-	15%
/E		Lenin and the Establishment of Bolshevik Power 1903-24	1 hour 30	-	15%
/F		Chamberlain and Anglo-German Relations 1918-39	1 hour 30	-	15%
/G		Stalin and the Development of the Cold War in Europe 1941-55	1 hour 30	-	15%

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Unit/ Sub-code (where relevant)	Level	Name	Duration	Weighting	
	A2	Themes in History			
2590	A2	Themes in History 1066-1796			
/A		Medieval Themes 1066-1228	1 hour 30	-	20%
/B		Early Modern Themes 1485-1796	1 hour 30	-	20%
2591	A2	Themes in History 1763-1996			
/A		English and European Themes 1792-1996	1 hour 30	-	20%
/B		American Themes 1763-1980	1 hour 30	-	20%
	A2	Independent Investigation			
2592	A2	Independent Investigation (Coursework)			
/A		Investigation within the period 768-1450	-	-	15%
/B		Investigation within the period 1450-1740	-	-	15%
/C		Investigation within the period 1740 to the present	-	-	15%
2593	A2	Independent Investigation (Open Book Examination)	1 hour 30	-	15%

Rules of Combination

Candidates must take the following combination of Units:

AS GCE

Candidates take:

one of Units 2580, 2581 or 2582

one of Units 2583 or 2584

and one of Units 2585 or 2586.

Advanced GCE

Candidates take:

one of Units 2580, 2581 or 2582

one of Units 2583 or 2584

one of Units 2585 or 2586

one of Units 2587, 2588 or 2589

one of Units 2590 or 2591

and one of Units 2592 or 2593.

Unit Availability

There will be two examination sessions each year, in January and June.

The availability of units is shown below:

Unit	Unit title	Jan 2004	June 2004
2580 – 2582	Document Studies	✓	✓
2583 – 2584	English History Period Studies	✓	✓
2585 – 2586	European and American History Period Studies	✓	✓
2587 – 2589	Historical Investigations	✓	✓
2590 – 2591	Themes in History	✓	✓
2592	Independent Investigation (Coursework)	-	✓
2593	Independent Investigation (Open Book Examination)	-	✓

The availability shown for 2004 will be the same in subsequent years.

Sequence of Units

The normal sequence in which the units could be taken is one of Units 2580, 2581 or 2582, either Unit 2583 or Unit 2584 and either Unit 2585 or 2586 in the first year of a course of study leading to an AS GCE award, then one of Units 2587-2589, either Unit 2590 or Unit 2591 and either Unit 2592 or Unit 2593 in the second year, leading to the GCE Advanced award. However, the units may be taken in other sequences.

Alternatively, candidates may take all units at the end of their AS GCE or Advanced GCE course in a 'linear' fashion.

Evidence suggests that many Year 12 candidates are not ready to sit Units 2580-2582 in January whereas most can cope well with Units 2583-2586.

Synoptic Assessment

Synoptic assessment tests the candidates' understanding of the connections between the different elements of the subject. It accounts for 20% of the total Advanced GCE marks, and is in Units 2590 and 2591.

For Advanced GCE, either Unit 2590 or Unit 2591 should normally be taken at the end of a candidate's course of study, but this is not a requirement.

Certification

Candidates may enter for:

- AS GCE certification;
- AS GCE certification, bank the result, and complete the A2 at a later date;
- Advanced GCE certification.

Candidates must enter an appropriate combination of AS and A2 units to qualify for the Advanced GCE award.

Individual unit results, prior to certification of the qualification, have a shelf-life limited only by that of the qualification.

Re-sits of Units

The restrictions on re-sitting units have been removed, enabling candidates to re-take units more than once. Upon making an entry for certification, the best attempt will be counted towards the final award. This change applies to all candidates, including those who have already been entered for any units or full qualifications.

Re-sits of AS GCE or Advanced GCE

Candidates may still enter for the full qualification an unlimited number of times.

UMS thresholds on exam papers

Units 2580-2582 and 2590-2591		Units 2583-2586, 2587-2589 and 2592-2593	
Maximum UMS - 120		Maximum UMS - 90	
Unit Grade	UMS	Unit Grade	UMS
a	96	a	72
b	84	b	63
c	72	c	54
d	60	d	45
e	48	e	36

4.1 Question Papers

4.1.1 AS GCE

Document Studies: Units 2580-2582

Time: 1 hour

Until (and including) the January 2006 exams, each option paper contains one compulsory three-part question, set on a single document exercise, on each option. From the Summer 2006 exams, there will be one compulsory two-part question set (the brief 'Explain a reference' question being removed). Candidates must answer all the questions on the exercise set on their chosen option. In order to pose a 'problem' for candidates to solve, four sources are set for each exercise on each option; at least three of the sources are primary, and are 'unseen' in the sense that there are no prescribed collections. Mainly written sources are used, but information in numerical or pictorial form may also be used for one of the four sources. Candidates should have knowledge of the prescribed topic and an acquaintance with the kinds of sources available for the topic, their usefulness and reliability.

Books containing possible documents for study during preparation for each option are indicated in the resources lists available on OCR's website –see page 28. Teachers may wish to refer to these when developing their candidates' skills in using primary sources.

The sources total 300 - 400 words, reduced as necessary when non-written material is included. When necessary for clarity, pre-modern English and translations of documents from foreign languages are modernised. Obscure terms are annotated. Non-written material means a set of statistics, a map, a print or engraving, a poster, a drawing or a cartoon (but not a photograph or painting). Not more than one example will be included within any one exercise and should be regarded as just one of a range of historical sources. The skills required in analysing and evaluating the sources are essentially the same, whatever their type. Candidates should be encouraged to develop skills in handling all types of sources, and be given opportunities to apply those skills in as many different ways as possible.

Listed below are the types of sub-questions which are set. In the context of each option studied, there will be one sub-question of each of the following types:

- An explanation in context of something mentioned in one of the sources, using the source and the candidate's own knowledge [**not set after January 2006**];
- a comparison of two sources (not requiring use of the candidate's own knowledge);
- the testing of an assertion against all of the given sources and the candidate's own knowledge.

The following types of questions will **not** be set:

- copying / précis / definition of terms;
- speculation;
- questions spuriously originating from given sources.

Detailed guidance is provided in the Teacher Support Notes and in the report published after every January and June examination session.

English History Period Studies: Units 2583–2584 Time: 45 mins

Each question paper contains eight essay questions on each option, two on each of the specified Study Topics. Each question targets a different Key Issue (or a part of a different Key Issue), but each may draw on more than one Key Issue.

Candidates must answer **one** question. Most centres teach one Study Topic, but a number teach two while a handful teach three.

Detailed guidance is provided in the Teacher Support Notes and in the report published after every January and June examination session.

European and World History Period Studies: Units 2585–2586 Time: 45 mins

Each question paper contains eight essay questions on each option, two on each of the specified Study Topics. Each question targets a different Key Issue (or a part of a different Key Issue), but each may draw on more than one Key Issue.

Candidates must answer **one** question. Most centres teach one Study Topic, but a number teach two while a handful teach three.

Detailed guidance is provided in the Teacher Support Notes and in the report published after every January and June examination session.

4.1.2 A2

Historical Investigations : Units 2587–2589 Time: 1 hour 30 minutes

For each option, the question paper until (and including) the January 2007 exams will contain one two-part question set on four given passages and two separate essay questions. The questions focus on History as debate. Candidates must answer **the two-part question** on the passages and **one** of the two essay questions on their chosen option. Each question will test a different Key Issue (or a part of a different Key Issue), but some may draw on more than one Key Issue.

From the June 2007 exams, only one question will be set on the passages (the comparison of two passages questions being removed). The essays remain unaltered in form and exam requirements.

In order to pose a 'problem' for candidates to solve, the exercise has four passages totalling 500 - 600 words. When necessary for clarity, the vocabulary and grammar is simplified. Obscure terms are annotated. The passages are 'unseen' in the sense that they are not from prescribed books.

At least three of the four passages are drawn from the writings of historians, but one might be a primary source and/or a non-written source. Non-written material means a set of statistics, a print or engraving, a poster, a drawing or a cartoon (but not a photograph or a painting). Not more than one example will be included within any one question. The passages offer varying views and thus illustrate something of the debate relevant to the option. Candidates should **not**, therefore, treat them as sources of evidence – source evaluation is totally inappropriate to answers here.

For sub-question (i) [which will be set for the last time in January 2007], what is needed is a focused comparison of the views expressed in the two passages, not of their content. Provenance is not necessary. Evaluation of reliability is irrelevant.

For sub-question (ii) [the only question on the passage from June 2007], what is required is an application of all the passages and the candidate's own knowledge to an integrated evaluation of the debate on that aspect of the topic.

The following types of questions will **not** be set on the passages:

- copying / précis / definition of terms;
- speculation;
- questions spuriously originating from given passages;
- questions about the views of individual historians (included in the passages or not).

The essay questions do not depend on the passages, but consider other aspects of the historical debates around which each option is focused. Questions do **not** depend on knowledge of the views of particular historians, and marks are **not** allocated in the mark schemes for such specific information. Rather, answers should demonstrate a broad understanding of alternative views on the topic within the argument constructed to analyse and evaluate the question set.

Detailed guidance is provided in the Teacher Support Notes and in the report published after every summer examination session.

Themes in History: Units 2590–2591

Time: 1 hour 30 minutes

Most options contain two themes. Each question paper contains 3 essay questions on each theme. The themes and their questions focus on issues of change, development and continuity over time (one hundred years or more).

These units are synoptic and should normally be taken terminally.

Candidates must answer any **two** of the essay questions on the question paper for their unit. They may thus answer exclusively on one theme or answer one question from each of two themes within a unit. Each question will test a part of a different content paragraph, but some may draw on more than one content paragraph.

Each question paper also contains an INSERT containing a timeline for each theme.

Detailed guidance is provided in the Teacher Support Notes and in the report published after every summer examination session.

Independent Investigation (Open Book examination): Unit 2593 Time: 1 hour 30 minutes

Candidates must answer **one Board-set** essay question chosen from the list published each year by OCR for use in Unit 2592 the following summer.

Investigations must evaluate source material (primary and/or secondary) and/or historical interpretations to help advance their argument; specific provision is made for this in the mark scheme. The essays are examiner-marked by OCR.

Unit 2593 is an alternative to Unit 2592.

Detailed guidance is provided in the Teacher Support Notes and in the report published after every summer examination session.

4.2 Coursework (Unit 2592)

Unit 2592 consists of an extended essay, allowing each candidate the opportunity to investigate critically a particular historical problem of their own choice. The extended essay should be about 2,500 words in length (excluding only the footnotes and bibliography). The maximum length is 3,000 words. In addition, a small number of diagrams, statistical tables and illustrations can be included in a small appendix if they need to be used regularly. Candidates can select a question from a list issued each year by OCR **or** pick on from a previous year's list **or** they can propose their own question.

Unit 2592 offers an opportunity for candidates to undertake and present their own critical investigation of a particular historical problem of their own choice. Central to any successful investigation must be analysis of evidence and the construction of argument based and built on the critical evaluation of source material (primary and/or secondary) and/or of historical debate, for which specific provision is made in the mark scheme. Detailed guidance is provided in the Teacher Support Notes and in the report published after every summer examination session.

Unit 2592 is an alternative to Unit 2593.

Approval by OCR of proposed questions is not required, but centres are urged to encourage their candidates to seek advice from a senior examiner via a coursework proposal form – a master for photocopying is given in Appendix D. Advice should be obtained early.

The Unit is premised on candidate choice so all the candidates from one centre may not all investigate the same question. If Board-set questions are used, the same single question may not be applied to the same individual or issue.

4.2.1 *Assessment of Coursework*

The Independent Investigation (Unit 2592) is externally marked by OCR.

4.2.2 *Authentication*

Teachers are required to verify that the Independent Investigation (Unit 2592) submitted for assessment is the candidate's own work – see the declaration on the cover sheet, a copy of which can be found in Appendix D. Sufficient work must be carried out under supervision to allow the teacher to authenticate the coursework with confidence.

4.3 Differentiation

In the question papers, differentiation is achieved by setting questions designed to assess candidates at their appropriate levels of ability and which are intended to allow all candidates to demonstrate what they know, understand and can do.

In coursework, differentiation is by task and outcome. Candidates undertake work which enables them to display positive achievement.

4.4 Special Arrangements

For candidates whose performance may be adversely affected through no fault of their own or who have particular assessment requirements, centres should consult *the Inter-Board Regulation and Guidance Booklet for Special Arrangements and Special Consideration*. In such cases, advice should be sought from OCR as early as possible during the course.

4.5 Awarding of Grades

The AS GCE carries a weighting of 50% when used in an Advanced GCE award. An Advanced GCE award is based on the certification of the weighted AS (50%) and A2 (50%) marks. Both AS GCE and Advanced GCE qualifications are awarded on the scale A to E, and U (unclassified).

4.6 Grade Descriptions

The following grade descriptions indicate the level of attainment characteristic of the given grade at Advanced GCE. They give a general indication of the required learning outcomes at each specified grade. The descriptions should be interpreted in relation to the content outlined in the specification; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the examination may be balanced by better performances in others.

Grade A

Candidates recall, select and deploy relevant, detailed and comprehensive knowledge drawn from the study of the specification content. They respond critically to the main issues, presenting the discussion in a thorough and analytical style. Accurate and comprehensive understanding of key terms and concepts is demonstrated in the explanations and conclusions drawn and placed in their historical context.

Candidates demonstrate clear understanding of the complexities of the process of change, its causes and consequences, drawing comparisons, making links and reaching considered and reasoned conclusions.

Candidates demonstrate awareness of a range of different perspectives on the past, making connections, comparisons and contrasts, and placing them in context.

Candidates extract, evaluate and synthesise information, ideas and attitudes from a range of source material, placing them in context and integrating them effectively into coherent arguments and explanations.

Candidates demonstrate clear understanding of how historical events, topics and personalities have been interpreted, making well-supported and balanced judgements about these interpretations which are communicated with clarity and precision.

Grade C

Candidates recall, select and organise relevant and detailed knowledge drawn from their study of the specification content to respond effectively to the main issues. Their response is presented in a largely analytical form. Understanding of key terms and concepts is well developed and used to support explanations and conclusions, placed in their historical context.

Candidates demonstrate clear awareness of causes and consequences in relation to the process of change, making some links and drawing conclusions.

Candidates demonstrate knowledge and clear understanding of a range of differing perspectives on the past, and make connections between them.

Candidates evaluate and synthesise information and ideas from a range of source material, placing them in context in order to construct clear explanations and substantiated arguments.

Candidates demonstrate understanding of how historical events, topics and individuals have been interpreted, making reasoned judgements about these interpretations which are communicated effectively.

Grade E

Candidates recall and select relevant information from the themes, topics and periods studied to provide a largely relevant but unfocussed response to the main issues, which may be in narrative or discursive form. Key terms and concepts are used and applied with some accuracy.

Candidates demonstrate understanding of historical change, for instance by showing awareness of causes and consequences relating to specific developments.


Candidates demonstrate awareness of a variety of factors which contribute to an understanding of the past and make some connections between them.

Candidates extract information from a range of source material and use it to construct an explanation.

Candidates demonstrate awareness that historical events, topics and individuals have been interpreted in different ways and can offer conclusions which may be underdeveloped or largely unsubstantiated.

5 Specification Content

The specifications are set out in the form of teaching modules. For each module, a general introduction is followed by the detailed specification content for each option.

Throughout this section the symbol  is used in the margin to highlight where Key Skills development opportunities are signposted. For more information on Key Skills coverage please refer to Appendix A.

Each teaching module is assessed by its associated unit of assessment. The specification is thus a precise guide to exam requirements.

Cambridge University Press has published nine books, endorsed by OCR, supporting various parts of these AS specifications. These appear in the 'Cambridge Perspectives in History' series. For details, see CUP's History catalogue or OCR's Resources Lists.

Resource Lists

A much expanded revised edition is available as a free e-document to download from the AS/A2 History section of OCR's website: www.ocr.org.uk. It will be found under the 'Publications and Materials' tab and then the sub-heading 'Teacher Support and Coursework Guidance'.

Every book listed is a paperback available in print at the time this specification was published. No book is recommended by OCR. Rather, the Lists indicate readily available titles that may be of use to teachers and/or pupils. Useful non-subscription websites are also included. The Lists will be up-dated each year.

The Subject Officer would welcome suggestions for good new items to include and details of books which have gone out of print or websites no longer available.

5.1 Modules 2580-2582: Document Studies

Introduction

Modules 2580-2582 offer documentary study based on fifteen options in English, European and American History. In the English History topics, reference will be made to Ireland, Scotland and Wales only where specified.

Candidates should study how to:

- interpret source material and assess its utility and reliability;
- compare two sources;
- evaluate the standpoint of an author;
- assess an historical problem through the combined use of different sources and their own knowledge.

Candidates should study **one** option from either Module 2580 or Module 2581 or Module

2582.

5.1.1 Module 2580: Document Studies 871 - 1099



C3.1a, C3.3.

WO3.1, WO3.2, WO3.3; LP3.1, LP3.2, LP3.3; PS3.1, PS3.2, PS3.3.

There are **three** options in Module 2580:

- The Reign of Alfred the Great 871-899;
- The Normans in England 1066-87;
- The First Crusade and its Origins 1073-99.

Candidates should study **one** option.

5.1.1.1 The Reign of Alfred the Great 871 - 899

This option focuses on the reign of Alfred the Great and his achievements as king. Candidates should understand the varied nature of activities involved and the extent of his success.

Key Issues for Study and Examination

By what means did Alfred defeat the Vikings and unite the English?

How far was Alfred successful in policy areas other than warfare?

How substantial were the achievements of Alfred the Great?

Content

The key events of the reign of Alfred (especially in the fighting against the Vikings).

The nature of Alfred's kingship - military, political, social - and the balance between warrior kingship and christian kingship.

The structure of the developing Anglo-Saxon state: the importance of Wessex; relations with Mercia and other kingdoms; government, laws, coinage, administration, education and religion; the nature of society.

Resources List

See the e-Resources list on OCR's website www.ocr.org.uk (go to AS/A2 History's home page, click on the 'Publications and Materials' tab and you will find it under the sub-heading 'Teacher Support and Coursework Guidance').

The list contains relevant paperbacks currently in print and useful non-subscription websites.

5.1.1.2 The Normans in England 1066 - 87

This option focuses on the Norman Conquest of England and the establishment of Norman power to 1087. Candidates should understand the extent of change and continuity from Anglo-Saxon to Norman England within this period.

Key Issues for Study and Examination

Why was William of Normandy able to conquer and to consolidate his hold on England?

What changes occurred as a result of the Norman Conquest in land-holding and military organisation in England?

What was the extent and importance of the changes in government, law and the church by 1087?

Content

The events of 1066 immediately preceding the Battle of Hastings, the Battle itself and its aftermath, rebellions against William I, Scandinavian intervention, frontier problems.

The confiscation and redistribution of land, feudal tenure, castles and knights, the social structure.

Government, administration and the law: continuity and change, Domesday Book. The church: the relationship between Lanfranc and William I, changes and reform.

Resources List

See the e-Resources list on OCR's website www.ocr.org.uk (go to AS/A2 History's home page, click on the 'Publications and Materials' tab and you will find it under the sub-heading 'Teacher Support and Coursework Guidance').

The list contains relevant paperbacks currently in print and useful non-subscription websites.

5.1.1.3 The First Crusade and its Origins 1073 - 99

This option focuses on the origins and course of the First Crusade. Candidates should understand the European religious climate, the different motives of the Crusaders, the reactions of people in the Middle East and the extent of the success of the Crusade.

Key Issues for Study and Examination

Why did Urban II want to launch the First Crusade?

Why did so many people join the First Crusade?

How successful was the First Crusade?

Content

The papacy and war in the late eleventh century: warfare and the Eastern Empire during the reign of Gregory VII (1073-85); the reign of Urban II (1088-99) and his intentions in launching the Crusade.

European religious attitudes in the reigns of Popes Gregory VII and Urban II (especially Holy War, the popularity of pilgrimage, the importance of Jerusalem, the development of the cult of saints).

The First Crusade 1095-99: the main events, methods of fighting on both sides, the skills and behaviour of the christian leaders, divisions among the Crusaders and the problems of their enemies.

Resources List

See the e-Resources list on OCR's website www.ocr.org.uk (go to AS/A2 History's home page, click on the 'Publications and Materials' tab and you will find it under the sub-heading 'Teacher Support and Coursework Guidance').

The list contains relevant paperbacks currently in print and useful non-subscription websites.

5.1.2 Module 2581: Document Studies 1450 - 1693



C3.1a, C3.3.

WO3.1, WO3.2, WO3.3; LP3.1, LP3.2, LP3.3; PS3.1, PS3.2, PS3.3.

There are **five** options in Module 2581:

- The Wars of the Roses 1450-85;
- The German Reformation 1517-30;
- Mid-Tudor Crises 1540-58;
- The English Civil War 1637-49;
- Louis XIV's France 1661-1693.

Candidates should study **one** option.

5.1.2.1 The Wars of the Roses 1450 - 85

This option focuses on unrest in England from the end of the Hundred Years' War to the death of Richard III. Candidates should understand the reasons for and characteristics of instability in England and the reasons for the ultimate failure of the Yorkists.

Key Issues for Study and Examination

Why did civil strife break out in England in 1455?

How effective a king was Edward IV during his first reign (to 1471)?

Why did the Yorkist dynasty fail to maintain its hold on the crown?

Content

The causes of civil war: the problems and weaknesses of Henry VI from 1450, the effects of the end of the Hundred Years' War, noble feuds, the development of conflict 1455-61.

Edward IV's first reign (1461-71): royal finances, unsolved political problems, the rift between Edward IV and Warwick, the political crisis of 1469-71.

Yorkist collapse: the strength of the monarchy and the Yorkist dynasty at the death of Edward IV, Richard of Gloucester's seizure of the throne, Richard's problems and opposition to him, Henry Tudor and Bosworth.

Resources List

See the e-Resources list on OCR's website www.ocr.org.uk (go to AS/A2 History's home page, click on the 'Publications and Materials' tab and you will find it under the sub-heading 'Teacher Support and Coursework Guidance').

The list contains relevant paperbacks currently in print and useful non-subscription websites.

5.1.2.2 The German Reformation 1517 - 30

This option focuses on the development of the Lutheran Reformation in Germany. It considers the main ideas of Martin Luther, the personal importance of Luther as leader of the movement and its impact on Germany to 1530.

Key Issues for Study and Examination

What were Luther's main ideas?

How did the authorities react to Luther from 1517 to 1521?

What was the impact of Lutheranism in Germany from 1517 to 1530?

Content

Luther's main ideas on the church and the papacy, and on religious belief and practice (especially as expressed in the 95 Theses [1517], *On the Babylonish Captivity of the Church* [1520] and *An Appeal to the Christian Nobility of the German Nation* [1520]).

Reactions to Luther and his ideas by the secular and religious authorities 1517-21.

The effects of Lutheranism on German princes, knights, towns and peasants between 1517 and 1530; Luther's view of the protestant radicals.

Resources List

See the e-Resources list on OCR's website www.ocr.org.uk (go to AS/A2 History's home page, click on the 'Publications and Materials' tab and you will find it under the sub-heading 'Teacher Support and Coursework Guidance').

The list contains relevant paperbacks currently in print and useful non-subscription websites.

5.1.2.3 Mid-Tudor Crises 1540 - 58

This option focuses on the idea of a 'Tudor Crisis' involving the extent and significance of political, religious, economic and social change. Candidates will **not** be tested on the conduct of foreign policy and the events of war, but an understanding of their impact on developments in England is needed.

Key Issues for Study and Examination

How seriously threatened was the Tudor monarchy in this period?

What were the effects of economic and social change?

How significant were the religious changes of the period?

Content

The monarchy 1540–58: issues raised by the age and gender of rulers, the succession, faction, challenges to royal authority, rebellion and popular protest.

Social and economic developments 1540–58: population change, inflation, agrarian problems, unemployment, poverty.

Religious and ecclesiastical policies and developments 1540–58: the extent and results of change.

Resources List

See the e-Resources list on OCR's website www.ocr.org.uk (go to AS/A2 History's home page, click on the 'Publications and Materials' tab and you will find it under the sub-heading 'Teacher Support and Coursework Guidance').

The list contains relevant paperbacks currently in print and useful non-subscription websites.

5.1.2.4 The English Civil War 1637 - 49

This option focuses on the critical period between the collapse of Charles I's Personal Rule and his execution. Candidates need to gain an understanding of the political and religious issues that underlay the Civil War, as well as its immediate causes, course and outcome. They will **not** be tested on events in Scotland and Ireland, but an understanding of their impact on the development of the crisis in England is needed.

Key Issues for Study and Examination

Why, within two years of the collapse of the Personal Rule, did the civil war break out?

Why did the Royalists lose the First Civil War?

Why did it prove impossible to achieve a negotiated settlement after the First Civil War?

Content

The Short and Long Parliaments, the dismantling of prerogative government, divisions over reform of the church, the impact of the Irish Rebellion, the Grand Remonstrance, the approach of civil war.

Royalists and parliamentarians (their strengths and weaknesses), the course and outcome of the First Civil War, the formation of the New Model Army.

Negotiations with the king, the role of the Scots and the army, the Leveller debates, the Second Civil War, the execution of the king.

Resources List

See the e-Resources list on OCR's website www.ocr.org.uk (go to AS/A2 History's home page, click on the 'Publications and Materials' tab and you will find it under the sub-heading 'Teacher Support and Coursework Guidance').

The list contains relevant paperbacks currently in print and useful non-subscription websites.

5.1.2.5 Louis XIV's France 1661 - 1693

The option is concerned with aspects of the domestic history of the reign of Louis XIV. Candidates will **not** be tested on the events of his minority, but some background knowledge is useful in understanding developments after 1660. Candidates will **not** be tested on foreign policy, but a background understanding of its relationship with domestic issues is useful.

Key Issues for Study and Examination

What is meant by Louis XIV's absolute monarchy?

What was the importance of Versailles and Louis XIV's ministers?

How did Louis XIV deal with the economy and religion?

Content

The idea of absolute monarchy and Louis XIV's ideas of kingship.

Versailles and Louis XIV's relationship with the court, the nobility and his ministers (especially Colbert).

Louis XIV's handling of finance and the economy (with particular reference to Colbert); Louis XIV's policies towards Gallicanism, Jansenism, the papacy (to the death of Innocent XI) and the Huguenots.

Resources List

See the e-Resources list on OCR's website www.ocr.org.uk (go to AS/A2 History's home page, click on the 'Publications and Materials' tab and you will find it under the sub-heading 'Teacher Support and Coursework Guidance').

The list contains relevant paperbacks currently in print and useful non-subscription websites.

5.1.3 **Module 2582: Document Studies 1774 - 1945**



C3.1a, C3.3.

WO3.1, WO3.2, WO3.3; LP3.1, LP3.2, LP3.3; PS3.1, PS3.2, PS3.3.

There are seven options in this module:

- The Origins of the French Revolution 1774-92;
- The Condition of England 1832-53;
- Italian Unification 1848-70;
- The Origins of the American Civil War 1848-61;
- The Irish Question in the Age of Parnell 1877-93;
- England in a New Century 1900-18;
- Nazi Germany 1933-45.

Candidates should study **one** option.

5.1.3.1 **The Origins of the French Revolution 1774 - 92**

The option is concerned with the origins and early years of the French Revolution. Candidates should study both the long term and short term causes of the Revolution. The focus is on the period from the accession of Louis XVI (especially the period after the American Revolution) to the overthrow of the monarchy in August 1792. Knowledge of the main features of the *ancien régime* is expected.

Key Issues for Study and Examination

What were the economic and social causes of the Revolution?

What were the political causes of the Revolution?

What was the nature of the Revolution during 1789-92?

Content

The social and economic problems of the *ancien régime* in France; the impact of enlightened ideas in France (While the emphasis is on the period from 1774, candidates should have a general background understanding of longer-term *ancien régime* issues.)

Shorter-term political causes of the Revolution: the impact of the American Revolution, the financial and political problems of the Crown, the influence of Louis XVI, attempts at reform by Turgot and Calonne.

The main revolutionary events of 1789-August 1792: the Calling of the Estates General, the Oath of the Tennis Court, the constitution of 1791, the overthrow of the monarchy, the significance of riots and direct popular action 1789-92.

Resources List

See the e-Resources list on OCR's website www.ocr.org.uk (go to AS/A2 History's home page, click on the 'Publications and Materials' tab and you will find it under the sub-heading 'Teacher Support and Coursework Guidance').

The list contains relevant paperbacks currently in print and useful non-subscription websites.

5.1.3.2 The Condition of England 1832 - 53

This option is concerned with some of the key political, social and economic questions posed by industrialisation, and the extent to which they changed and were tackled by governments of the period. The emphasis is on the main factors and disputes in three specified areas. Candidates should have a basic grasp of the three main approaches (Benthamite, paternal and radical). An outline of the governments is useful as a framework, but questions will not be set on issues relating purely to the political parties.

Key Issues for Study and Examination

What problems were raised by children in this period and how effectively were they tackled?

Why were poverty and public health such significant issues?

How radical were labouring adults, and to what extent and why did they fail to achieve change?

Content

Children, the family and the impact of the Factory Acts 1833-53: pauper apprentices and child labour, opposition to interference, pressures leading to change (Royal Commission on Factory Reform 1833, Mines Act 1842), elementary education for the children of the poor.

The questions of poverty and public health: pressures leading to change in the Old Poor Law 1832-34 (the Royal Commission 1832, Chadwick and the attitudes of government), the New Poor Law 1834-47 (workhouses, opposition, the Anti-Poor Law League); the vulnerability of urban populations to epidemic disease: Chadwick's Report on Sanitary Conditions 1842, cholera and the 1848 Public Health Act.

Assessing the radical response: reasons for the emergence of Chartism, the methods and leadership of Chartism, government attitudes and the impact of Chartism 1837-48.

Resources List

See the e-Resources list on OCR's website www.ocr.org.uk (go to AS/A2 History's home page, click on the 'Publications and Materials' tab and you will find it under the sub-heading 'Teacher Support and Coursework Guidance').

The list contains relevant paperbacks currently in print and useful non-subscription websites.

5.1.3.3 Italian Unification 1848 - 70

This option considers the process by which Italy became a unified state by 1870. Candidates should consider the different attitudes to unification (within and outside Italy, for and against) and the extent to which the new Italy reflected the relative strength of the different factors involved in the struggle for unification.

Key Issues for Study and Examination

Why did the revolutions of 1848-9 in Italy fail to unite Italy?

How important to the unification of Italy were the contributions of the Italian states (especially Piedmont) and of individuals (Cavour, Garibaldi, Mazzini)?

How important in the process of unification was foreign help and foreign circumstance?

Content

The Revolutions of 1848-9: main features and outcomes, the reasons for their failure.

The development of Piedmont from 1848, the roles of Cavour and Garibaldi and Mazzini, the causes and outcomes of the 1859 war against Austria, the causes and outcomes of Garibaldi's invasion of Sicily 1859-61, the state of Italy 1861-70.

The roles of France (especially Napoleon III), Prussia (especially Bismarck), Austria and Britain; the outcomes for Italy of the Crimean War, the Austro-Prussian War and the Franco-Prussian War.

Resources List

See the e-Resources list on OCR's website www.ocr.org.uk (go to AS/A2 History's home page, click on the 'Publications and Materials' tab and you will find it under the sub-heading 'Teacher Support and Coursework Guidance').

The list contains relevant paperbacks currently in print and useful non-subscription websites.

5.1.3.4 The Origins of the American Civil War 1848 - 61

This option considers the reasons for the outbreak of the American Civil War. Candidates should consider both the general issues and the specific developments which led to increasing tension between North and South.

Key Issues for Study and Examination

How substantial were the differences between North and South on the eve of the Civil War?

How did events from 1848 lead to increasing sectional tensions between North and South?

What were the motives behind secession, and why did this lead to civil war?

Content

Slavery versus Free Labour: the differing economic needs (especially relating to tariffs), the extent of the differences in social terms, perceptions of a separate identity (especially 'King Cotton' versus 'Slave Power'), variations within the two regions.

The impact on North-South relations of Texas becoming a state of the Union, the Kansas-Nebraska disputes, the Slave Fugitive Law, the Dred Scott decision, the consequences of John Brown's Raid (The rise of the Republican Party and the Lincoln-Douglas debates should also feature).

The impact of the 1860 Presidential election, Southern secessions, the actions of Lincoln, late attempts at reconciliation, the crisis at Fort Sumter.

Resources List

See the e-Resources list on OCR's website www.ocr.org.uk (go to AS/A2 History's home page, click on the 'Publications and Materials' tab and you will find it under the sub-heading 'Teacher Support and Coursework Guidance').

The list contains relevant paperbacks currently in print and useful non-subscription websites.

5.1.3.5 The Irish Question in the Age of Parnell 1877 - 93

This option considers the Irish problem from Parnell's accession to the leadership of the Home Rule Confederation of Great Britain to the failure of the Second Home Rule Bill. Candidates should have an understanding of the situation in Ireland in 1877, the demands for constitutional change and the associated economic, political and social problems. Questions will **not** require a specific knowledge of events before 1877, but candidates should have a general background understanding of the development of the Irish Question.

Key Issues for Study and Examination

How did economic and political developments make Ireland more difficult to govern from 1877 to 1886?

What were the causes and consequences of the decision to introduce Irish Home Rule in 1886?

How successfully did governments and politicians deal with the Irish Question from 1886 to 1893?

Content

The nature of the Irish Question in 1877, the pressures for and against change, the impact of Parnell, policies of coercion and conciliation.

Gladstone's policies, the land problem and the Land League, the New Departure, the advocacy of Home Rule and the effects on political parties and groups in London and Ireland.

The consequences of the failure of the 1886 Home Rule Bill, the strategies of the Unionists and the fall of Parnell, the place of Ireland in Gladstone's last ministry, the failure of the 1893 Home Rule Bill.

Resources List

See the e-Resources list on OCR's website www.ocr.org.uk (go to AS/A2 History's home page, click on the 'Publications and Materials' tab and you will find it under the sub-heading 'Teacher Support and Coursework Guidance').

The list contains relevant paperbacks currently in print and useful non-subscription websites.

5.1.3.6 England in a New Century 1900 - 18

This option is concerned with some of the key political and social issues of the period. Candidates should be aware of their interaction and of the motives of political parties and governments. Knowledge of the Boer and First World Wars is **not** necessary, except insofar as they affected party, suffrage and welfare issues.

Key Issues for Study and Examination

What was the impact of the Labour party and the First World War on the Liberal and Conservative parties?

What obstacles were there to changes in the suffrage?

Why and how radically was welfare provision tackled?

Content

The impact of Labour and war on the established parties 1900-1918: the impact of the LRC and the Labour Party 1900 - 1914, the reaction of the Liberal Party to 1914, the impact of the First World War on the Liberal, Labour and Conservative parties, Labour and the Socialist Constitution of 1918, the Coupon Election 1918.

The franchise factor and the Constitution 1906-18: female suffrage issues to 1918 (Suffragists, Suffragettes), male suffrage issues to 1918, the obstacle of the House of Lords.

Poverty and national efficiency 1900-14: tariff reform, taxation, and the People's Budget 1909, poverty and social welfare (Royal Commission on Poverty, pensions, National Insurance), education 1902-14 (1902 Education Act, Children's Charter 1908).

Resources List

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The list contains relevant paperbacks currently in print and useful non-subscription websites.

5.1.3.7 Nazi Germany 1933 - 45

This option is concerned with the establishment of Nazi rule and the impact of Nazi influence in Germany. Candidates should consider the nature of, and reasons for, changes in Germany during this period. Knowledge of foreign policy and war 1933-45 is **not** necessary, except insofar as it affected domestic issues within Germany.

Key Issues for Study and Examination

How effectively did Hitler establish and consolidate Nazi authority 1933-45?

How popular were Hitler and the Nazis 1933-45?

To what extent did the Nazis transform German society?

Content

The aims of the Nazis, their admission to power in 1933 and the consolidation of their power once in government, the police state.

Hitler's personality and his methods of rule, the establishment of the Hitler Myth, the impact of war (from 1939) on the regime's popularity, resistance to Hitler.

Propaganda and control 1933-39, changes in society (*Volksgemeinschaft*) 1933-39, 'racial purity' and anti-semitism (including the Nuremberg Laws, *Kristallnacht*, the decision to implement a 'Final Solution') 1933-42.

Resources List

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5.2 Modules 2583 and 2584: English History Period Studies

Introduction

Modules 2583 and 2584 offer study in eight short periods of English History. Reference is made to Ireland, Scotland and Wales only when specified in the specification content.

Within Module 2583 there are five options, and within Module 2584 there are three options. Each option contains four Study Topics.

Candidates should study **one** or more Study Topics from either Module 2583 or Module 2584.

Two questions will be set on each Study Topic. Each will target a different Key Issue (or part of a different Key Issue) from the Study Topic, but each may draw on more than one Key Issue. Thus parts of at least two of the four Key Issues for each Study Topic are tested on every question paper.

5.2.1 Module 2583: English History 1042-1660



C3.1a; IT3.1, IT3.2, IT3.3.

WO3.1, WO3.2, WO3.3; LP3.1, LP3.2, LP3.3; PS3.1, PS3.2, PS3.3.

There are five options within this module:

- England 1042 - 1100
- England 1450 - 1509
- England 1509 - 58
- England 1547 - 1603
- England 1603 - 60

Each option contains four Study Topics.

Candidates should study one or more Study Topics.

5.2.1.1 England 1042 - 1100

Study Topic 1: The Reign of Edward the Confessor 1042 - 1066

Key Issues for Study and Examination

How effective a king was Edward the Confessor?

What part did the Godwin family play in the reign?

How important was Norman influence upon Edward?

How far was the pre-Conquest English church in need of reform?

Content

The personality of Edward the Confessor, the powers of the late Anglo-Saxon monarchy, government, taxation, law and military organisation.

The Earl Godwin, Edward's marriage to Edith, the crisis of 1051-52, Harold Godwinson and his brothers.

Edward the Confessor's Norman connections, the advancement of Normans in England, William of Normandy and the succession to the throne.

The strengths and weaknesses of the English church during the reign of the Confessor.

Study Topic 2: The Norman Conquest of England 1064 - 72

Key Issues for Study and Examination

Who had the most convincing claim to the English throne in 1066?

Why did William of Normandy win the Battle of Hastings?

Why was there opposition to William in England?

How did William deal with opposition and defend his English frontiers?

Content

The claimants to the English throne in 1066, the succession to Edward the Confessor and the events of 1064-66.

William of Normandy's invasion preparations, the Scandinavian landing in England, Saxon preparations for Hastings, the battle and its outcome (to William's coronation).

Reasons for English opposition to William, the rebellions of 1067-71, Scandinavian and Scottish involvement.

William I's suppression of the rebellions, reasons for his success, his military qualities, the Harrying of the North, castle building, the defence of the frontiers.

Study Topic 3: Norman England 1066 - 1100

Key Issues for Study and Examination

How far did William I and William II change the government and law of England?

How did the Norman Conquest affect land tenure and military organisation?

What problems were raised by the linking of England with Normandy?

What issues affected relations between the crown and the church?

Content

The government of England by William I and William II: their position as successors to the Anglo-Saxon kingship and feudal overlords, change and continuity in government and administration and taxation and law, Domesday Book.

The confiscation and redistribution of landed estates, feudal tenure, barons and knights, the importance of castles, the survival of the fyrd.

The problems in ruling both England and Normandy, the effects of William I's absences from England, William I's division of his territories, rivalry among the sons of William I.

William I's authority over the church, his attitude to reform, his relations with the papacy, William and Lanfranc, William II and the church, Anselm and the crown.

Study Topic 4: Society, Economy and Culture 1042 - 1100**Key Issues for Study and Examination**

How wealthy was England before the Norman Conquest?

What effects did the Conquest have on English towns and trade?

How far, and why, did the social structure of England change from 1066 to 1100?

What changes did the Norman Conquest bring about in architecture and the arts?

Content

The economy and resources of late Anglo-Saxon England, internal and external trade, towns, England's wealth as a motive for the Conquest.

Towns and trade 1066-1100, development and change as a results of the Conquest, London.

The new Norman elite, the Anglo-Saxon nobility and thegnage, the manorial economy and society.

Late Anglo-Saxon architecture and the arts including illumination, metalwork and embroidery, changes after the Conquest (especially ecclesiastical architecture).

Resources List

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5.2.1.2 England 1450 - 1509

Study Topic 1: The Threat to Order and Authority 1450 - 1470

Key Issues for Study and Examination

How was England governed in the mid-fifteenth century?

Why was the monarchy weak in the mid-fifteenth century?

Why had the Yorkists won the crown by 1461?

How far had Edward IV restored royal authority by 1470?

Content

Kingship, the council, parliament and local administration.

'Under-mighty monarchy' and Henry VI, 'over-mighty subjects' (especially Richard Neville Earl of Warwick).

Warfare 1455-61: the military and political strengths and weaknesses of Lancaster and York, the nature of the fighting (especially Mortimer's Cross and Towton).

Edward IV's first reign: relations with the nobility, royal finances and administration, problems with Clarence and Warwick.

Study Topic 2: The End of the Yorkists 1471 - 1485

Key Issues for Study and Examination

How effective was Edward IV's domestic government from 1471?

How able a king was Richard III?

Why was there opposition to Richard III?

What were the reasons for the downfall of Richard III?

Content

Edward IV's management of government (royal finances, crown-noble relations), the claims on the throne in 1483 and Richard III's accession,

The controversy about Richard III's character, his government and administration of England, the council, justice and parliament.

The death of Hastings and Buckingham's rebellion, support for and opposition to Richard III.

Henry Tudor's claim to the throne, the role of the nobility in 1484-5 (especially the Stanleys), the Battle of Bosworth.

Study Topic 3: The Reign of Henry VII 1485 - 1509

Key Issues for Study and Examination

What were Henry VII's aims and character as king?

How dangerous to Henry's monarchy were the threats to his government, especially from the pretenders?

How effective was Henry VII's government?

How far did Henry VII achieve his aims in foreign relations?

Content

Henry VII's character as ruler, his aims, Henry VII as a 'modern' or 'medieval' ruler?

Yorkist plots and the pretenders (Lambert Simnel and Perkin Warbeck).

Henry VII's relations with the nobility, the restoration of order and finance and the law.

The aims and effectiveness of Henry VII's foreign policy (including marriage negotiations).

Study Topic 4: Social and Economic Issues 1450-1509



N2.1.

Key Issues for Study and Examination

What changes affected the nobility?

What were the most important changes for other social groups?

How did the English economy develop?

What was the condition of religion?

Content

The decline of feudalism, bastard feudalism, the position of the nobility.

The middle and lower orders in the mid-fifteenth century, changes by the early sixteenth century.

The agrarian economy, the importance of wool, the growth of trade.

Popular religion, the condition of the late-medieval church, developments in learning.

Resources List

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5.2.1.3 England 1509 - 58

Study Topic 1: Henry VIII and Wolsey 1509 - 29

Key Issues for Study and Examination

How far did Henry continue his father's work 1509-14?

How successful was Wolsey in his domestic administration 1515-29?

Who controlled English foreign affairs 1515-29: Henry or Wolsey?

Why did Wolsey stay in power so long, but fall in 1529?

Content

The legacy of Henry VII in 1509, Henry VIII's campaigns against Scotland and France, the rise of Wolsey.

Wolsey's administration of the church, the government and royal finances, his legal and social reforms.

The relationship between Wolsey and Henry in the conduct of foreign affairs 1515-29, Wolsey's and Henry's aims, an assessment of success in foreign affairs by 1529.

The explanation for Wolsey's influence, defining moments in his career after 1515, the reasons for his fall (including the significance of the divorce).

Study Topic 2: Government, Politics and Foreign Affairs 1529 - 58

Key Issues for Study and Examination

How significant was the work of Thomas Cromwell?

What was the impact of foreign relations on domestic affairs?

How far did factions threaten the stability of the throne?

Who was the most effective ruler: Somerset, Northumberland or Mary I?

Content

The nature of Tudor government and administration in 1529, the reforms of Cromwell, reaction to political change during the 1530s.

The main events (and the effects on politics and finances of) wars with Scotland [1542-6 and 1547-50], and with France [1543-6, 1547-50 and 1557-8].

Problems of faction at court (especially the Boleyn, Seymour and Howard families), their impact on the throne.

A comparison of the policies, methods and administration of Somerset (1547-9), Northumberland (1549-53) and Mary I (1553-8).

Study Topic 3: Church and State 1529 - 58

Key Issues for Study and Examination

How far was the church in England in need of reform in 1529?

What was the nature of the Henrician Reformation 1529-47?

How far was England a Protestant country by 1553?

How popular was the Marian Reformation?

Content

The condition of the church in England in 1529, evidence of satisfaction and complaint, the legacy of Wolsey.

The principal ecclesiastical changes 1529-47: papal-state power, the dissolution of the monasteries, attacks on catholic customs and beliefs, conservative reaction.

Edwardian reforms (the dissolution of the chantries, the prayer books of 1549 and 1552), the 1549 rebellions, how successful had protestantism been by 1553?

The reforms of Mary I and Pole, the extent of support for and opposition to the Catholic restoration, what had been achieved by 1558?

Study Topic 4: Social and Economic Issues 1509 - 58



N2.1.

Key Issues for Study and Examination

How serious a problem were enclosures from 1509 to 1558?

What were the main causes of rising prices?

How were towns affected by economic and social developments?

How effectively did Tudor governments tackle economic and social problems?

Content

Why were enclosures a problem? Who complained and what was done by governments to overcome these complaints by 1558?

Population growth, debasement, impact of war and enclosures in causing price inflation.

Impact on towns of plague, famine, inflation, changing trade patterns.

Early poor law legislation and its effects, contemporary opinions about poverty, public and private charity, effectiveness of measures by 1558.

Resources List

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5.2.1.4 England 1547 - 1603

Study Topic 1: Church and State 1547 - 1603

Key Issues for Study and Examination

How much popular support was there for the various religious changes between 1547 and 1559?

How successfully did Elizabeth tackle the puritan challenge to her religious settlement?

How serious was the threat from roman catholics to the Elizabethan church and state?

How firmly rooted was the Church of England by 1603?

Content

Edwardian religious reforms (the dissolution of the chantries, the prayer books of 1549 and 1552), the Western Rebellion, the restoration of roman catholicism, the Marian persecution, the Elizabethan settlement.

The nature of 'puritanism', Elizabeth's opposition to puritan demands, Archbishops Parker, Grindal and Whitgift, the puritans in parliament (especially Strickland, Cope, Wentworth).

Catholic survivalism, the papal bull of 1570, the missionary priests, the plots involving Mary Queen of Scots, changing reactions by government and Parliament (including the penal laws).

The developing association of the Church of England with national feeling; how strong were catholicism and puritanism in 1603?

Study Topic 2: Foreign Affairs 1547 - 1587

Key Issues for Study and Examination

What were the aims and constraints which lay behind Elizabeth I's policies?

How and why did relations between England and Spain change between 1554 and 1585?

What were the main factors which influenced Anglo-Scottish relations between 1559 and 1587?

What part did relations with France play in Elizabeth I's foreign policy between 1562 and 1584?

Content

The legacy of foreign relations 1547-58, the importance of religion, finance and the succession question in foreign affairs.

The marriage of Mary and Philip, the maintenance of good relations 1558-68, the reasons for deterioration of relations 1568-70, the effects of the developing situation in the Netherlands 1568-85, the activities of Drake and Hawkins, the reasons for the outbreak of war 1585.

The Franco-Scots threat 1559-60, Mary Queen of Scots in Scotland (1561-68) and in England (1568-87).

The Le Havre expedition, the effects of outbreak of French War of Religion, the importance of the Dutch Revolt for Anglo-French relations, the Massacre of St. Bartholomew, marriage negotiations with Anjou and Alençon.

Study Topic 3: Government and Politics in Elizabethan England 1558-1603**Key Issues for Study and Examination**

How far did the nature and role of parliament change?

How efficient was the government of Elizabethan England?

How far, and why, did the popularity and effectiveness of Elizabeth I's government decline after 1588?

How successful was Elizabeth I in maintaining the power and prestige of the monarchy?

Content

The relationship between Lords and Commons, the place of parliament in the system of government: was the relationship with government one of co-operation or conflict? The significance of issues of religion, the Queen's marriage, the succession, parliamentary privilege and monopolies.

The role of the council in the system of government, the queen's ministers (particularly Burghley and Walsingham), the court, faction, the financial system, the failure to reform.

The pressures of the war against Spain, financial problems, the Irish Rebellion, Essex's Rebellion, the parliament of 1601 and the monopolies debate.

The personality of the Queen, the defence of the royal prerogative, the strengths and weaknesses of the crown at the end of the reign.

Study Topic 4: Social and Economic Issues 1547 - 1603



N2.1.

Key Issues for Study and Examination:

What were the main causes and effects of rising prices in the second half of the sixteenth century?

How successfully was the problem of poverty tackled?

How far was the second half of the sixteenth century a period of trade expansion?

How did agriculture and industry change and develop?

Content

The relative importance as causes of inflation of population growth, pressure on land, debasement and European imports of American silver. The effects of inflation on the different orders of society - landowners, tenants, labourers, townspeople.

Contemporary views about the causes of poverty and the threat to social stability, local initiatives, the Acts of 1563, 1572 and 1576, the Elizabethan Poor Laws of 1598 and 1601.

The collapse of the Antwerp cloth market, changing patterns of trade with northern Europe, the opening of new overseas markets.

Improvements in agricultural methods, changes in land tenure, developments in mining and manufacturing. How significant were these changes?

Resources List

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5.2.1.5 England 1603 - 1660

Study Topic 1: Politics and Religion 1603 - 29

Key Issues for Study and Examination

What was the relationship between the monarchy and parliament?

What was the importance of financial issues in relations between the Stuart kings and parliament?

What part did foreign affairs play in the relations between the Stuart kings and parliament?

How serious were religious divisions in the country?

Content

The royal prerogative and Divine Right, parliament's powers and functions, the handling of parliament by James I and Charles I to 1629.

Inherited financial problems, the inadequacy of royal finances, James I's extravagance (the court, favourites), financial disputes (monopolies, impositions), the Great Contract, issues between Charles I and parliament to 1629.

James I's peace policy: England and the Thirty Years' War, foreign policy and parliament, the Spanish match. Foreign policy under Charles I 1625-29: the French marriage, war with Spain and France.

The Anglican Church and puritanism: James I's attitude, the Hampton Court Conference, the development of Arminianism, the growth of a puritan opposition.

Study Topic 2: Personal Rule and Civil War 1629 - 49

Key Issues for Study and Examination

How important was Charles I's personal rule (1629-40) in bringing about the Civil War?

Why did the Civil War break out in 1642?

Why did Parliament win the First Civil War?

Why was Charles I tried and executed?

Content

Charles I's personal rule (1629-40): financial policies, Wentworth and the policy of 'Thorough' in England and Ireland, religious policies and Laud, Scotland and the Bishops' Wars, the breakdown of personal rule 1639-40.

The short and long-term causes of the Civil War, the Short and Long Parliaments, the limiting of royal power, the breakdown of relations between king and parliament, the resort to arms.

The First Civil War: the political and financial strengths and weaknesses of both sides, the major events of the war and the nature of the fighting (especially Marston Moor and Naseby), the New Model army.

The search for a settlement 1646–9: the roles of parliament and the army, the failure of negotiations with the king, the Second Civil War, Pride's Purge, the execution of Charles I.

Study Topic 3: The Interregnum 1649 - 60

Key Issues for Study and Examination

What problems faced the Rump of the Long Parliament?

Why did Oliver Cromwell become Lord Protector?

How successful was the Protectorate of Oliver Cromwell?

Why was the monarchy restored in 1660?

Content

The Rump 1649-53: demands for reform, the quarrel between the Rump and the army, dangers to the republic in Scotland and Ireland, war with the Dutch.

The dismissal of the Rump, the Parliament of the Saints (Barebones), the Instrument of Government.

The aims and methods of Oliver Cromwell as Protector, Cromwell's religious policies, Cromwell's foreign policy and war, his disputes with parliament, the Major Generals, the Humble Petition and Advice.

The death of Oliver Cromwell. Richard Cromwell, the end of the Protectorate, the army and the Rump, the role of Monck, the restoration of Charles II.

Study Topic 4: Society and the Economy 1603 - 60

Key Issues for Study and Examination

How far was this a period of economic expansion?

Why did London play an increasingly important part in national affairs?

Why was there a growth in radical religious and political groups after 1640?

Why were people persecuted for witchcraft?

Content

Trends in population and prices, the development of internal and external trade, industry (especially coal, iron, textiles and shipbuilding), agriculture, the expansion of overseas colonies.

Growth in the population and the spread of London: building, the Court, fashion, the seat of parliament and law, commercial and financial activity, a centre of conspicuous consumption.

The breakdown of censorship and the authority of the Anglican Church, the multiplication of religious sects, the effect of the Civil War and the parliamentary army on religious and political radicalism, the Levellers.

Witchcraft, the scale of persecution and trials, possible explanations for witchcraze, women and the poor as the main victims.

Resources List

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5.2.2 **Module 2584: English History 1780-1964**



C3.1a; IT3.1, IT3.2, IT3.3.

WO3.1, WO3.2, WO3.3; LP3.1, LP3.2, LP3.3; PS3.1, PS3.2, PS3.3.

There are three options in this module:

- England 1780 - 1846
- Britain 1846 - 1906
- Britain 1899 – 1964

Each option contains four Study Topics.

Candidates should study one or more Study Topics.

5.2.2.1 **England 1780 - 1846**

Study Topic 1: The Age of Pitt and Liverpool 1783 - 1830

Key Issues for Study and Examination

Why did Pitt the Younger dominate politics 1783-93?

How successfully did Pitt face the challenge of the French Revolution 1789-1801?

How and why was Lord Liverpool able to survive the Radical challenges of 1812-22?

How Liberal were the Tory governments of 1822-30?

Content

The Younger Pitt: royal support, the 1784 Election, reform of finance and administration, trade.

Pitt and the impact of the French Revolution: radical threats, Whig splits 1790-94, anti-radical legislation 1794-1801.

Liverpool and the radical challenge, 1812-22: the Corn Law 1815, government policy on law and order, the Six Acts 1819, the Queen Caroline Affair.

Tory governments, 1822-30: Huskisson on trade and finance, Peel at the Home Office, dissenters and 1828, Catholic Emancipation 1829, attitudes to parliamentary reform.

Study Topic 2: War and Peace 1793-1841

Key Issues for Study and Examination

What were British interests in the period 1793-1841?

How and why did Britain win such a long war with France 1793-1815?

How successful was Castlereagh in securing an effective peace at Vienna, and from 1814 to 1822?

How effectively did Canning and Palmerston secure British interests 1822-41?

Content

British interests: strategic security, trade, the balance of power, naval power.

The French wars: naval strategy, coalition diplomacy, finance and subsidies, military strategy in the Peninsular.

Castlereagh and the Vienna Settlement, the Quadruple Alliance, the 'Congress System', the State Paper 1820, the breakdown of the 'Congress System'.

Canning and Palmerston: the Greek and Eastern questions, Spain, Belgium, France, the US and slavery, China and the Opium War.

Study Topic 3: The Age of Peel 1829-46

Key Issues for Study and Examination

Why was Ireland so important for Peel's career?

How effective was Peel as a party political leader?

Why is Peel's Ministry of 1841-6 considered to be so successful?

Why did Corn Law repeal lead to the collapse of Peel's government in 1846?

Content

Peel and Ireland: Roman Catholic Emancipation 1829, O'Connell, Repeal and Irish law and order, the Devon Commission, the Maynooth Grant 1845, the Irish Famine 1845-6.

Peel and Conservatism: attitude to parliamentary reform, reconstructing the Tory party, the Tamworth Manifesto 1834, the 1841 election, Peel's leadership 1841-6.

The Great Ministry 1841-6: budgets and income tax 1842 and 1845, financial reform, the Bank Charter Act and the Companies Act, Factory Reform 1842 and 1844.

Peel and the Corn Laws: Corn Law revision 1842, Free Trade issues, the Anti-Corn Law League, the question of conversion 1845, reasons for Repeal 1846.

Study Topic 4: The Economy and Industrialisation 1780 - 1846



N2.1.

Key Issues for Study and Examination

Why was Britain the first Industrial Nation?

What was the nature and extent of change?

Why were there so many problems in the countryside?

What were the popular responses to economic change?

Content

Defining industrialisation: the relative importance of population, trade, inventions, geographical diversity, investment, social factors.

Rates of development: mechanisation, workshops and factories, trade, urbanisation, transport (roads, canals and railways).

Rural change: enclosures, the mechanisation of agriculture, seasonal and under-employment, poverty.

Popular response: artisans, the growth of a working class, Trade Unionism, Owen and Co-operation, riots and Luddism, Radicalism.

Resources List

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5.2.2.2 Britain 1846 - 1906

Study Topic 1: Whigs and Liberals 1846 - 74

Key Issues for Study and Examination

How were the Whigs transformed into Liberals over the period 1846-68?

Why was Palmerston the dominant political leader from 1855 to 1865?

What was Gladstonian Liberalism?

How successful was Gladstone's first ministry 1868-74?

Content

The realignment of Whig, Peelite and radical political groups, the wider social base of the party (including radical support), support for free trade and laissez faire and administrative competence, the programme of reform, the roles and influence of Palmerston and Gladstone.

Palmerston's domestic reforms and policy, the economic situation, foreign policy, his control of party and Parliament, attitudes of the monarchy and press, the weakness of his opponents.

Gladstonian Liberalism: its aims, attitudes to retrenchment and Ireland and foreign policy, its appeal to different groups, the 'People's William', the roles of groups outside Parliament.

The domestic reforms, including Ireland, of the 1868-74 ministry (especially the reasons for and the impact of reforms), the roles of Gladstone and his colleagues, reasons for defeat in 1874.

Study Topic 2: The Conservatives 1846 - 80

Key Issues for Study and Examination

Why was the Conservative party weak from 1846 to 1866?

Why did the Conservatives secure the reform of parliament in 1867?

What was Disraelian Conservatism?

How popular was Disraeli's second ministry 1874-80?

Content

The party split over free trade in 1846, the loss of Peel and his followers, the ineffective leadership of Derby, mistrust of Disraeli after his abandonment of protection in 1852.

The popular demand for franchise reform, the economic situation in the 1860s, the desire of Disraeli for the Conservatives to be seen as a party of constitutional change, political opportunism, the 1867 Reform Act and defeat in 1868.

Disraelian Conservatism: one-nation Conservatism, the creation of Tory democracy, support for the monarchy and the Church of England and the aristocracy, belief in stability and security at home, attitudes to the Empire and British interests in the world.

The domestic reforms and foreign and imperial policies of the 1874-80 ministry (especially the reasons for and the impact of reforms), the roles of Disraeli and his colleagues, reasons for defeat in 1880.

Study Topic 3: Foreign and Imperial Policies 1846 - 1902

Key Issues for Study and Examination

What principles governed policy in this period?

What issues were involved for Britain in the Crimean War 1854-6 and the Balkan crisis of 1875-8?

Why was Britain involved in obtaining influence and possessions in Africa between 1868 and 1902?

Why was the policy of imperialism so popular in Britain between 1880 and 1902?

Content

The principles of British policy: the balance of power, expanding trade and empire, fear of Russia and limited support for constitutional states.

The Eastern Question: fear of Russian expansion in the Balkans and Mediterranean, maintaining the integrity of the Ottoman Empire, protection of imperial trade routes, methods of solving disputes, the roles of Palmerston and Disraeli and Salisbury.

Africa: the protection of the trade routes to India, strategic and economic motives, the influence of Cecil Rhodes and Joseph Chamberlain, humanitarian motives, missionary opportunities.

The importance of the navy, the extent and limits of popular and cultural support for imperialism (including the role of the press), the political exploitation of imperialism (e.g. the Khaki Election), the importance of the Boer War and its implications for the prestige of the empire.

Study Topic 4: Trade Unions and Labour 1867 - 1906

Key Issues for Study and Examination

How did trade unions expand their influence and power from 1867 to 1906?

How did the Labour party emerge between 1886 and 1906?

How important was the role of Keir Hardie and Ramsay MacDonald in creating the Labour party?

Why did the Conservative and Liberal parties lose support from the Trade Unionists?

Content

The changes brought about by the 1867 Reform Act, the formation of the TUC, the rise of 'new unions' from 1888, the use of strikes (e.g. the 1889 London Dock Strike), changes in legislation (the Trade Union Act 1871, the Conspiracy & Protection of Property Act 1875).

The 1884 Reform Act, the role of new political groups (e.g. Fabians), co-operation with trade unions, the formation of the Independent Labour Party and the Parliamentary Labour Party, the 1906 Election.

Keir Hardie's attitudes to other parties, his initiatives in forming the Independent Labour Party, relations with trade unions. Macdonald as secretary of the Labour Representation Committee, his election as an MP and the formation of the Labour Party.

Conservative and Liberal attitudes to trade unions, their legislation (Criminal Law Amendment Act 1871, Trade Disputes Act 1906), the impact of Taff Vale, the growing appeal of the Independent Labour Party and Labour Representation Committee.

Resources List

See the e-Resources list on OCR's website www.ocr.org.uk (go to AS/A2 History's home page, click on the 'Publications and Materials' tab and you will find it under the sub-heading 'Teacher Support and Coursework Guidance').

The list contains relevant paperbacks currently in print and useful non-subscription websites.

5.2.2.3 Britain 1899 - 1964

The unit of assessment tests knowledge and understanding of the following four study topics. One two-part structured question will be set on each topic:

Study Topic 1: Liberals and Labour 1899 - 1918

Key Issues for Study and Examination

What was the significance of the Liberal election victory of 1906?

How far was the First World War responsible for the growth of the Labour and the decline of the Liberal Party?

To what extent was a modern welfare state created by the Liberals between 1906 and 1914?

How serious was the crisis in England over the issue of Ireland from 1909 to 1916?

Content

The problems facing the Conservatives from 1899 to 1905 (issues and leadership), the growing popularity of the Liberals, the Liberal victory of 1906 (its reasons and extent).

The Labour Representation Committee and foundation of the Labour Party, the influence of Trades Unions, the Suffragettes, the impact of the First World War on domestic politics, the condition of the political parties at the end of the War.

Asquith as Prime Minister: the aims and extent of the Liberals' social reforms from 1906 to 1914, the role of Lloyd George, the struggles with the House of Lords.

The Irish problem: attitudes to Ireland in England, the 1912 Home Rule Bill, Ulster resistance, the Irish nationalists, the Easter Rising.

Study Topic 2: Inter-War Domestic Problems 1918 – 39



N2.1.

Key Issues for Study and Examination

Why did Lloyd George win so overwhelmingly in the 1918 election yet fall from power in 1922?

What were the causes and significance of the General Strike of 1926?

How effective were the Labour governments of 1924 and 1929-31?

How successfully did the National governments of 1931-9 deal with their problems?

Content

The domestic problems faced by Lloyd George's government 1918-22, the Liberal splits, the breakdown in coalition, the reasons for Lloyd George's fall.

The economic situation after the First World War, labour unrest, the causes of the 1926 General Strike and its impact on the economy and politics.

The aims, characteristics and problems of the Labour governments of 1924 and 1929-31, the leadership of Ramsay MacDonald. the adoption of a National government.

The economic problem of the 1930s, the policies of the National governments towards the economy and unemployment, alternative solutions, social change: the radio, cinema, and transport.

Study Topic 3: Foreign Policy 1939 - 1963

Key Issues for Study and Examination

How did World War II change the direction of British foreign policy?

How and why did Britain reduce its Empire?

How and why did Britain become involved in the Cold War?

Why did Britain's attitude to European co-operation and integration change?

Content

Relations with the USA and the USSR during the war (including the Potsdam Conference).

Decolonisation 1945-60: changing attitudes to the Empire, the influence of the Suez Crisis and the 'wind of change', stages of decolonisation: Indian independence 1945-7, the Malayan Emergency, Mau Mau and Kenya.

Britain and the Cold War 1945-53: Churchill and the Iron Curtain, the development of the atom bomb, Marshall Aid, the creation of NATO, the Korean War.

Britain and Europe 1945-63: attitudes in Britain to the continent (the issue of military and economic co-operation, did Britain's interests lie in the Empire and with America or in Europe?), opposition to the Schuman Plan and the Treaty of Rome, Macmillan's U-turn and his attempt to join the EEC.

Study Topic 4: Post-War Britain 1945 - 64

Key Issues for Study and Examination

How profound were the changes introduced by the Labour governments 1945-51?

Why did the Labour party win the election of 1945 so overwhelmingly yet lose in 1951?

Why did the Conservatives remain in power from 1951 to 1964?

Why did the Labour party win the election of 1964?

Content

The expectations of the electorate in 1945, the social reforms of Labour and their debt to wartime changes and reports: national insurance, health, education and nationalisation.

The extent of the Labour victory in 1945, government problems to 1951: rationing, wage freezes, balance of payments, internal divisions, Conservative re-organisation.

The social changes and comparative prosperity of the 1950s, Macmillan as Prime Minister, problems in the Labour party.

Evidence of the declining fortunes of the Conservative party, the impact of Wilson as Labour leader, the 1964 election.

Resources List

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The list contains relevant paperbacks currently in print and useful non-subscription websites.

5.3 Modules 2585 and 2586: European and World History Period Studies

Introduction

Modules 2585 and 2586 offer study in 11 short periods in European and American History.

Within Module 2585 there are six options and within 2586 five options. Each option contains four Study Topics.

Candidates should study **one** or more Study Topics from either Module 2585 or Module 2586.

Two questions will be set on each Study Topic. Each will target a different Key Issue (or a part of a different Key Issue) from the Study Topic, but each may draw on more than one Key Issue. Thus parts of at least two of the four Key Issues for each Study Topic are tested on every question paper.

5.3.1 *Module 2585: European History 1046-1718*



C3.1a; IT3.1, IT3.2, IT3.3.

WO3.1, WO3.2, WO3.3; LP3.1, LP3.2, LP3.3; PS3.1, PS3.2, PS3.3.

There are six options in this module:

- Europe 1046 - 1250
- Europe 1450 - 1530
- Europe 1498 - 1560
- Europe 1545 - 1610
- Europe 1598 - 1661
- Europe 1660 - 1718

Each option contains four Study Topics.

Candidates should study one or more Study Topics.

5.3.1.1 Europe 1046-1250

Study Topic 1: The Reform of the Church 1046 - 1122

Key Issues for Study and Examination

How and why did the Papal Reform Movement develop between 1046 and 1073?

How revolutionary were the ideas of Gregory VII?

To what extent had the powers of the papacy increased by 1122?

What were the main developments in monasticism between 1046 and 1122?

Content

The beginnings of the papal reform Movement: the Synod of Sutri, Leo IX, the influence of monasticism on the Reform Movement, the reign of Nicholas II, the development of more radical reform.

The nature and impact of Gregory VII's ideas: the conflict with Henry IV, the Investiture issue.

The growth of papal centralisation: the roles of Urban II and Paschal II, the Concordat of Worms.

Old and new monasticism: Cluny, Citeaux and the Carthusians (their differences and similarities).

Study Topic 2: France and the Empire 1152 - 1250

Key Issues for Study and Examination

To what extent did Frederick Barbarossa and Henry VI strengthen the power of the German crown 1152-97?

Why and with what success did Frederick Barbarossa intervene in Italy?

To what extent did Frederick II sacrifice the power of the German crown in order to pursue his ambitions in Italy and Sicily, and how realistic were those ambitions?

To what extent should Philip Augustus (1180-1223) be credited with making the monarchy a reality in France?

Content

The power of the German crown in 1152, the conflict with Henry the Lion, the strengths and weaknesses of the German monarchy on the death of Henry VI.

Barbarossa's interventions in Italy: his ideology of empire, conflict with Alexander III, confrontation with the Lombard communes, relations with the papacy after the Treaty of Venice.

Frederick II's acquisition of empire and *regno*, his conflict with Gregory IX and Innocent IV, his relations with the German princes, his alleged modernity.

Philip Augustus: strength of the monarchy in 1180 (finances, relations with the princes), his conflict with the Angevins (Henry II, Richard I, John), administrative and financial reforms.

Study Topic 3: Crusading and the Crusader States 1095 - 1192

Key Issues for Study and Examination

Why was the First Crusade launched and how is its success to be explained?

How were crusader states built up and how did crusading develop 1100-47?

To what extent did the failure of the Second Crusade and the achievements of Zengi, Nur ed-Din and Saladin make the collapse of 1187 inevitable?

What were the achievements and failures of the Third Crusade?

Content

First Crusade background: Spanish *Reconquista*, development of Holy War, importance of Jerusalem, Clermont, motivation of the crusaders. The First Crusade: the roles of Bohemond and Raymond IV, Moslem disunity, the capture of Antioch and Jerusalem.

The establishment of the crusader states (to 1143): the roles of Baldwin I, Tancred, Baldwin II and Fulk of Anjou, the papacy and crusading, Moslem disunity.

The fall of Edessa and the failure of the Second Crusade, Amalric I and Egypt, the rise of Saladin, the reign of Baldwin IV and internal discord in the kingdom of Jerusalem (to 1185).

The Third Crusade: Hattin, the fall of Jerusalem and European responses, Acre, the roles of Richard I and Saladin.

Study Topic 4: Social, Economic and Intellectual Developments of the 12th Century



N2.1.

Key Issues for Study and Examination

How and why did Europe undergo economic change in the 12th century?

How did European society change in the 12th century?

What was the significance of the twelfth-century Renaissance?

Why was there a growth of heresy during the 12th century and to what extent did it pose a threat to the church and to society?

Content

The development of agriculture, trade and cities, causes of economic change (including rising population, crusades, political stability).

Social mobility, the rise of the merchants, nobility and knights (their function and social ideas, including chivalry).

The development of the schools, Abelard and Bernard, developments in architecture.

Early heretics (Tanchelm, Henry the Monk, Peter of Bruis), the Waldensians and the Albigensians, the church's response (to the launch of the Albigensian Crusade 1208).

Resources List

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The list contains relevant paperbacks currently in print and useful non-subscription websites.

5.3.1.2 Europe 1450 - 1530

Study Topic 1: The Italian Renaissance 1450 - 1530

Key Issues for Study and Examination

What conditions in Italy encouraged the development of the Renaissance?

What was the importance of patronage by rulers and the church in the Italian Renaissance?

What were the characteristics of architecture, painting and sculpture in the Italian Renaissance?

How did the Renaissance reflect ideas about government and society in Italy?

Content

The condition of Italy in the mid-fifteenth century, the political and economic structure, the city states, the importance of Rome.

The patronage of princes and nobles (especially the Medici), the cultural importance of Florence and Venice, the role of the papacy.

Changes in architecture and painting, classical models and innovation [Candidates should consider the significance of leading artists such as Michelangelo, Bramante and Raphael].

Machiavelli and government, Castiglione and *The Courtier*, Humanism.

Study Topic 2: Spain 1469-1520

Key Issues for Study and Examination

What was the condition of Spain at the time of the marriage of Ferdinand and Isabella?

To what extent did Ferdinand and Isabella unify Spain?

What was the importance of religion in Spain during this period?

What was the legacy in Spain inherited by Charles I?

Content

The condition of Spain in the mid-fifteenth century: government, the provinces, social structure, the economy.

The aims of Ferdinand and Isabella, their administrative methods, their handling of the nobles and the economy.

The *Reconquista*, the significance of 1492, *Moriscos* and *Conversos*, church reform, the Inquisition.

The succession of Charles I, the condition of Spain in 1516, Charles I's position in 1520.

Study Topic 3: The Ottoman Empire 1451-1529

Key Issues for Study and Examination

What was the condition of the Ottoman empire in the mid-fifteenth century?

What was the significance of the fall of Constantinople (1453) for the Ottomans and for western Europe?

What were the aims of Ottoman rulers 1451-1520?

What were the strengths and weaknesses of the Ottoman empire during the early years of the reign of Suleiman the Magnificent?

Content

The main features of the Ottoman empire in the fifteenth century: government, religion, society and the economy, military power.

The condition of Byzantium in the mid-fifteenth century, the importance of Constantinople, its fall in 1453 and the immediate effects.

The reigns of Mohammed II and Selim I: their aims and government and their expansion of the empire.

Suleiman the Magnificent: the early years of his reign, his qualities as ruler, his aims and effectiveness to 1529.

Study Topic 4: Exploration and Discovery 1450 - 1530

Key Issues for Study and Examination

What were the main motives for exploration and empire-building?

What technical advances promoted success in exploration and empire-building?

Why did Portugal and Spain take leading roles?

How important was the work of individuals?

Content

Motives for discovery and empire-building: economic, religious, political, personal.

Changes in ship design, map-making and associated developments, military advantages of Europeans.

Patronage of royal families, links between expansion and internal developments in Portugal and Spain, the Portuguese and Spanish economies and their links with the Atlantic and/or Mediterranean, the organisation of empire.

The contributions and significance of individuals (Diaz, da Gama, Columbus, Cortes).

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5.3.1.3 Europe 1498 - 1560

Study Topic 1: The Holy Roman Empire 1517 - 59

Key Issues for Study and Examination

How and why did Charles V's political relations with his German subjects change?

Why was Germany divided by the Protestant Reformation?

In what ways, and with what consequences, did the German economy and society change during this period?

Why, and with what results for the Holy Roman Empire, was Charles V at war for so much of his rule?

Content

The Holy Roman Empire 1519-56: Charles V's relations with the princes, administrative reforms and Diets (especially Speyer 1529, Augsburg 1555).

The German Reformation 1517-55: the theology and impact of Luther to 1530, religious divisions in Germany and attempts to deal with them, the Peace of Augsburg.

Society and the economy 1519-59: the effects on Germany of population growth and price inflation, changes in trade and industry, the Peasants War 1524-26.

Foreign Relations 1521-59: Habsburg-Valois rivalry 1521-59, the struggle against the Ottomans 1526-56.

Study Topic 2: Spain 1504 - 56

Key Issues for Study and Examination

How united was Spain in 1516?

How strong was Spain's economy by 1556?

How successful was Spanish foreign policy 1504-56?

How successful was Charles I as King of Spain?

Content

Spain 1516-21: problems facing Charles I at his accession, the Revolt of the Comuneros.

The financial condition of the crown 1516-56, domestic trade and industry and agriculture, the significance of America in the development of Spain's economy.

Foreign relations 1504-56: Ferdinand's wars against France and in North Africa 1504-16, Charles I's wars against France (especially in Italy) and in North Africa.

Domestic political and religious developments (including administrative changes) 1516-56.

Study Topic 3: France 1498 - 1559**Key Issues for Study and Examination**

What political and financial problems faced French monarchs 1515-59?

How absolute was Francis I?

What religious issues and problems faced the French church 1498-1547?

How successful was France during the Italian and Habsburg-Valois Wars 1499-1559?

Content

The personalities of Francis I and Henry II, relations with the nobility, judicial and financial problems.

The nature of Francis I's government and administration, the views of Budé and Seyssel on the monarchy, the extent and limits of Francis' absolutism.

Relations with the papacy (the Concordat of Bologna), French Christian Humanism, the impact of Lutheranism (to 1547).

The foreign legacy of Louis XII, the aims and problems and achievements of Francis I and Henry II in the Italian and Habsburg-Valois Wars.

Study Topic 4: Warfare 1499 - 1560**Key Issues for Study and Examination**

What were the main developments in military technology between 1499 and 1560?

How did changes in tactics influence the course of the Habsburg-Valois Wars?

How far did an increase in the size of armies affect the role of mercenaries and the development of standing armies during this period?

What evidence is there that a 'military revolution' occurred during this period?

Content

Changes in infantry warfare (especially the emergence of pikemen and handguns).

The development of defensive fortifications (*traces italiennes* and their impact on siege warfare), the changing balance of advantage between defence and attack.

Was there a growth in size of armies? Problems in the use of mercenaries, logistical problems in controlling and financing large armies.

The effects of military changes on princes, nobles and the cult of chivalry, the extent of a 'military revolution' between 1499 and 1560.

Resources List

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5.3.1.4 Europe 1545 - 1610

Study Topic 1: The Counter Reformation 1545 - c.1600

Key Issues for Study and Examination

Why was there a need for a Catholic Reformation and a Counter Reformation?

What was the importance of the Council of Trent?

What was the importance of the new orders (especially the Jesuits)?

What had been achieved by the end of the sixteenth century?

Content

The condition of the roman catholic church in the mid-sixteenth century, the threat from protestantism.

The outcome and impact of the Council of Trent, the strengthening of the papacy.

The influence of the Jesuits, the Inquisition, the Index.

The extent of catholic recovery by c1600, the issue of Counter Reformation or Catholic Reformation.

Notes: Candidates will **not** be tested on the detailed development and ideas of protestantism, but an understanding of the reasons why it presented a danger to the catholic church will be relevant.

A detailed knowledge of theology and ecclesiology will **not** be required, but candidates should have a general understanding of the significance of those theological and ecclesiological issues which were important in the catholic and counter reformations.

Study Topic 2: The Reign of Henry IV 1589 - 1610

Key Issues for Study and Examination

Why problems faced Henry IV in establishing himself as king to 1598?

What were Henry IV's qualities and abilities as king from 1589 to 1610?

What was the importance of Sully?

How successful by 1610 was Henry IV in achieving his aims?

Content

The effects of civil war on France, Henry IV's establishment of power by 1598, the significance of the Edict of Nantes.

Henry IV's personality and views of kingship, his handling of the nobility and the parlements.

The recovery of royal finances and the French economy under Sully.

The extent of resistance to Henry IV, the changes in France during his reign, the problem of the succession.

Study Topic 3: The Dutch Revolt 1563 - 1609

Key Issues for Study and Examination

Why did Philip II's policies prove unpopular in the Spanish Netherlands?

What was the importance of regionalism, religion and the economy in the Revolt?

What was the importance of William of Orange?

Why did the Dutch gain their independence by 1609?

Content

Philip II's policies towards centralisation, religion and taxation.

Regional traditions, the growing significance of Calvinism, the economy of the Netherlands, the growing economic problems of Spain.

William of Orange as a leader of the Revolt: his aims, his politics and military abilities.

Military advantages of the Dutch by the end of the Revolt, the success of rebellion in the northern provinces and its failure in the south.

Study Topic 4: Spain as a Great Power 1556 - 98

Key Issues for Study and Examination

What was the condition of mainland Spain at the end of the reign of Charles I (V)?

How did Philip II govern Spain?

What problems in Spain did he face throughout his reign?

What was Philip II's legacy to Philip III?

Content

Philip II's legacy from Charles I (V), the condition of Spain in the last years of Charles I's reign, the abdication of Charles I, the Treaty of Cateau-Cambresis.

Philip II's personal style of government, his policies towards court faction and provincialism.

The economy, inflation, religion, the defence of catholicism, relations with the Papacy, the *Morisco* problem.

The condition of Spain at the end of the reign, the impact of the Dutch Revolt on Spain and on policy towards England and France, the character and problems of Philip III.

Note: Candidates will **not** be tested on foreign policy itself or on the events of the Dutch Revolt, but an understanding of their impact on domestic issues will be essential.

Resources List

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5.3.1.5 Europe 1598 - 1661

Study Topic 1: Richelieu and Mazarin 1622 - 61

Key Issues for Study and Examination

What were Richelieu's aims?

How far did he achieve these aims?

Why was Mazarin faced by rebellion?

How far did Richelieu and Mazarin extend the power of France?

Content

The condition of France in the early 1620s, Richelieu's personal qualities, his views of government and aims in religion.

The significance of plots against Richelieu, his success in extending royal absolutism, relations with the Huguenots.

Mazarin's role on government, noble factions, the Frondes.

The foreign aims and policies of Richelieu and Mazarin, the Treaty of Westphalia (1648), the Peace of the Pyrenees (1659).

Study Topic 2: The Problems of Spain 1598 - 1659



N2.1.

Key Issues for Study and Examination

How effective were Spain's Kings and their ministers?

What were the problems of governing Spain?

Why were there economic problems?

How far did Spain remain a major power?

Content

Philip III and Philip IV as monarchs, the influence of Lerma and Olivares.

The problem of regionalism, taxes, the social structure of Spain.

The effects of bullion imports, agrarian problems, the decline in population, the effects of government policies.

The effects on Spain of war against France and the Dutch, the importance of Spain's empire, the overall extent of Spanish decline by the mid-seventeenth century.

Study Topic 3: The Thirty Years' War 1618 - 48

Key Issues for Study and Examination

Why did the Thirty Years' War break out in 1618?

Why could the Habsburgs not maintain their early successes?

What were the effects of foreign intervention?

What was the outcome of the Thirty Years' War?

Content

The condition of the Holy Roman Empire in 1618, the policies of the Habsburgs, religious and political rivalries.

The development of the war to 1629, Danish intervention, the role of Wallenstein, the Edict of Restitution, the Emperor's relations with the German princes.

The intervention of Sweden and France, the impact on the war.

The significance of the Treaty of Westphalia for the Empire and the balance of power.

Study Topic 4: Social Issues in the First Half of the Seventeenth Century**Key Issues for Study and Examination**

Why was there a European witch-hunt in the first half of the seventeenth century?

Was there a 'scientific revolution' in the seventeenth century?

What were the main characteristics of the Dutch economy and society?

What were the main characteristics of the French economy and society?

Content

The characteristics and extent of belief in witchcraft, the reasons for witch-hunts, the decline of witchcraft later in the century.

The new scientific methods, the influence of individual scientists (especially Kepler and Galileo), evidence of a 'scientific revolution'.

The influence of merchants in Holland, the importance of Amsterdam and foreign trade.

The social hierarchy in France, attempts to promote economic change.

Note: although the chronology of the specification content for this Study Topic is within the specified period, candidates should have an understanding of relevant developments just before and after.

Resources List

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5.3.1.6 Europe 1660 – 1718

Study Topic 1: Sweden and the Baltic 1660 - 1718

Key Issues for Study and Examination

What was the condition of Sweden at the accession of Charles XI?

What were the aims of Sweden's rulers to 1718?

What were the effects of these policies on Sweden?

Why did Russia replace Sweden as the leading Baltic power?

Content

The aftermath of the Thirty Years' War for Sweden, the legacy of Charles X.

The domestic and foreign aims of Charles XI (from 1672) and Charles XII, their views of the interests of Sweden.

The extent of reform under Charles XI, Charles XII and absolutism.

The growing problems of Sweden as an international power, the reasons for defeat by Peter the Great's Russia.

Note: Candidates will **not** be tested on the domestic policies of Peter the Great, but an understanding of his aims and of the strengthening of the Russian army and navy will be essential.

Study Topic 2: France and Europe 1661 - 1715

Key Issues for Study and Examination

What was the balance of power in Europe in 1661?

What were Louis XIV's aims in foreign affairs?

To what extent did France retain its international importance during the reign of Louis XIV?

How far did France influence European culture?

Content

France and Europe in 1661, the significance of the Treaty of the Pyrenees and the consequences of the Treaty of Westphalia.

Louis XIV's foreign aims: aggressive or defensive policies (including possible different explanations), the French search for secure borders, the Spanish succession.

The international situation at the Treaty of Utrecht, the balance of gains and losses since 1661.

Louis XIV's France as a model in European culture, Versailles and court culture.

Note: Candidates will **not** be tested on the military details of wars, but an understanding of the most important military turning points will be useful.

Study Topic 3: The Development of Brandenburg-Prussia 1660 - 1713

Key Issues for Study and Examination

What were the aims of Frederick William, the Great Elector?

How successful was he in strengthening his power within Brandenburg-Prussia?

How far did Frederick I continue the policies of the Great Elector?

How far did Brandenburg-Prussia become an international power in this period?

Content

The condition of Brandenburg-Prussia in the middle of the seventeenth century, the effects of war, the separatism of the provinces.

The policies of Frederick William, the Great Elector, towards the junkers, provinces, the army and the strengthening of his authority. [Note: while the specification does **not** require a detailed knowledge of his reign between 1640 and 1660, candidates would find an overview useful].

Frederick I: the kingship, relations with ministers, social policies.

Relations with France and involvement in the Great Northern War.

Study Topic 4: Social Issues in the Second Half of the Seventeenth Century

Key Issues for Study and Examination:

How far was this an age of tolerance?

Was there a 'scientific revolution' in the seventeenth century?

What were the main characteristics of the Dutch economy and society?

What were the main characteristics of the French economy and society?

Content

Religious policies in Brandenburg-Prussia, France and the United Provinces.

The new scientific methods, influence of individual scientists (especially Newton), evidence of a 'scientific revolution'.

The influence of merchants in the United Provinces, the importance of Amsterdam and foreign trade, the extent of decline.

Louis XIV and the social hierarchy in France, attempts to promote economic change.

Note: although the broad chronology of the specification content for this Study Topic is within the specified period, candidates should have an understanding of relevant developments just before and after.

Resources List

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5.3.2 **Module 2586: European and World History 1789 - 1989**



C3.1a; IT3.1, IT3.2, IT3.3.

WO3.1, WO3.2, WO3.3; LP3.1, LP3.2, LP3.3; PS3.1, PS3.2, PS3.3.

There are five options in this module:

- Europe 1789 - 1849
- Europe 1825 - 1890
- America 1846 - 1919
- Europe 1890 - 1945
- Europe and the World 1919 – 1989

Each option contains four Study Topics.

Candidates should study one or more Study Topics.

5.3.2.1 **Europe 1789 - 1849**

Study Topic 1: The French Revolution 1789 - 95

Key Issues for Study and Examination

What were the main features of the French Revolution of 1789?

Why did the French Revolution become more radical up to 1794?

What was the role of the Jacobins, Paris and the sans-culottes?

What was the impact of war, economic crisis and religious division on the course of the Revolution?

Content

The events of the French Revolution from the calling of the Estates-General to the creation of the Directory in 1795.

The nature of the French Revolution of 1789, the constitutional monarchy, Republic, Counter-Revolution, Terror and Thermidorian reaction.

Political groupings, *sans-culottes*, Paris and the provinces.

The outbreak of war and its effects in France, condition of finance and economy and their impact on the Revolution, the Civil Constitution and religious division.

Study Topic 2: Napoleon and Europe 1799 - 1815

Key Issues for Study and Examination

What factors shaped, and what were the effects of, Napoleon's reforms in France under the Consulate?

To what extent was Napoleon a dictator?

Why was Napoleon so successful in Europe (to 1807)?

What factors help explain Napoleon's downfall?

Content

Napoleon's constitutional, administrative, judicial, educational and economic reforms, the Concordat.

Aspects of dictatorship: plebiscites, prefects, police, censorship and propaganda.

Reasons for Napoleon's success to 1807: his own ability as a general and as a diplomat and a statesman, the strengths of the French army, the weaknesses of Napoleon's enemies.

Reasons for his downfall: Napoleon's personal decline, the impact of continental system, war with Britain, the Spanish 'ulcer', 1812 and Russia, the 'war of liberation' and the Fourth Coalition.

Study Topic 3: France 1814 - 48

Key Issues for Study and Examination

How successful was Louis XVIII?

Why was Charles X overthrown in 1830?

Why was Louis Philippe overthrown in 1848?

What were the key social and economic developments?

Content

The problems facing Louis XVIII, his attitude and his policies.

The policies and attitude of Charles X, the political and social and economic problems of France, the crisis of the summer of 1830.

Louis Philippe's rule (domestic and foreign policies), the divisions in French society and politics, the pressures for reform, the economic crisis of 1846-8.

Key social and economic developments and their impact.

Study Topic 4: Revolution and Repression in Europe 1815 - 49

Key Issues for Study and Examination

To what extent and why did nationalist and liberal movements develop?

How successful was Metternich in containing revolutionary forces in the period 1815-48?

Why did revolutions break out across central Europe in 1848?

Why did these revolutions fail by the summer of 1849?

Content

The development of Liberalism and Nationalism (cultural and political) in Italy, the German Confederation and Austrian Empire.

Metternich's actions and policies to contain revolutionary pressures (including use of force, censorship, divide and rule).

The main long term and short term causes of revolution in 1848 in the German Confederation and the Austrian Empire (including the role of economic and social factors, revolutionary ideas, the attitude of rulers, the example of France).

The reasons for the failure of revolutions in the German Confederation and the Austrian Empire (including divisions among the revolutionaries, their lack of popular support, economic recovery, military weakness, the recovery of rulers).

Resources List

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The list contains relevant paperbacks currently in print and useful non-subscription websites.

5.3.2.2 Europe 1825 - 90

Study Topic 1: Italy 1830 - 70

Key Issues for Study and Examination

What were the main obstacles in the way of Italian unification 1830-49?

What was the Risorgimento and who were its key figures?

What were the main factors in the establishment of the Kingdom of Italy in 1861?

How divided or united Italy in the period 1861-70?

Content

The Revolutions of 1830 and 1848-49, the reasons for their failure, the influence of the Roman Catholic Church, Pope Pius IX.

The nature of the Risorgimento, the roles of Mazzini, Garibaldi, Cavour and King Victor Emmanuel II of Piedmont.

The development of Piedmont, the role of France and other foreign circumstances, Plombières and the wars of 1859-60.

Unification with Venetia and Rome, the condition of Italy 1861-70, the nature and extent of unity, problems and divisions.

Study Topic 2: Germany c.1862 - 90

Key Issues for Study and Examination

What factors led to the growth of Prussian economic influence in Germany?

Was Germany united by 'blood and iron' or 'coal and iron'?

How united was Germany in the period 1871-90?

How successful was Bismarck's foreign policy from 1871?

Content

Prussia's situation in the German Confederation c.1862, the economic development of Prussia in and from the 1850s.

The wars against Denmark, the Austrian Empire and France, the roles of Bismarck, William I, Moltke and Roon in unification.

Government in the German Empire, the development of political parties, opposition in the German Empire, liberalism, socialism and the church, the *Kulturkampf*, anti-socialist legislation and state socialism.

Bismarck's 'alliance system', the Three Emperors' League, the Dual Alliance, the Triple Alliance and the Reinsurance Treaty, Kaiser Wilhelm II and the dismissal of Bismarck.

Study Topic 3: France 1848 - 75

Key Issues for Study and Examination

Why was the July Monarchy overthrown in 1848 and the Second Empire established by 1852?

How liberal a ruler was Napoleon III?

How successful was Napoleon III's foreign policy?

How and why had the Third Republic been established by 1875?

Content

The 1848 Revolution, Napoleon III (Louis Napoleon), Second Republic to Second Empire, the coup of 1851.

Government in the Second Empire, liberal and authoritarian features, social and economic developments.

Foreign policy: the Crimean War, involvement in Italy and Mexico, the Franco-Prussian War, the downfall of the Second Empire.

The siege of Paris, the Paris Commune, the inception of the Third Republic, the National Assembly, the role of Thiers.

Study Topic 4: Russia 1825 - 81

Key Issues for Study and Examination

What problems and challenges faced the Tsars of Russia 1825-81?

To what extent did the reign of Tsar Nicholas I represent 'thirty wasted years'?

Why did the reforms of Tsar Alexander II fail to make the Romanov dynasty more popular?

Who of Nicholas I and Alexander II was the more successful and effective Tsar?

Content

The main obstacles in the path of modernisation c.1825, the authority of tsars, the condition of Russia.

The reign of Nicholas I 1825-55, the Decembrist Revolt 1825, the Polish Revolt 1830, orthodoxy, autocracy and nationalism, the consequences for Russia of the Crimean War.

The reforms of Alexander II, the emancipation of the serfs, the *zemstva*, legal and economic reforms.

The growth of opposition, the intelligentsia and revolutionary groups, the assassination of Alexander II.

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5.3.2.3 America 1846 - 1919

Study Topic 1: The American Civil War 1861 - 65

Key Issues for Study and Examination

Why did the secession of Southern states from the Union result in civil war?

What were the relative strengths of the Union and Confederacy during the war?

How far did methods of warfare change?

Why did the Confederacy collapse and the Union achieve victory?

Content

The formation of the Confederacy, the failure of compromise, the collapse of the two-party system and the emergence of the Republican party, the election of 1860, the debate over secession, the crisis over Fort Sumter.

The relative positions of the Confederacy and the Union in 1861, the organisation of the war effort, the political and economic problems facing the North and the South during the war, Southern attempts at international recognition, the impact of the war on civilian populations.

Warfare: the military aims and strategies and tactics of both sides, the major battles of the War (especially Gettysburg, Vicksburg and the March through Georgia), the military leadership of Grant and Lee.

The political leadership of Lincoln and Davis, the collapse of the Confederacy, Lincoln's policy of reconciliation, attitudes to Lincoln in the North, the immediate consequences of defeat for the South.

Study Topic 2: Politics and Reform 1877 - 1919

Key Issues for Study and Examination

How effectively did presidents and congress respond to the USA's needs 1877-1919?

How does one account for the rise of Populism and what did the Populists achieve?

What was Progressivism and why did Progressive policies emerge in the early twentieth century?

How Progressive were Presidents Roosevelt, Taft and Wilson (to 1919) in government?

Content

The nature of the political system and the two parties (including corruption), attempts at Civil Service reform in the 1880s, the Tariff issue, disputes over currency and the gold and silver standards.

Grover Cleveland as President, Harrison and the Congress of 1888-90, the growing discontent of farmers, anti-Trust legislation, the election of 1896.

Social and political problems needing solutions, Progressive writers and thinkers, Progressivism in state government.

The domestic policies of Roosevelt, Taft and Wilson; America's foreign role: isolation, the rise of American imperialism, the debate over intervention in World War One.

Study Topic 3: Western Expansion 1846 - 1900

Key Issues for Study and Examination

Why did so many Americans move West?

What were the consequences (not political) of the Western expansion and how did the Federal Government deal with them?

How did relations between the Federal Government, Settlers and Native Americans develop 1846-87?

What was the impact of the Frontier on American politics and society?

Content

The Mining Frontier, Cattle, Cowboys and cow-towns; Homesteaders and Government land policies; developments in transport and communication; 'Manifest Destiny'; The Indian Wars; Federal policies towards Native Americans, Reservations and Americanisation; the Turner Thesis and its critics.

Study Topic 4: Race Relations in the South 1863 - 1912

Key Issues for Study and Examination

What motives lay behind Lincoln's Emancipation Proclamation?

How much did the position of Blacks change during Reconstruction?

How and why were Black freedoms eroded in the South after 1877?

How did Blacks, especially their leading spokesmen, respond to their situation after 1877?

Content

The Emancipation Proclamation and Lincoln's attitude to slavery and the War; the work of the Reconstruction governments; the 13th, 14th and 15th Amendments; the Civil Rights Acts and Force Acts; the economic position of Blacks (especially share-cropping); Black participation in politics during Reconstruction; decisions of the Supreme Court pertaining to Reconstruction and Civil Rights (especially Plessy v Ferguson); the erosion of Black voting rights; segregation and the Jim Crow Laws.

The Ku Klux Klan and other terrorist groups, Booker T Washington and the Tuskegee Institute, William du Bois and the NAACP.

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The list contains relevant paperbacks currently in print and useful non-subscription websites.

5.3.2.4 Europe 1890 - 1945

Study Topic 1: Russia 1894 - 1917

Key Issues for Study and Examination

What problems and challenges faced Tsar Nicholas II of Russia 1894-1917?

How and why was Nicholas II able to survive the 1905 Revolution?

How stable was the Russian state in the period 1906-14?

Why were there two revolutions in Russia in 1917?

Content

The reign of Tsar Nicholas II, the development of opposition and revolutionary groups, the Russo-Japanese War.

The 1905 Revolution. Count Witte and the October Manifesto.

The policies of Stolypin, the influence of Rasputin, the consequences for Russia of involvement in the First World War.

The February Revolution, the Provisional Government (especially the role of Kerensky), the Bolsheviks (especially the roles of Lenin and Trotsky), the October Revolution.

Study Topic 2: The Causes and Impact of the First World War c.1890 - 1920

Key Issues for Study and Examination

To what extent was Germany guilty of causing the First World War?

Why was there stalemate on the Western Front for most of the War?

What were the military, political, social and economic effects of the War on the civilian population?

How fair was the Treaty of Versailles?

Content

The causes of the First World War from c.1890: the rival alliance, crises and the outbreak of war in 1914.

The war on the Western Front: military leadership, strategies and technological developments, the failure of alternative strategies.

The immediate impact of the war on the political development, economies and societies of Britain and Germany.

The immediate political consequences of the First World War: the Paris Peace Conference and reasons for the Treaty of Versailles.

Study Topic 3: Italy 1919 - 45

Key Issues for Study and Examination

Why did fascism develop in Italy after the First World War?

Why was Mussolini able to consolidate his political power in the period 1922-8?

How successful were Mussolini's domestic and foreign policies (to 1940)?

What were the consequences for Italy of involvement in the Second World War?

Content

The consequences for Italy of the Great War, the post-war settlement, Mussolini and the rise of fascism, the March on Rome.

Mussolini's consolidation of political power 1922-8.

Mussolini's domestic policies to 1940 (the Concordat, economic and social policies, education, propaganda), foreign and colonial policies, relations with Hitler.

The impact of the Second World War on Italy: the reasons for Mussolini's overthrow in 1943 and death in 1945.

Study Topic 4: Germany 1919 - 45

Key Issues for Study and Examination

How strong was Weimar Germany and why did it collapse?

Why was the Nazi party weak during the 1920s and how did it come to power in 1933?

How did the Nazis maintain their position in power 1933-9?

How successful were Hitler's economic policies 1933-45?

Content

The impact of the Treaty of Versailles on Germany, Weimar political instability and economic problems, were 1924-9 Weimar's 'golden years'? The failure of the Weimar Republic 1930-3.

The origins of the NSDAP, changing Nazi tactics 1919-33 (including the Munich *Putsch*) and their electoral fortunes 1924-33, the choice of Hitler by the conservative right 1932-3.

The Nazi state: terror and persecution, propaganda and indoctrination.

The development of the economy: the role of Schacht 1934-7, the 1934 New Plan, the 1936 Four Year Plan, the economy and total war.

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5.3.2.5 Europe and the World 1919 - 89

Study Topic 1: International Relations 1919 - 41

Key Issues for Study and Examination

How fair was the Treaty of Versailles?

Why were there no major conflicts in the 1920s?

How successful was the League of Nations?

What were the causes of the Second World War (in Europe & in the Pacific)?

Content

The Paris Peace Conference and the Treaty of Versailles: the impact of the Treaty of Versailles on Germany.

International diplomacy in the 1920s: the Washington Naval Conference, the Locarno Treaties, the Kellogg - Briand Pact, the Dawes and Young Plans.

The League of Nations: structure and organisation, successes and failures in the 1920s and 1930s (especially Manchuria and Abyssinia), the international impact of the Great Depression.

The foreign policies in the 1930s of Britain, Germany, Italy, the USSR and (to 1941) of Japan and the USA.

Study Topic 2: The USSR 1924 - 53

Key Issues for Study and Examination

Why and how was Stalin able to gain and consolidate his power?

How successful were Stalin's industrial and agricultural policies?

What was the impact on the USSR of the Great Patriotic War?

How successfully did Stalin expand the power and influence of the USSR 1945-53?

Content

The power struggle after the death of Lenin, Stalin's position, the purges, the Great Terror.

The New Economic Policy and economic debate, the Five Year Plans and collectivisation.

The Nazi - Soviet Pact, Operation Barbarossa, the organisation of the war, the impact of the war on the USSR.

The post-war settlement, the USSR's control of Eastern Europe, Cold War rivalry with the west, the atomic bomb.

Study Topic 3: The Cold War in Europe 1945 - 89

Key Issues for Study and Examination

What were the causes of the Cold War?

How did the USA attempt to contain communism?

How secure was the USSR's hold on Eastern Europe?

Why did the Cold War end?

Content

Yalta and Potsdam, the USSR's influence in Eastern Europe, the reasons for mutual distrust.

The Truman Doctrine, the Marshall Plan and NATO, the nuclear arms race, the Berlin Blockade and western reaction.

Soviet methods of control (political, economic and military), the Warsaw Pact (1955), Hungary (1956), the Berlin Wall (1961), Czechoslovakia (1968).

The decline of Soviet control in the 1980s: the role of Gorbachev, the revolts in Eastern Europe in 1989, the breaching of the Berlin Wall.

Study Topic 4: The Cold War in Asia and the Americas 1949 - 75

Key Issues for Study and Examination

Why did many Americans believe they were losing the Cold War in the 1950s?

Why and with what success did the UN intervene in Korea 1950-3?

Why and with what success did the USA intervene in Vietnam 1954-73?

What were the causes and consequences of the Cuban Missile Crisis?

Content

Communist victory in the Chinese Civil War and its consequences, Dulles and 'brinkmanship', the nuclear arms race, Sputnik and the space race.

The causes and outcome of the Korean War, the roles of the UN, the USA, the USSR and China.

The end of French control of Vietnam, the Geneva Agreement, Domino Theory, US aid and military intervention in the Vietnam War, the reasons for the outcome of the war.

Castro's revolution, the reasons for the antagonism between the USA and Castro's Cuba, the Cuban Missile Crisis (its causes and events), the 'hot-line', the Nuclear Test-Ban Treaty.

Resources List

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5.4 Modules 2587-2589: Historical Investigations

Introduction

Modules 2587-2589 offer Depth Studies based on a series of topics in English, European and American History. In the English History topics, reference is made to Ireland, Scotland and Wales only when specified in the specification content.

Investigations are all built around topics of current interest to historians and the specific aim of each of these modules is to develop an understanding of how the past is interpreted and represented, and how historical research generates controversies. Candidates are expected to understand the principal arguments in the debate surrounding the specified Key Issues and the content of their chosen topics, and to be able to offer their own explanations and interpretations. Questions will **not** depend on knowledge of the views of particular historians; these modules are **not** concerned with historiography.

Candidates should study **one** option from either Module 2587 or Module 2588 or Module 2589.

The three questions set on every option will each test a part of a different Key Issue (or a part of a different Key Issue) but some may draw on more than one Key Issue (thus parts of at least three of the four Key Issues for each option are tested on every question paper).

For guidance on these Modules see the Teacher Support Notes.

5.4.1 Module 2587: Historical Investigations 768-1216



C3.1a, C3.1b, C3.2, C3.3.

WO3.1, WO3.2, WO3.3; LP3.1, LP3.2, LP3.3; PS3.1, PS3.2, PS3.3.

There are two options in this module. Candidates should study one option.

5.4.1.1 Charlemagne

This option is concerned with interpreting the aims and achievements of the Emperor Charlemagne and understanding the controversies which have characterised studies of his reign.

Key Issues for Study and Examination

Is Charlemagne's great reputation deserved?

Why was Charlemagne's reign one of almost incessant military activity?

How significant an event in Charlemagne's reign was his coronation in 800?

Did Charlemagne's final years see a disintegration of his Empire?

Content

Charlemagne's inheritance, the Years of Shared Rule, opposition to his rule, administration, the court, the 'Carolingian Renaissance'.

The Saxon Wars and other campaigns including those in Lombardy, in Spain, against the Avars and against the Danes.

Relations with the papacy and Byzantium, 'imperialisation' before 800, the coronation of 800, the consequences of the coronation for Charlemagne and his Empire.

Note: The different ways in which these themes and issues have been interpreted by historians form a major focus of the examination, so they need to be addressed in the teaching of this option.

Resources List

See the e-Resources list on OCR's website www.ocr.org.uk (go to AS/A2 History's home page, click on the 'Publications and Materials' tab and you will find it under the sub-heading 'Teacher Support and Coursework Guidance').

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5.4.1.2 King John

This option is concerned with interpreting the aims and achievements of King John and understanding the controversies which have characterised studies of his reign.

Key Issues for Study and Examination

Why did King John have such great problems with the Papacy?

Why did King John lose so much of the Angevin lands in France in 1204?

What problems did King John face in recovering the Angevin lands in France?

Why was Magna Carta agreed to and to what extent did it satisfy the needs of the king and the barons?

Content

The crown and the English church, Innocent III, international politics, the affair of Stephen Langton.

The War and the loss of Normandy and other parts of the Angevin Empire in 1204, causes of the war with Philip Augustus, the course of the war, the reasons for John's failure.

John's efforts to regain the lost territories and the consequences (especially political tensions) in England.

King John and government, the problems and grievances of the barons, the Baronial Revolt, the nature and purpose of Magna Carta, the civil war 1215-16 and its causes.

Note: The different ways in which these themes and issues have been interpreted by historians form a major focus of the examination, so they need to be addressed in the teaching of this option.

Resources List

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5.4.2 Module 2588: Historical Investigations 1556-1725



C3.1a, C3.1b, C3.2, C3.3.

WO3.1, WO3.2, WO3.3; LP3.1, LP3.2, LP3.3; PS3.1, PS3.2, PS3.3.

There are four options in this module:

- Philip II
- Elizabeth I
- Oliver Cromwell
- Peter the Great

Candidates should study **one** option.

5.4.2.1 Philip II

This option is concerned with interpreting the aims and achievements of Philip II (in Spain and in on European stage) and understanding the controversies which have characterised studies of his reign.

Key Issues for Study and Examination

How effectively did Philip govern Spain and his *monarquía*?

Did Philip successfully honour his obligations to the church as 'The Most Catholic King'?

Why did Philip face revolt in the Netherlands and fail to suppress it?

How far and why did Philip's foreign relations change in the course of his reign?

Content

The character of Philip II and the nature of his government and administration, the problem of royal finances, the extent of Philip II's absolutism.

The relationship between the crown and the church (the Inquisition and the papacy), the causes of the Revolt of the *Moriscos*, the effect of Catholic reforms on popular beliefs in Spain.

The causes (1556-72) and general course (1572-98) of the Dutch Revolt, the responsibility for its outbreak, why Philip II was unable to suppress it.

Philip's aims, strategies and relations with England, France, Portugal and the Ottoman Empire, turning-points in Philip's reign, an overall assessment in 1598.

Notes: The different ways in which these themes and issues have been interpreted by historians form a major focus of the examination, so they need to be addressed in the teaching of this option.

Candidates do **not** need a detailed knowledge of the Dutch Revolt.

Resources List

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5.4.2.2 Elizabeth I

This option is concerned with interpreting the aims and achievements of Elizabeth I and understanding the controversies which have characterised studies of her reign. The focus is restricted to key domestic issues and candidates will **not** be tested on foreign relations, although a background knowledge of their relationship with domestic issues will be useful. While pictorial or literary images of Elizabeth I may be included in the document question, art historical or literary criticism will **not** be required; the emphasis will be on historian's interpretations of these images.

Key Issues for Study and Examination

What problems faced Elizabeth I as a female ruler and how did she cope with them?

To what extent was Elizabeth I able to maintain control over and manage her government and parliaments?

Why, and with what consequences, did Puritans challenge the Elizabethan Church?

How serious was the threat posed by Roman Catholics to Church and state in the reign of Elizabeth I?

Content

Contemporary opinions regarding female rulers, positive and negative views of the queen, the marriage question, the roles of the court.

Government and Parliament: their functions and composition. The relationship between Queen, Privy Council and Parliament: co-operation or conflict? The significance and management of issues in dispute: the Church settlement, parliamentary privilege, the marriage question and the succession.

Puritanism: the nature and extent of puritanism, Elizabeth's attitude, the policies of successive archbishops of Canterbury, the puritans in parliament, the defence of the Anglican church (Hooker and Jewel).

Catholicism: the nature and extent of catholic survivalism, changing reactions of government and parliament to England's Catholics, the papal bull of 1570, the missionary priests, the Rising of the Northern Earls and the plots concerning Mary Queen of Scots.

Note: The different ways in which these themes and issues have been interpreted by historians form a major focus of the examination, so they need to be addressed in the teaching of this option.

Resources List

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5.4.2.3 Oliver Cromwell

This option is concerned with interpreting the aims and achievements of Cromwell as a soldier and statesman, and understanding the controversies which have characterised studies of him. The foreign and colonial policies of the Protectorate do **not** form part of this module.

Please note that for Key Issues 2 to 4, there is no direct correlation to specific Content paragraphs. To cover these three, teachers must address each of Key Issues 2, 3 and 4 to the second and the third and the fourth paragraphs of content. Events from any of the last three Content paragraphs may be relevant in interpretations of Key Issues 2, 3 and 4.

Key Issues for Study and Examination

What were the formative influences on Cromwell before his rise to national prominence (to 1646)?

How, and with what success, did Cromwell manage a balance between the Army and Parliament, and between radicalism and conservatism from 1646 to 1658?

To what extent can Cromwell's actions from 1646 to 1658 be explained by religious motivation or by personal ambition?

To what extent can paradoxes and apparent inconsistencies of Cromwell's career from 1646 to 1658 be explained?

Content for Key Issue 1

Cromwell's earlier career to 1646: his social and economic position, his political experiences and associations, his developing military career, the Eastern Association, the Self-Denying Ordinance and the New Model Army.

Content for Key Issues 2, 3 and 4

Cromwell's role 1646-49: Cromwell's part in the political and religious debates at the end of the First Civil War, the Levellers, Pride's Purge, the trial and execution of Charles I.

Cromwell and developments from the Rump to the Protectorate: his relations with the Rump, Cromwell in Ireland, the end of the Rump, the Nominated Assembly, the Instrument of Government.

Cromwell as Lord Protector: 'healing and settling', Cromwell and Parliament, the rule of the Major Generals, the Humble Petition and Advice, religious policies.

Note: The different ways in which these themes and issues have been interpreted by historians form a major focus of the examination, so they need to be addressed in the teaching of this option.

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5.4.2.4 Peter the Great

This option is concerned with interpreting the aims and achievements of Peter the Great and understanding the controversies which have characterised studies of his reign.

Key Issues for Study and Examination

Does Peter deserve the title of 'Great'?

Was Peter a conservative or revolutionary ruler?

Why was there so much opposition to his rule?

How far was Russia transformed by Peter the Great?

Content

The character of Peter I, the condition of Russia in 1696 and problems at his accession.

Domestic reforms: administration, economic reforms, military and naval reforms, religious policy, westernisation, the establishment of St. Petersburg.

Threats from and wars against Turkey, Persia and Sweden.

Reaction to Peter's reforms: opposition from the *strel'tsi*, the *boyars*, Alexis and the church; the condition of Russia in 1725.

Note: The different ways in which these themes and issues have been interpreted by historians form a major focus of the examination, so they need to be addressed in the teaching of this option.

Resources List

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5.4.3 Module 2589: Historical Investigations 1799-1955



C3.1a, C3.1b, C3.2, C3.3.

WO3.1, WO3.2, WO3.3; LP3.1, LP3.2, LP3.3; PS3.1, PS3.2, PS3.3.

There are seven options in this module:

- Napoleon I
- Gladstone and Disraeli 1846 - 80
- Bismarck and the Unification of Germany 1858 - 71
- Roosevelt's America 1920 - 41
- Lenin and the Establishment of Bolshevik Power 1903 – 24
- Chamberlain and Anglo-German Relations 1918 - 39
- Stalin and the Development of the Cold War in Europe 1941 – 55

Candidates should study **one** option.

5.4.3.1 Napoleon I

This option is concerned with interpreting the aims and achievements of Napoleon and understanding the controversies which have characterised studies of his reign. Within this, candidates should consider how far his rule represented change or continuity from the French Revolution.

Key Issues for Study and Examination

Should Napoleon be viewed as the 'heir to the Revolution', an 'enlightened despot' or a mere dictator?

Should Napoleon be regarded as a military genius?

Why was Napoleon so successful for so long in Europe, and why was he eventually overthrown?

What was the impact of Napoleon on Europe?

Content

Napoleon's background, rise, his seizure and consolidation of power within France.

His domestic policies as First Consul and Emperor.

Napoleon as a general, Napoleon's aims and achievements in Europe, his relationships with other states, his military successes and conquests.

His treatment of conquered territory, satellites and allies, the creation of the Napoleonic Empire, the Continental System, the Hundred Days, the Napoleonic legend.

Note: The different ways in which these themes and issues have been interpreted by historians form a major focus of the examination, so they need to be addressed in the teaching of this option.

Resources List

See the e-Resources list on OCR's website www.ocr.org.uk (go to AS/A2 History's home page, click on the 'Publications and Materials' tab and you will find it under the sub-heading 'Teacher Support and Coursework Guidance').

The list contains relevant paperbacks currently in print and useful non-subscription websites.

5.4.3.2 Gladstone and Disraeli 1846 - 80

This option is concerned with the interpreting aims and achievements of Gladstone and Disraeli (as party leaders, ministers and prime ministers) and understanding the controversies which have characterised studies of them. The emphasis is on the debates that relate to their roles in party formation and policies, domestic affairs and foreign and imperial policies. In particular, it focuses on how both contemporaries and historians have interpreted them as political leaders.

Key Issues for Study and Examination

What explains Gladstone's development from Tory to Peelite to Liberal, and Disraeli's from Tory to Conservative to Tory Democrat?

How far did their ministerial careers clash or coincide in the period 1852-68?

Did either have a mission as Prime Minister from 1868 to 1880?

How far did ideology drive their attitudes and policies on foreign and imperial affairs from 1852 to 1880?

Content

Gladstone, Disraeli, parties and ideology 1846-80: party leadership by 1868, their attitudes to the development of party and the political system, Gladstone's contribution to Gladstonian Liberalism, Disraeli's contribution to Conservatism.

Gladstone and Disraeli as Ministers 1852-68: taxation, free trade, their roles as chancellors, their attitudes to parliamentary reform (especially the Second Reform Bills and Act 1866-7).

Prime Ministers 1868-80: their differing approaches to Ireland, education, the church, civil service reform, social issues.

Gladstone and Disraeli's attitudes to foreign and imperial affairs 1852-80: their perceptions of

British interests in Europe, the Eastern question and 'jingoism', Disraeli and Derby, Gladstone's Bulgarian pamphlet of 1876, Gladstone's Midlothian campaign 1879, their attitudes to the British empire.

Note: The different ways in which these themes and issues have been interpreted by historians form a major focus of the examination, so they need to be addressed in the teaching of this option.

Resources List

See the e-Resources list on OCR's website www.ocr.org.uk (go to AS/A2 History's home page, click on the 'Publications and Materials' tab and you will find it under the sub-heading 'Teacher Support and Coursework Guidance').

The list contains relevant paperbacks currently in print and useful non-subscription websites.

5.4.3.3 Bismarck and the Unification of Germany 1858 - 71

This option is concerned with interpreting the process by which Germany was unified and, within that, the aims and achievements of Bismarck. Candidates need also to understand the controversies which have characterised studies of Bismarck's role in German unification.

Key Issues for Study and Examination

How far was German unity built on the strength of Prussia and how far on the weakness of other German and European states?

On what was the strength of Prussia based: the political leadership of Bismarck, the Prussian army, Prussia's economic power and the *Zollverein*?

What were Bismarck's goals and what methods did he use to achieve them?

How far was the new Germany based on the principles of liberalism and nationalism?

Content

The main features of Germany in 1858 and alternative versions of a united Germany: the 1815 Confederation, the *Zollverein*, *Kleindeutsch*, *Grossdeutsch*.

The strength of nationalist groups c.1860, the aims and policies of William I from 1858.

The aims and policies of Bismarck within Prussia and Germany, and with regard to the European Great Powers.

The outcomes of the wars of 1859, 1864, 1866 and 1870-1 for Germany, the establishment of the North German Confederation (1867) and the Second Empire (1871).

Notes: The different ways in which these themes and issues have been interpreted by historians form a major focus of the examination, so they need to be addressed in the teaching of this option.

Candidates need to be aware of other relevant factors from 1858 which contributed to, or impeded, unification.

Resources List

See the e-Resources list on OCR's website www.ocr.org.uk (go to AS/A2 History's home page, click on the 'Publications and Materials' tab and you will find it under the sub-heading 'Teacher Support and Coursework Guidance').

The list contains relevant paperbacks currently in print and useful non-subscription websites.

5.4.3.4 Roosevelt's America 1920 - 41

This option is concerned with interpreting the domestic and foreign pressures which affected the USA during the inter-war years, and the responses which were attempted. Within that, there is a

special focus on interpreting Franklin Roosevelt (his aims and achievements) and understanding the controversies which have characterised studies of his presidencies.

Key Issues for Study and Examination

Why was prohibition attempted and why did it fail?

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

What did Roosevelt's New Deal achieve?

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

Content

American society in the 1920s: prohibition and temperance, the 18th Amendment, the reasons for the adoption of prohibition, divisions in society associations with crime, the Democrat programmes of 1928 and 1932, the end of prohibition by Roosevelt.

The American economy in the 1920s: the business boom and the cult of prosperity, the origins of the Wall Street Crash and the Great Depression, the social and economic effects of the Crash and Depression.

Roosevelt as president: the election of 1932, Roosevelt and the first New Deal (1933-5), public projects and their effectiveness, Roosevelt and the second New Deal (1935-9), critics of the New Deal, the Supreme Court controversy.

American foreign policy 1920-41: the aftermath of Versailles and policy towards the League of Nations, the nature of isolationism, the 'good neighbour' policy, US policy in the Far East, Roosevelt's diplomacy and his attitude to isolationism, Lend-Lease and Congress, Roosevelt and the road to Pearl Harbour.

Note: The different ways in which these themes and issues have been interpreted by historians form a major focus of the examination, so they need to be addressed in the teaching of this option.

Resources List

See the e-Resources list on OCR's website www.ocr.org.uk (go to AS/A2 History's home page, click on the 'Publications and Materials' tab and you will find it under the sub-heading 'Teacher Support and Coursework Guidance').

The list contains relevant paperbacks currently in print and useful non-subscription websites.

5.4.3.5 Lenin and the Establishment of Bolshevik Power 1903 - 1924

This option is concerned with interpreting the emergence and rise of the Bolsheviks. Within that, there is a special focus on interpreting Lenin (his aims and achievements) and understanding the controversies which have characterised studies of him.

Key Issues for Study and Examination

What direction did Bolshevik ideology and tactics take between 1903 and February 1917?

How and why were the Bolsheviks able to seize power in Russia in 1917

How and why were the Bolsheviks able to secure their hold on power between 1917 and 1921?

Was Lenin a dictator by inclination: a 'Red Tsar'?

Content

Lenin and creation of the Bolsheviks: the Bolshevik-Menshevik split, the lessons of 1905, the development of the party in exile, the evolution of Leninist ideology.

Lenin and the events of 1917: the April Theses, Bolshevik relations with the Provisional Government and the Soviets, the October Revolution.

Lenin and early Bolshevik reforms, War Communism, the Civil War, the NEP.

Lenin's methods from 1917, the 'Red Terror', the Kronstadt Rising.

Note: The different ways in which these themes and issues have been interpreted by historians form a major focus of the examination, so they need to be addressed in the teaching of this option.

Resources List

See the e-Resources list on OCR's website www.ocr.org.uk (go to AS/A2 History's home page, click on the 'Publications and Materials' tab and you will find it under the sub-heading 'Teacher Support and Coursework Guidance').

The list contains relevant paperbacks currently in print and useful non-subscription websites.

5.4.3.6 Chamberlain and Anglo-German Relations 1918 - 39

This option is concerned with interpreting the aims of, and motives behind, British policy towards Germany between the Wars. Within that, there is a special focus on interpreting the aims and achievements of Neville Chamberlain and the policy of appeasement, and on understanding the controversies which have characterised studies of both Chamberlain and appeasement. That said, the period 1918-37 needs thorough coverage for the exam.

Key Issues for Study and Examination

Why did Britain oppose continental commitments after 1918?

How and why did Britain's attitude to Germany change between 1918 and 1938?

Why did Chamberlain pursue the policy of appeasement, and was there an alternative?

Why did Chamberlain take Britain to war in 1939?

Content

Attitudes in Britain in the 1920s: attitudes to war after 1918, support for the League of Nations and collective security, Britain's view of her commitments and interests ('the British way of war', imperial v continental commitments), disarmament (including the 'ten-year rule').

Britain and Weimar Germany: Britain's view of Versailles and the invasion of the Ruhr, Locarno, Germany's admission to the League; Britain and Nazi Germany: German rearmament, the Anglo-German Naval Agreements, successive crises: the remilitarization of the Rhineland, the Anschluss, the Sudetenland, Munich.

Chamberlain and appeasement: his reasons for the policy, were there benefits to Britain? was there a realistic alternative? the attitude of the Labour party and the influence of public opinion (eg the Peace Ballot), the motives of Churchill's and other critics.

Chamberlain in 1939: the impact of the German occupation of Bohemia-Moravia on Chamberlain, Britain's guarantee to Poland, the idea of an Anglo-Russian alliance, the impact of the Nazi-Soviet Pact and Germany's invasion of Poland.

Notes: The different ways in which these themes and issues have been interpreted by historians form a major focus of the examination, so they need to be addressed in the teaching of this option.

Candidates do **not** need to have a detailed knowledge of German foreign policy, but they should have a general idea of how it influenced attitudes and events in Britain.

Resources List

See the e-Resources list on OCR's website www.ocr.org.uk (go to AS/A2 History's home page, click on the 'Publications and Materials' tab and you will find it under the sub-heading 'Teacher Support and Coursework Guidance').

The list contains relevant paperbacks currently in print and useful non-subscription websites.

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

This option is concerned with interpreting the Cold War aims and achievements of Stalin and understanding the controversies which have characterised studies of American and Russian motives in the early Cold War. The focus of the option is restricted to Europe and candidates will **not** be tested on issues relating to the Cold War elsewhere, though a background knowledge of their bearing upon developments in Europe will be useful.

Key Issues for Study and Examination

Why was Stalin in dispute with his wartime Allies 1941-5?

Why did Stalin take control of Eastern Europe 1944-8?

What factors influenced American policy towards Russian action in Europe 1945-8?

Why did East-West relations in Europe change between 1948 and 1955?

Content

Stalin's view of global politics (including internal factors influencing it), wartime East-West tensions (especially over the second front and how to deal with Germany after victory), disagreements at the Yalta and the Potsdam Conferences.

Stalin's aims in Europe and the purpose of the satellite states: the post-war division of Germany and Berlin, the Soviet take-over of Eastern Europe 1944-6, the Cominform, the coup in Czechoslovakia 1948.

The aims of the USA in Europe: the influence of American anti-communism revealed in the McCarthy trials, the influence of Russian actions in Eastern Europe, the influence of the Greek Civil War, American motives for the Truman Doctrine and the Marshall Plan, the reasons behind the creation of NATO and the Warsaw Pact.

The Berlin Blockade (why it happened and to whose advantage was it resolved), the influence of the atomic arms race on the Cold War, the impact of Stalin's death on East-West relations and the beginnings of 'peaceful co-existence' (for example, Soviet withdrawal from Austria).

Note: The different ways in which these themes and issues have been interpreted by historians form a major focus of the examination, so they need to be addressed in the teaching of this option.

Resources List

See the e-Resources list on OCR's website www.ocr.org.uk (go to AS/A2 History's home page, click on the 'Publications and Materials' tab and you will find it under the sub-heading 'Teacher Support and Coursework Guidance').

The list contains relevant paperbacks currently in print and useful non-subscription websites.

5.5 Modules 2590 and 2591: Themes in History

Introduction

Modules 2590 and 2591 are the synoptic part of the specification and seek to develop understanding of connections between different elements of the subject. They draw together knowledge, understanding and the values of diverse issues centred around Key Themes. Although there are no restrictions within the specification about the selection of options within modules, candidates are encouraged to study a Key Theme linked to options which they have studied in other modules in order to best demonstrate these synoptic skills.

The topics are based on Key Themes covering an extended period of at least one hundred years with an emphasis on continuity, development and change within the topic. The emphasis is on developing a **broad overview** of the period studied. Modules 2590 and 2591 are historical **perspectives** modules so concern is centred on links and comparison between different aspects of the topics studied.

Assessment is **not** by a traditional outlines paper so there is **no** requirement for detailed depth of knowledge. Rather, candidates are required to show breadth of historical understanding. To encourage and assist teachers and candidates to 'let go' of the details and think more about the patterns, each 2590 and 2591 exam paper has an accompanying INSERT containing a timeline of events associated with each theme. These are pre-published and are intended to be used during teaching and study so that candidates become familiar with the details in advance of the exam and know that they will be given a copy in the exam.

The three essays set on every theme will each test a part of a different content paragraph, but some may draw on more than one content paragraph (thus parts of at least three paragraphs for each Key Theme are tested on every question paper).

For guidance on these Modules, see the Teacher Support Notes.

5.5.1 Module 2590: Themes in History 1066-1796



C3.1a, C3.1b, C3.2, C3.3.

WO3.1, WO3.2, WO3.3; LP3.1, LP3.2, LP3.3; PS3.1, PS3.2, PS3.3.

There are six options in this module. Most options contain two Key Themes. Candidates should answer any **two** questions from their chosen module (i.e. two essays from one Key Theme or one essay from each of two Key Themes).

The six options are:

- England 1066 – 1228
- England 1485 - 1603
- England 1558 – 1689
- Europe 1498 – 1610

- Europe 1598 - 1715
- Europe 1661 – 1796

5.5.1.1 England 1066 - 1228

There are two Key Themes in this option.

Key Themes for Study and Examination:

- The Government of England 1066-1216
- Crown, Church and Papacy 1066-1228

Key Theme: The Government of England 1066 - 1216

This theme focuses on the methods and developments of government in a period of significant change. Candidates should consider how far, by the end of the period, the main features of government had changed and the reasons for these changes.

Content

The role of the crown, the nobility, the church and administrative officials in the central government.

The main features of central government: household, exchequer, chancery, justiciar and law courts.

The links between central and local government, and how the latter was organised and administered; the role of feudalism in military organisation.

The nature of Anglo-Saxon customary law and feudal law, and their contributions to the development of Common Law.

Reasons for the breakdown of effective government in England, especially in the reigns of Stephen and John.

The impact on English government of the continental possessions of the crown, in Normandy and after 1154 in the Angevin Empire.

Note: Candidates are not expected to demonstrate a detailed understanding of the specification content but are expected to have a knowledge of the main developments and turning points relevant to the theme.

Resources List

See the e-Resources list on OCR's website www.ocr.org.uk (go to AS/A2 History's home page, click on the 'Publications and Materials' tab and you will find it under the sub-heading 'Teacher Support and Coursework Guidance').

The list contains relevant paperbacks currently in print and useful non-subscription websites.

Key Theme: Crown, Church and Papacy 1066 - 1228

This theme focuses on changes within the church and developments in the relationship between the crown, church and the papacy during this period.

Content

The role of individual archbishops (Lanfranc, Anselm, Becket and Langton) and their relationships with the crown.

The government of the church in England, the role of the Archbishop of Canterbury and his relations with his bishops, his relations with the Archbishop of York and the dispute over primacy, the administration of church law.

The relationship between the English church and the papacy, the impact of the papal reform movement, the role of the papacy in Stephen's reign and in the Becket crisis, the policies of Innocent III towards England.

Monasteries and their development during this period.

Note: Candidates are **not** expected to demonstrate a detailed understanding of the specification content but are expected to have a knowledge of the main developments and turning points relevant to the theme.

Resources List

See the e-Resources list on OCR's website www.ocr.org.uk (go to AS/A2 History's home page, click on the 'Publications and Materials' tab and you will find it under the sub-heading 'Teacher Support and Coursework Guidance').

The list contains relevant paperbacks currently in print and useful non-subscription websites.

5.5.1.2 England 1485 - 1603

There are **two** Key Themes in this option.

Key Themes for Study and Examination:

- Rebellion and Disorder in England 1485-1603
- Englands Changing Relations with Foreign Powers 1485-1603

Key Theme: Rebellion and Disorder in England 1485 - 1603

This theme focuses on the nature and extent of rebellion and disorder (such as tax revolts and anti-enclosure riots) in England during this period. Candidates should consider the danger which they presented to successive governments and the effects of rebellion and disorder on governments. The theme does **not** include ordinary crime.

Content

The main causes of rebellion and disorder: faction, the succession, religion, enclosures.

The frequency, nature and cause of localised disturbances.

The maintenance of political stability and the response of Tudor governments to the threat of disorder.

Rebellions to be studied are: Simnel and Warbeck, the Cornish Rising, the Pilgrimage of Grace, Ket's Rebellion, Wyatt's Rebellion, the Rebellion of the Northern Earls, Essex's Rebellion.

Note: Candidates are **not** expected to demonstrate a detailed understanding of the specification content but are expected to have a knowledge of the main developments and turning points relevant to the theme.

Resources List

See the e-Resources list on OCR's website www.ocr.org.uk (go to AS/A2 History's home page, click on the 'Publications and Materials' tab and you will find it under the sub-heading 'Teacher Support and Coursework Guidance').

The list contains relevant paperbacks currently in print and useful non-subscription websites.

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

This theme focuses on the changing relationship between England and foreign powers, the reasons for those changes and their effects on domestic developments. Relations with Spain, France, Scotland and Burgundy should be studied; Ireland should be considered only in so far as it had a bearing on the relations between England and other countries.

Content

The influence of economic, religious, political, personal, dynastic factors in shaping Tudor foreign policy.

Scotland and France: when and why they ceased to be England's traditional enemies.

The importance of the Netherlands in Tudor foreign affairs, and the reasons why relations with Spain changed from peace to war in the course of the sixteenth century.

The major impact of foreign relations on domestic developments in England.

Note: Candidates are **not** expected to demonstrate a detailed understanding of the specification content but are expected to have a knowledge of the main developments and turning points relevant to the theme.

Resources List

See the e-Resources list on OCR's website www.ocr.org.uk (go to AS/A2 History's home page, click on the 'Publications and Materials' tab and you will find it under the sub-heading 'Teacher Support and Coursework Guidance').

The list contains relevant paperbacks currently in print and useful non-subscription websites.

5.5.1.3 England 1558 - 1689

There are **two** Key Themes in this option.

Key Themes for Study and Examination

- The Development of Limited Monarchy in England 1558 - 1689
- Dissent and Conformity in England 1558 - 1689

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

This theme focuses on the development of monarchy and government in a period of considerable change. Candidates should consider how far, by the end of the period, the role of the monarchy had changed and how other parts of government and parliament had developed.

Content

The development of monarchy from Elizabeth I to the immediate outcome of the 1688-9 Revolution.

The limitations imposed on monarchy by parliament from Elizabeth I to the immediate outcome of the 1688-9 Revolution.

Opposition to monarchy: the problems of Elizabeth I and the early Stuarts, the significance of the Interregnum, opposition to James II, the 1688-9 Revolution.

Social change, religious issues and the development of the monarchy, Anglicanism, the development of protestant and non-conformity, intolerance and anti-catholicism.

Note: Candidates are **not** expected to demonstrate a detailed understanding of the specification content but are expected to have a knowledge of the main developments and turning points relevant to the theme.

Resources List

See the e-Resources list on OCR's website www.ocr.org.uk (go to AS/A2 History's home page, click on the 'Publications and Materials' tab and you will find it under the sub-heading 'Teacher Support and Coursework Guidance').

The list contains relevant paperbacks currently in print and useful non-subscription websites.

Key Theme: Dissent and Conformity in England 1558 - 1689

This theme focuses on the tension between the state Church and other religious groups and especially on the extent of toleration. It considers the development of Protestant nonconformity and the continued anti-Catholicism in England.

Content

Anglicanism under Elizabeth I, the strengths and weaknesses of the early Stuart church, Laud, the Restoration settlement, Anglicanism under James II.

The emergence of puritanism under Elizabeth I, its development under the early Stuarts from the Millenary Petition to the Root and Branch Petition, the proliferation of sects from 1646 to 1660, the ascendancy of puritanism in the 1640s and 1650s.

The fate of protestant non-conformity from 1660 to the 1689 Toleration Act: official policy, the attitudes of Whigs and Tories, the extent of the change from persecution to toleration.

Roman catholicism (the extent of its support, reasons for opposition, government policy towards) under Elizabeth I, catholicism under Charles I and Charles II, catholicism during the reign of James II, anti-catholicism 1558-1689.

Note: Candidates are **not** expected to demonstrate a detailed understanding of the specification content but are expected to have a knowledge of the main developments and turning points relevant to the theme.

Resources List

See the e-Resources list on OCR's website www.ocr.org.uk (go to AS/A2 History's home page, click on the 'Publications and Materials' tab and you will find it under the sub-heading 'Teacher Support and Coursework Guidance').

The list contains relevant paperbacks currently in print and useful non-subscription websites.

5.5.1.4 Europe 1498 - 1610

There are **two** Key Themes in this option.

Key Themes for Study and Examination

- The Development of the Nation State: France 1498 - 1610
- The Catholic Reformation in the Sixteenth Century

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

This theme focuses on the development of France as a nation state from Louis XII to Henry IV. The theme illustrates many of the important changes in Europe during this period but candidates will **not** be tested on other countries.

Content

The idea of the 'nation state', the domestic rule of Louis XII, Francis I, Henry II and Henry IV.

Relations between kings and subjects: civil war and the restoration of order by Henry IV.

The nature and effects of social and economic changes.

The influence of religion: the development and impact of Protestantism, the Catholic reaction.

Notes: Candidates are **not** expected to demonstrate a detailed understanding of the specification content but are expected to have a knowledge of the main developments and turning points relevant to the theme.

Foreign policy should be studied only to a level appropriate to an understanding of its impact on the theme of the nation state.

Resources List

See the e-Resources list on OCR's website www.ocr.org.uk (go to AS/A2 History's home page, click on the 'Publications and Materials' tab and you will find it under the sub-heading 'Teacher Support and Coursework Guidance').

The list contains relevant paperbacks currently in print and useful non-subscription websites.

Key Theme: The Catholic Reformation in the Sixteenth Century

This theme focuses on the development of the Catholic Reformation in the course of the sixteenth century. Candidates should consider how far the movement preceded or followed the Reformation, how far it was a Catholic Reformation and/or a Counter Reformation and how far it had achieved its aims by the end of the sixteenth century.

Content

The evidence of a catholic revival both before and during the Protestant Reformation.

The significance of new catholic orders (especially the Jesuits) by the end of the sixteenth century, the effectiveness of attempts to reform clergy and people.

The significance of the papacy for the condition of the catholic church and the contribution of the individual popes (especially Paul III and Sixtus V) by the end of the sixteenth century.

The debate over a general council, the work and effectiveness of the Council of Trent by the end of the sixteenth century.

Notes: Candidates are **not** expected to demonstrate a detailed understanding of the specification content but are expected to have a knowledge of the main developments and turning points relevant to the theme.

A detailed knowledge of theology is **not** required, but candidates should have a general understanding of the theological issues important to the period and topic.

Resources List

See the e-Resources list on OCR's website www.ocr.org.uk (go to AS/A2 History's home page, click on the 'Publications and Materials' tab and you will find it under the sub-heading 'Teacher Support and Coursework Guidance').

The list contains relevant paperbacks currently in print and useful non-subscription websites.

5.5.1.5 Europe 1598 - 1715

There are **two** Key Themes in this option.

Key Themes for Study and Examination

- The Decline of Spain 1598 - 1700
- The Ascendancy of France 1610 – 1715

Key Theme: The Decline of Spain 1598 - 1700

The theme focuses on the extent of, and reasons for, the decline of Spain in the seventeenth century. The theme illustrates many of the important changes in Europe during this period but candidates will **not** be tested on their knowledge of other countries' domestic affairs.

Content

The influence of kings and ministers: Philip III, Philip IV, Charles II, Lerma, Olivares.

The social factors and changes which weakened Spain.

The economic factors and changes which weakened Spain.

The significance of Spain's wars (especially with the United Provinces and France).

Candidates are **not** expected to demonstrate a detailed understanding of the specification content but are expected to have a knowledge of the main developments and turning points relevant to the theme.

A detailed knowledge of Spain's wars is **not** required. Foreign policy should be studied only to a level appropriate to an understanding of the theme of Spanish decline.

Resources List

See the e-Resources list on OCR's website www.ocr.org.uk (go to AS/A2 History's home page, click on the 'Publications and Materials' tab and you will find it under the sub-heading 'Teacher Support and Coursework Guidance').

The list contains relevant paperbacks currently in print and useful non-subscription websites.

Key Theme: The Ascendancy of France 1610 - 1715

This theme focuses on the reasons for the importance of France in the seventeenth century. They should consider the development and significance of absolute monarchy, the extent to which French society and the economy changed, and the country's role as an international power.

Content

The idea of absolute monarchy, Louis XIII, Louis XIV, Versailles as a cultural symbol of absolutism.

The contribution of ministers: Richelieu, Mazarin, Colbert, Louvois.

The society and economy of the *ancien régime*, nobles, merchants and peasants.

France as a European power (particularly intervention in the Thirty Years' War and the impact on France of the Treaties of Westphalia, the Pyrenees and Utrecht).

Notes: Candidates are not expected to demonstrate a detailed understanding of the specification content but are expected to have a knowledge of the main developments and turning points relevant to the theme.

Foreign policy should be studied only to a level appropriate to an understanding of the theme of French ascendancy, with particular reference to the specified turning points.

A detailed knowledge of French wars is not required.

Resources List

See the e-Resources list on OCR's website www.ocr.org.uk (go to AS/A2 History's home page, click on the 'Publications and Materials' tab and you will find it under the sub-heading 'Teacher Support and Coursework Guidance').

The list contains relevant paperbacks currently in print and useful non-subscription websites.

5.5.1.6 Europe 1661 – 1796

There is **one** Key Theme for this option.

Key Theme for study and examination:

- From Absolutism to Enlightened Despotism 1661-1796

This theme focuses on change and continuity in this important aspect of European History. Candidates should consider the nature of absolutism and the Enlightenment in continental Europe (specifically Austria, France and Russia) and their significance for the politics and society of the period. The theme examines the concept of enlightened despotism and will consider the claim that rulers and society were influenced significantly by Reason and enlightened ideas.

Content

Political ideas on Absolutism and the divine right of kings, the challenge of 'Reason', the political teachings of the *philosophes* (specifically Diderot, Rousseau, Voltaire) and their impact on ideas of 'despotism'.

France: the changing nature of absolutism under Louis XIV, Louis XV and Louis XVI, support for and challenges to absolutism, the effects of the Enlightenment on monarchy and society to 1789.

The changing nature of Absolutism in Austria and Russia (specifically Maria Theresa and Joseph II, Peter the Great and Catherine the Great), the extent of the Enlightenment and other changes, support for and challenges to absolutism.

Absolutism, the church and the attitudes of social groups: the Enlightenment and religion, the Roman Catholic Church and toleration, social change and the Enlightenment, the extent of the appeal of the *philosophes*.

Resources List

See the e-Resources list on OCR's website www.ocr.org.uk (go to AS/A2 History's home page, click on the 'Publications and Materials' tab and you will find it under the sub-heading 'Teacher Support and Coursework Guidance').

The list contains relevant paperbacks currently in print and useful non-subscription websites.

5.5.2 **Module 2591: Themes in History 1763-1996**



C3.1a, C3.1b, C3.2, C3.3.

WO3.1, WO3.2, WO3.3; LP3.1, LP3.2, LP3.3; PS3.1, PS3.2, PS3.3.

There are five options within this module. Most options contain two Key Themes. Candidates should answer any **two** questions from their chosen module (ie two essays from one Key Theme or one essay from each of two Key Issues).

The five options are:

- Britain 1793 – 1921
- Britain 1834 – 1996
- Europe 1792 – 1919
- Europe 1855 - 1956
- America 1763 – 1980

5.5.2.1 Britain 1793 - 1921

There are **two** Key Themes in this option.

Key Themes for Study and Examination

- Britain and Ireland 1798 - 1921
- War and Society in Britain 1793 – 1918

Key Theme: Britain and Ireland 1798 - 1921

This theme focuses on the relationship between mainland Britain and Ireland during this period. Candidates should consider how far, and for what reasons, this relationship changed.

Content

Opposition to the Union: (a) Revolutionary nationalism - Wolfe Tone and the United Irishmen, Fenians, Sinn Féin, the Easter Rising 1916, the Anglo-Irish War 1919-21; (b) Constitutional nationalism - Parnell.

Support for the Union: Protestant ascendancy and its decline from the 1870s, the rise of Ulster Unionism 1886-1921, the policies of the Conservative, Whig and Liberal parties.

Change and continuity in attitudes of British governments and parties: the Act of Union, reform within the Union, Catholic Emancipation 1829, reforms in administration and land and local government.

Change and continuity in the Irish economy: agrarian backwardness and population pressures, land issues, the impact of the Famine 1845-9, industrialisation and Ulster.

Note: Candidates are **not** expected to demonstrate a detailed understanding of the specification content but are expected to have a knowledge of the main developments and turning points relevant to the theme.

Resources List

See the e-Resources list on OCR's website www.ocr.org.uk (go to AS/A2 History's home page, click on the 'Publications and Materials' tab and you will find it under the sub-heading 'Teacher Support and Coursework Guidance').

The list contains relevant paperbacks currently in print and useful non-subscription websites.

Key Theme: War and Society in Britain 1793 - 1918

This theme focuses on the relationship between war and an industrialising society in Britain in the period 1793 - 1918. Candidates should understand the significance of the key wars of the period (Revolutionary and Napoleonic Wars; Crimean War; Opium and Colonial Wars; Boer War; First World War), the general strategies adopted and the impact on government and society. Detailed knowledge of specific campaigns or foreign policy is **not** required, except insofar as they are relevant to an understanding of the impact of war on Britain.

Content

War and aristocratic governments: financing war from Pitt to Lloyd George, reforming the Army and Navy (Cardwell, Haldane, Kitchener, Fisher), managing public opinion.

Defining British interests: the balance of power, trade, the security of Britain and the Empire. military strategy, naval strategy and sea power.

Artillery, weaponry and mobility (Waterloo to the Western Front); navies: Wooden Walls to Dreadnoughts; recruitment, organisation and the management of resources; the growth of a Home Front.

Changes in public opinion: patriotism and its promotion from the Revolutionary Wars to the First World War, the growth and handling of the Media, opposition to War from Cobden to Conscientious Objection.

Note: Candidates will **not** be expected to demonstrate a detailed understanding of the specification content but will be expected to have a knowledge of the main developments and turning points relevant to the theme.

Resources List

See the e-Resources list on OCR's website www.ocr.org.uk (go to AS/A2 History's home page, click on the 'Publications and Materials' tab and you will find it under the sub-heading 'Teacher Support and Coursework Guidance').

The list contains relevant paperbacks currently in print and useful non-subscription websites.

5.5.2.2 Britain 1834 - 1996

There are **three** Key Themes in this option.

Key Themes for Study and Examination

Poor Law to Welfare State 1834-1948

The Development of Democracy in Britain 1868-1992

The Development of the Mass Media 1896-1996

Key Theme: Poor Law to Welfare State 1834 – 1948



N2.1.

This theme focuses on the changing approaches to the problems of social change and particularly poverty in this period. Candidates should be aware of the factors involved in social change and the problems of urbanisation and the major attempts to reform the condition of the poor, public health and education.

Content

The treatment of the poor: the introduction of the 1834 Poor Law Amendment Act (including its intentions and results), the development of National Health Insurance and Old Age Pensions, the Beveridge Report and its implementation.

Public health, nineteenth-century Factory Acts, urban growth and its effects, housing policy and New Towns.

Education: the nineteenth-century debate over funding, government intervention and the effects of Education Acts (1870, 1902, 1918 and 1944), the growth of elementary and secondary schools, the role of public schools.

The awareness of poverty and welfare needs, from laissez faire to state intervention, the policies and priorities of political parties, pressures for change, the meaning of the 'Welfare State'.

Note: Candidates are **not** expected to demonstrate a detailed understanding of the specification content but are expected to have a knowledge of the main developments and turning points relevant to the theme.

Resources List

See the e-Resources list on OCR's website www.ocr.org.uk (go to AS/A2 History's home page, click on the 'Publications and Materials' tab and you will find it under the sub-heading 'Teacher Support and Coursework Guidance').

The list contains relevant paperbacks currently in print and useful non-subscription websites.

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

This theme focuses on the development of democratic power in Britain over an extended period. Candidates should consider the reasons for, the nature and the extent of the changes to a democratic system and the consequences of these changes.

Content

The expansion of the franchise, changing electoral methods from patronage to secret ballot and party organisation, key elections.

The changing fortunes of the Conservative, Liberal, and Labour parties.

The roles of prime ministers, the House of Commons and the House of Lords.

Influences on change and continuity, the role of key groups (trade unions, religious groups and the mass media), social issues and political change (especially education and women).

Note: Candidates are **not** expected to demonstrate a detailed understanding of the specification content but are expected to have a knowledge of the main developments and turning points relevant to the theme.

Resources List

See the e-Resources list on OCR's website www.ocr.org.uk (go to AS/A2 History's home page, click on the 'Publications and Materials' tab and you will find it under the sub-heading 'Teacher Support and Coursework Guidance').

The list contains relevant paperbacks currently in print and useful non-subscription websites.

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

This theme focuses on the study of the growth of three new forms of mass communication: newspapers, radio and television. Candidates should consider the impact of these new forms of communication on society and government. With regard to society, the theme considers both the reasons why the new media became so popular and the consequences for popular culture. With regard to government the focus is on the ways in which governments have influenced and been influenced by the new media, especially in times of national crisis.

Content

The growth of the popular press: the industrialisation of the press, the rise of the 'press barons' (Northcliffe, Rothermere, Beaverbrook, Murdoch), the national press in the age of television.

The growth of radio and television broadcasting in the twentieth century: the establishment and growth of the BBC, the establishment and growth of commercial television, the nature of broadcasting in Britain and its impact on popular culture.

The changing balance between the three main roles of the popular press and radio and television in British society: information, education, entertainment, and the reasons for these changes, the growing influence of techniques and programmes from the USA.

The role of the press and broadcasting in times of national crisis: the First World War, the General Strike, the Second World War (including appeasement in the 1930s), the Suez and Falklands campaigns, the 'Troubles' in Northern Ireland.

Note: Candidates are **not** expected to demonstrate a detailed understanding of the specification content but are expected to have a knowledge of the main developments and turning points relevant to the theme.

Resources List

See the e-Resources list on OCR's website www.ocr.org.uk (go to AS/A2 History's home page, click on the 'Publications and Materials' tab and you will find it under the sub-heading 'Teacher Support and Coursework Guidance').

The list contains relevant paperbacks currently in print and useful non-subscription websites.

5.5.2.3 Europe 1792 - 1919

There are **two** Key Themes in this option.

Key Themes for Study and Examination:

- The Changing Nature of Warfare 1792-1918
- The Challenge of German Nationalism 1815-1919

Key Theme: The Changing Nature of Warfare 1792 - 1918

This theme focuses on the changing nature and methods of warfare during a period of significant change. The focus is on land warfare; candidates should be aware of developments in naval and air warfare only in the First World War, and then only insofar as they affected land warfare. Specific questions will **not** be set on naval and air warfare. Detailed knowledge of specific campaigns or foreign policy is also **not** required, except insofar as it is relevant to an understanding of the changing nature of warfare.

Candidates should draw their examples from the main wars of the period: the French Revolutionary and Napoleonic Wars, the Crimean War and Wars of Unification [the Franco-Austrian War 1859, the Austro-Prussian War 1866, the Franco-Prussian War 1870-71] and the First World War. Candidates may also choose to use the American Civil War.

Content

The impact of factors directly related to the conduct of war: generalship, quality of soldiers, developments in weapons, tactics and strategy.

The impact of technological change: industrialisation, developments in communication and transport.

Planning and preparation, the effectiveness of alliances during wars.

The relationship between relevant domestic factors and warfare: the organisation of the state for war, public opinion, conscription, resources.

Note: Candidates are **not** expected to demonstrate a detailed understanding of the specification content but are expected to have a knowledge of the main developments and turning points relevant to the theme.

Resources List

See the e-Resources list on OCR's website www.ocr.org.uk (go to AS/A2 History's home page, click on the 'Publications and Materials' tab and you will find it under the sub-heading 'Teacher Support and Coursework Guidance').

The list contains relevant paperbacks currently in print and useful non-subscription websites.

Key Theme: 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.

Content

The origins and growth of German nationalism from 1815 to the 1848 revolutions, different views, *Kleinsdeutsch v Grossdeutsch*.

Economic nationalism: the Zollverein, economic integration, effects of industrialisation (including the rise of socialism), arguments for free trade and protection.

Managing German nationalism: Metternich, Bismarck, William II.

Mass nationalism and its appeal in the nineteenth and early twentieth centuries, the *Kulturkampf*, Pan-Germanism, radical nationalism.

Note: Candidates are **not** expected to demonstrate a detailed understanding of the specification content but are expected to have a knowledge of the main developments and turning points relevant to the theme.

Resources List

See the e-Resources list on OCR's website www.ocr.org.uk (go to AS/A2 History's home page, click on the 'Publications and Materials' tab and you will find it under the sub-heading 'Teacher Support and Coursework Guidance').

The list contains relevant paperbacks currently in print and useful non-subscription websites.

5.5.2.4 Europe 1855 - 1956

There is **one** Key Theme for this option.

Key Theme for Study and Examination

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 established in that year. Candidates are expected 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.

Content

The development of tsarist autocracy to 1917, the impact of reforms and reactionary policies, the causes of the 1917 revolutions.

The growth of opposition: its extent and effectiveness both before and after 1917.

The development of a communist dictatorship from 1917: the reasons for the development of a totalitarian regime.

The impact of the dictatorial nature of government on the economy and society of the Russian empire and the USSR.

Note: Candidates are **not** expected to demonstrate a detailed understanding of the specification content but are expected to have a knowledge of the main developments and turning points relevant to the theme.

Resources List

See the e-Resources list on OCR's website www.ocr.org.uk (go to AS/A2 History's home page, click on the 'Publications and Materials' tab and you will find it under the sub-heading 'Teacher Support and Coursework Guidance').

The list contains relevant paperbacks currently in print and useful non-subscription websites.

5.5.2.5 America 1763 - 1980

There are **two** Key Themes in this option.

Key Themes for Study and Examination:

- The Struggle for the Constitution 1763-1877
- Civil Rights in the USA 1865-1980

Key Theme: The Struggle for the Constitution 1763 - 1877

This theme focuses on the development of the American Constitution and its impact on the political history of the USA from independence to the later nineteenth century, including its role as a contributing factor to the outbreak of civil war in 1861. Candidates should understand the factors which encouraged and discouraged change during this period.

Content

The nature and philosophy of the American constitution, the Declaration of Independence, the Philadelphia Convention, the Federal Constitution and the separation of powers.

The changing nature of American society during the period and the resulting need for amendments to the constitution.

Sectional conflicts during the period and the consequent strains on the constitution, the Missouri Compromise, the Compromise of 1850, secession and reconstruction.

The changing role of the presidency, the influence of individual presidents, the roles of political parties and groups.

Note: Candidates are **not** expected to demonstrate a detailed understanding of the specification content but are expected to have a knowledge of the main developments and turning points relevant to the theme.

Resources List

See the e-Resources list on OCR's website www.ocr.org.uk (go to AS/A2 History's home page, click on the 'Publications and Materials' tab and you will find it under the sub-heading 'Teacher Support and Coursework Guidance').

The list contains relevant paperbacks currently in print and useful non-subscription websites.

Key Theme: Civil Rights in the USA 1865 - 1980

This theme focuses on the development of American society, especially the struggle of citizens to gain equality before the law without regard to colour, ethnic origin or wealth. Candidates should understand the factors which encouraged and discouraged change during this period. Questions will **not** be set in immigration.

Content

The concept of 'civil rights' (in particular in relation to the American constitution), the interpretation of rights of social groups (eg. women's rights, gay rights, the churches) and political agencies such as states.

The organisation of labour, restrictions on unions, the 1920s and the effects of the Wall Street Crash, the New Deal, employment opportunities post-1945, Kennedy's 'New Frontier', Johnson's 'Great Society'.

Discrimination against African Americans post-emancipation, anti-rights movements (especially the Ku Klux Klan), the impact of the Second World War, the Civil Rights Movement to 1980.

Discrimination against other ethnic minorities (Hispanics, Native Americans, Asian Americans). the concept of the USA as a 'melting pot', the extent of change by 1980.

Note: Candidates are **not** expected to demonstrate a detailed understanding of the specification content but are expected to have a knowledge of the main developments and turning points relevant to the theme.

Resources List

See the e-Resources list on OCR's website www.ocr.org.uk (go to AS/A2 History's home page, click on the 'Publications and Materials' tab and you will find it under the sub-heading 'Teacher Support and Coursework Guidance').

The list contains relevant paperbacks currently in print and useful non-subscription websites.

5.6 Module 2592: Independent Investigation (Coursework)



C3.1a, C3.1b, C3.2, C3.3; N2.1, N2.2, N2.3; IT3.1, IT3.2, IT3.3.

WO3.1, WO3.2, WO3.3; LP3.1, LP3.2, LP3.3; PS3.1, PS3.2, PS3.3.

Module 2592 is an alternative to Module 2593.

5.6.1 Introduction

Each candidate undertakes an historical investigation of their own choice and presents their findings in an extended essay of around 2,500 words, excluding only the footnotes, bibliography and (if used) any statistical tables, diagrams and graphs. The maximum length must be 3000 words.

The module's specific aim is to give each candidate the opportunity to explore critically an historical problem of their own choice through a personal in-depth investigation. This is done either via one of the generic questions supplied each year by OCR or alternatively via a question devised by each candidate. This allows each candidate to pursue a particular area of enthusiasm in history and to apply to a general question their knowledge and understanding of selected problems of history, using appropriate historical evidence and assessing the significance of events, individuals, issues or societies in history.

The content of the investigation need **not** be linked to that of any other module which the candidate has studied. Any period of British (Welsh, Scottish, Irish, English), European or World History since 768 AD may be chosen.

Source material (primary and/or secondary) and/or historical interpretations **must** be interpreted and evaluated critically within the argument of the investigation – 42 of the 90 marks are allocated to this specific assessment objective (AO2). Equally 48 of the marks are allocated to AO1 so the need to build an analytical argument that addresses directly the question set is of great importance. Although giving the opportunity for historical investigation, the extended essay is **not** intended to require high-level research, specialist resources or access to specialist libraries.

Teachers and candidates are reminded that Module 2592 constitutes only 15% of the Advanced GCE and are advised to devote a similar period of study/preparation time to this module as to each of their other five modules.

All Module 2592 investigations are marked externally by OCR, using the published generic markscheme.

Guidance on coursework will be found in the Teacher Support Notes and in the report published after every Summer examination session.

5.6.2 Questions

Either:

Candidates each select one question from the list of 10 essay questions issued each year by OCR and apply it to the chosen period, country/countries, personality of their choice. The questions are published in advance and are always based on the following topics:

- The Arts and History
- Economic History
- The Individual in History
- Local History
- Military History
- Political History
- Religious History
- Science, Technology and History
- Social History
- World History

The topics and questions are the same as those available for Module 2593.

Alternatively:

Candidates may select an OCR-set question from a previous year.

Alternatively:

Candidates may propose their own question. Examples are given in the Teacher Support Notes and in the reports published after various summer examination sessions.

Advice on all questions, Board-set or candidate chosen: centres are encouraged to press each of their candidates to seek guidance from one of OCR's Assessors about the precise question each has in mind; the style of the Board-set questions does not have to be followed. All such submissions must be sent with an addressed envelope for their return to A Level History Coursework Forms, OCR, 1 Hills Road, Cambridge CB1 2EU **at the latest** by 31 January in the academic year the Independent Investigation is to be submitted – proposal forms are sent to centres each April and are available here in Appendix D as well as on the web at www.ocr.org.uk (on the History home page, under the 'Publications and Materials' tab and 'Forms' sub-heading).

Before a proposal form can be filled in properly, each candidate will need to have undertaken some preliminary reading on the topic they have in mind.

Whichever type of question is answered (Board-set or candidate devised), all candidates must bear in mind when selecting their topic the major weighting given to AO2 in this Unit (see page 6 in the specification for the definition of this assessment objective).

The Unit is premised on candidate choice so all the candidates from one centre may not all investigate the same question. If Board-set questions are used, the same single question may not be applied to the same individual or issue by the entire group of candidates.

5.6.3 **Guidance**

The assistance given to candidates in the preparation and pursuit of their investigation is a matter for professional judgement. However, it is expected that teachers will adopt the role of a supervisor and keep within the following guidelines:

- Teachers are expected to offer very substantial guidance to candidates about the purpose and requirements of Module 2592 and in the choice of a successful question. In centres where candidates are proposing their own questions, teachers are expected to offer extensive guidance in the selection of an appropriate and effective question before a proposal form is filled in. In centres where candidates will use Board-set questions, such extensive guidance is equally necessary because such questions have to be 'customised' by each candidate to a particular period/country/personality of his/her own choice;
- Teachers should offer on-going advice about methods of study, on the selection of reading and on the planning of candidates' time;
- Teachers should give on-going guidance to candidates on practical or conceptual problems encountered;
- Teachers should monitor progress throughout the investigation to ensure that candidates are proceeding satisfactorily.

In other words, regular oral discussion is not only permissible but desirable. OCR recommends each centre do all of this through a tutorial system.

On the other hand, it is essential that the investigation represents the outcome of candidates' own work so while teachers may read work in order to offer advice in tutorials, teachers **must not** mark either notes or drafts or the completed essay. Written feedback is **not** permitted.

5.6.4 **Submission**

The submitted investigation should preferably be typed or word-processed on A4 paper. Double spacing must be adopted. A font size of 11 or 12 is ideal. All pages must be numbered and fastened together with a staple, together with a cover sheet. Inclusion of the proposal form is a very good idea.

Submission in folders, files or plastics pockets is **not** necessary.

Investigations may **not** be submitted electronically by e-mail or on disk.

5.7 Module 2593: Independent Investigation (Open Book Examination)



C3.1a, C3.1b, C3.2; IT3.1, IT3.2, IT3.3.

WO3.1, WO3.2, WO3.3; LP3.1, LP3.2, LP3.3; PS3.1, PS3.2, PS3.3.

5.7.1 Introduction

This module is not a traditional examination. Candidates undertake a historical investigation of their own which is assessed by an extended essay, written up in an open book examination under controlled conditions. The questions are notified to centres a year ahead.

The module's specific aim is to give each candidate the opportunity to explore critically an historical problem of their choice through a personal in-depth investigation based on one of the generic questions supplied each year by OCR. This allows each candidate to pursue a particular area of enthusiasm in history and to apply to a general question their knowledge and understanding of selected problems of history, using appropriate historical evidence and assessing the significance of events, individuals, issues or societies in history.

The content of the extended essay need not be linked to that of any other module which the candidate has studied. Any period of British (Welsh, Scottish, Irish, English), European or World History since 768 AD may be chosen.

Source material (primary and/or secondary) and/or historical interpretations **must** be interpreted and evaluated critically within the argument of the investigation – 42 of the 90 marks are allocated to this specific assessment objective (AO2). Equally, 48% of the marks are allocated to AO1 so the need to build an analytical argument that addresses directly the question set is of great importance. Although giving the opportunity for historical investigation, the extended essay is **not** intended to require high-level research, specialist resources or access to specialist libraries.

Teachers and candidates are reminded that Module 2593 constitutes 15% of the Advanced GCE and are advised to devote a similar period of study/preparation time to this module as to each of their other five modules.

All Module 2593 essays are marked externally by OCR, using the published generic markscheme.

5.7.2 Questions

Each candidates must select **one** question from the **current** list of essay questions issued by OCR for the summer examination session in which the candidate will sit the open book exam. Each candidate must then apply the question picked to a period, country/countries, personality of their choice. The questions are published in advance and are always based on the following topics:

- The Arts and History
- Economic History
- The Individual in History
- Local History
- Military History
- Political History
- Religious History
- Science, Technology and History
- Social History
- World History

The questions are the same as those set for Unit 2592 and, like that Unit, all candidates are urged to seek advice from a senior OCR examiner via a Question Proposal Form – see Appendix D. Questions may **not** be modified.

The examination question allows candidates to explain the results of their investigations.

For guidance on applying Board-set questions, see the Teacher Support Notes and the reports published after each summer examination session.

5.7.3 Guidance

The assistance given to candidates in the preparation and pursuit of their investigation is a matter for professional judgement. However, it is expected that teachers will keep within the following guidelines:

- Teachers are expected to offer very substantial guidance to candidates about the purpose and requirements of Module 2593 and in the choice of a successful question before a proposal form is filled in. Extensive guidance is necessary because Board-set questions each have to be ‘customised’ by each candidate to a particular period/country/personality of his/her own choice;
- Teachers should offer on-going advice about methods of study, on the selection of reading and on the planning of candidates’ time;
- Teachers should give on-going guidance to candidates on practical or conceptual problems encountered;
- Teachers should monitor progress to ensure that candidates are proceeding satisfactorily;

In other words, regular oral discussion is not only permissible but desirable. OCR recommends each centre do all this through a tutorial system.

On the other hand, it is essential that the extended essay represents the outcome of candidates' own work so while teachers may read work in order to offer advice in tutorials, teachers **must not** comment on or mark either notes or drafts of the essay. Written feedback is **not** permitted.

5.7.4 The Open Book Examination

Candidates are allowed to use their notes and any books they wish in the examination and should take in with them a pre-prepared bibliography (to be handed in with the written essay). Centres are not required to police the materials taken by candidates into the exam room.

Candidates may pre-prepare the small number of sources (primary and secondary) they will quote from in the exam, take them into the exam (photocopied clearly or typed) and attach them to the exam answer booklet with a tag. When they wish to quote from them, candidates can then refer to them by cross-reference without wasting time copying them out. The provenance and date of each source must be clearly identified [see *Teacher Support and Coursework Guidance* for guidance on how to do this].

Candidates must not take a pre-prepared essay into the exam room and **must** write out their answer in an official exam answer book during the examination.

It is a very good idea to attach the proposal form to the script.

6 Further Information and Training for Teachers

To support teachers using these specifications, OCR makes the following materials and services available:

- e-resource lists of relevant books and websites. These are revised every year (available from the AS/A2 History section of OCR's website at www.ocr.org.uk) – see page 28;
- a full programme of In-Service Training (INSET) meetings held around the country each year. Led by senior examiners, syllabus and exam requirements are considered through discussion of scripts, question papers and mark schemes. Separate meetings are held for Medieval, Early Modern, Modern, and American History, and for teachers new to the specification;
- publication of past question papers and mark schemes after each examination session;
- examples of real scripts of differing qualities, complete with all comments by their examiners (available on CD ROM from OCR Publications from 2006);
- Teacher Support Notes (available from OCR Publications or from the AS/A2 History section of OCR's website at www.ocr.org.uk).
- free written advice on proposed Module 2592 and 2593 questions and strategies;
- a detailed written report on every examination, compiled by senior examining personnel after each examination session. These offer significant guidance on unit requirements and issues arising from question-types as well as feedback on individual questions (available on CD-ROM as well as a paper document). Every teacher needs to read the report after every exam series (January and June);
- a biannual AS/A2 History Newsletter (sent to every centre with entries that year and available from the AS/A2 History section of OCR's website at www.ocr.org.uk);
- an e-community enabling History teachers to share ideas, information and teaching strategies for individual parts of the specification. To join this self-help fellowship, go to <http://community.ocr.org.uk/lists/listinfo/history-a>

If you would like further information about the specification, please contact OCR.


Appendix A

Key Skills

These specifications provide opportunities for the development of the Key Skills of *Communication, Information Technology, Working With Others, Improving Own Learning and Performance* and *Problem Solving* as required by QCA's subject criteria for History.

Through classwork, coursework and preparation for external assessment, candidates may produce evidence for Key Skills at Level 3. However, the extent to which this evidence fulfils the requirements of the QCA Key Skills specifications at this level will be dependent on the style of teaching and learning adopted for each module. In some cases, the work produced may meet the evidence requirements of the Key Skills specifications at a higher or lower level.

Although the subject criteria do not require the inclusion of *Application of Number*, opportunities for the development of this Key Skill at Level 2 are also included.

Throughout Section 5 the symbol  is used in the margin to highlight where Key Skills development opportunities are signposted. The following abbreviations are used to represent the above Key Skills:

C = Communication

N = Application of Number

IT = Information Technology

WO = Working with Others

LP = Improving Own Learning and Performance

PS = Problem Solving

These abbreviations are taken from the Key Skills specifications (QCA, 2000). References in Section 5 and Appendix A, for example **IT3.1**, show the Key Skill (IT), the level (3) and subsection (1).

Centres are encouraged to consider the OCR Key Skills scheme to provide certification for their candidates.

Detailed opportunities for generating Key Skills evidence through this specification are posted on the OCR website, www.ocr.org.uk

Key Skills Coverage

For each module, the following matrix indicates those Key Skills for which opportunities exist for at least some coverage of the relevant Key Skills specification.

Module	Communication	Application of number	IT	Working with Others	Learning Performance	Problem Solving
	Level 3	Level 2	Level 3	Level 3	Level 3	Level 3
2580-2582	✓	✓	✓	✓	✓	
2583/2584	✓	✓	✓	✓	✓	✓
2585/2586	✓	✓	✓	✓	✓	✓
2587-2589	✓	✓	✓	✓	✓	✓
2590/2591	✓		✓	✓	✓	✓
2592	✓	✓	✓	✓	✓	✓
2593	✓	✓	✓	✓	✓	✓

Appendix B

Possible Routes Through the Specification

AS

All candidates will study English History in one of Modules 2583 or 2584 and either European or American History in one of Modules 2585 or 2586.

A2

All candidates must enter for Historical Investigations in one of Units 2587-2589, a Thematic Study in Unit 2590 or 2591 and either an extended essay assessed as coursework in Unit 2592 or via an Open Book examination in Unit 2593.

Possible routes:

- Primarily English History;
- Primarily European History;
- Primarily American History;
- Mixed English History and European History;
- Mixed English History and American History;
- English History and American History and European History.

The specifications are designed to allow for the progressive study of cohesive periods and problems. It is not compulsory to study adjacent AS and A2 periods but, for centres wishing to do so, there are possible links between AS periods and between A2 periods and there is an AS period linked chronologically to each A2 period of study. Alternatively, candidates may select different periods of study, for example sixteenth century English history and nineteenth century European history.

Teachers are also able to construct routes which allow a concentration on the history of individual countries such as France, Germany, Ireland and Russia.

The routes below are given as examples of how options in modules may be combined.

Medieval Route

AS

Module 2580	Option 1	The Normans in England 1066 - 87
Module 2583	Option 3	England 1042 - 1100
Module 2585	Option 1	Europe 1046 – 1250

A2

Module 2587	Option 1	King John
Module 2590	Option 1	England 1066 – 1228 (two themes are available)
Module 2592		based on a study of English History.

Early Modern Route - mostly English History**AS**

Module 2581	Option 2	Mid-Tudor Crises 1540 - 58
Module 2583	Option 1	England 1509 - 58
Module 2585	Option 1	Europe 1498 - 1560

A2

Module 2588	Option 2	Elizabeth I
Module 2590	Option 1	England 1485-1603 (Rebellion and Disorder in England 1485-1603 or England's Changing Relations with Foreign Powers 1485-1603)
Module 2593		based on a study of English History.

Early Modern Route - mostly European History**AS**

Module 2581	Option 2	The German Reformation 1517 - 30
Module 2583	Option 1	England 1509 - 58
Module 2585	Option 1	Europe 1498 - 1560

A2

Module 2588	Option 2	Philip II
Module 2590	Option 1	Europe 1498 - 1610 (The Development of the Nation State: France 1498 - 1610 or The Catholic Reformation in the Sixteenth Century)
Module 2592		based on a study of European History.

Nineteenth Century Route - mostly English History

AS

Module 2582	Option 2	The Condition of England 1832 - 53
Module 2584	Option 2	Britain 1846 - 1906
Module 2586	Option 2	Europe 1825 - 90

A2

Module 2589	Option 3	Gladstone and Disraeli 1846 - 80
Module 2591	Option 2	Britain 1798 - 1921 (Ireland 1798 - 1921 or War and Society in Britain 1793 - 1918)
Module 2593		based on a study of English History.

Nineteenth Century Route - mostly European History

AS

Module 2582	Option 3	Italian Unification 1848 - 70
Module 2584	Option 2	England 1846 - 1906
Module 2586	Option 2	Europe 1825 - 90

A2

Module 2589	Option 3	Bismarck and the Unification of Germany 1858 - 71
Module 2591	Option 2	Europe 1814 - 1919 (The Changing Nature of Warfare 1792 - 1918 or The Challenge of German Nationalism 1815 - 1919)
Module 2592		based on a study of European History.

Twentieth Century Route - mostly European History

AS

Module 2582	Option 3	Nazi Germany 1933 - 45
Module 2584	Option 2	Britain 1899 - 1964
Module 2586	Option 2	Europe and the World 1919 – 89

A2

Module 2589	Option 3	Lenin and the Establishment of Bolshevik Power 1903 - 24
Module 2591	Option 2	Europe 1855 - 1956 (Russian Dictatorship 1855 - 1956)
Module 2592		based on a study of European History.

Mostly American History Route**AS**

Module 2582	Option 3	The Origins of the American Civil War 1848 - 61
Module 2584	Option 2	Britain 1846 - 1906
Module 2586	Option 2	America 1846 - 1919

A2

Module 2589	Option 3	Roosevelt's America 1920 - 41
Module 2591	Option 2	America 1763 - 1980 (The Struggle for the Constitution 1763 - 1877 or Civil Rights in the USA 1865 - 1980) or Europe 1792-1918 (the Changing Nature of Warfare 1792-1918 which allows for the inclusion of the American Civil War).
Module 2592		based on a study of American History.

Mixed Period Route: Early Modern English History and Nineteenth Century European History**AS**

Module 2581	Option 2	The English Civil War 1637 - 49
Module 2583	Option 1	England 1603 - 60
Module 2586	Option 2	Europe 1825 - 90

A2

Module 2589	Option 3	Bismarck and the Unification of Germany 1858 - 71
Module 2590	Option 1	England 1558 - 1689 (The Development of Limited Monarchy in England 1558 - 1689 or Dissent and Conformity in England 1558 - 1689)
Module 2593		based on a study of English or European History.

Appendix C

Option Entry Sub-Codes (with effect from the summer 2006 exams)

Starting with the summer 2006 exams, sub-codes will be used for entries for all candidates sitting A2 Units 2588, 2589, 2590, 2591 and 2592. For units 2580-2587 and 2593, the unit number alone will remain the entry code.

Unit 2588

Philip II	2588A
Elizabeth I	2588B
Oliver Cromwell	2588C
Peter the Great	2588D

Unit 2589

Napoleon I	2589A
Gladstone & Disraeli	2589B
Bismarck & the Unification of Germany	2589C
Roosevelt's America	2589D
Lenin & the Establishment of Bolshevik Power	2589E
Chamberlain & Anglo-German Relations	2589F
Stalin & the Development of the Cold War in Europe	2589G

Unit 2590

England 1066-1228 (both themes)	2590A
all other options	2590B

Unit 2591

all English & European options 2591A

America 1763-1980 (both themes) 2591B

Unit 2592

any Investigation falling wholly or primarily within the period 768-1450 2592A

any Investigation falling wholly or primarily within the period 1450-1740 2592B

any Investigation falling wholly or primarily within the period 1740 to the present 2592C

Aggregation

Aggregation entry codes for AS (3835) and A Level (7835) History remain unaltered.

Appendix D

Coursework Forms (Modules 2592-2593)

Coursework Cover Sheet (Unit 2592): One of these forms must be completed for each candidate and attached to the work before it is sent to the Examiner.

Unit 2592 is externally-marked coursework. Examiner address labels and an attendance register will be sent to centres in April each year. The deadline for submission each year is always 15 May.

Question proposal form (Units 2592 and 2593): Candidates may seek free advice on their proposed question (Board-set or of their own devising) from an Assessor (a senior OCR examiner) via a Question Proposal Form.

Submission of a Question Proposal Form is optional, but is strongly encouraged.

On the Question Proposal Form, candidates should:

- give the proposed question for their Independent Investigation;
- indicate the major source material (primary and/or secondary) and/or the interpretation(s) to be evaluated in order to answer their chosen question and meet the weighting to AO2.

Forms cannot be filled in effectively until a candidate understands the broad outlines of the topic that interests them and some of the issues/problems associated with it. Preliminary reading is essential before submission of a form.

Questions are neither approved nor rejected. An OCR Assessor acts as a friendly critic and the degree of assistance that he/she can offer depends on the care with which a proposal form is prepared and filled in.

Completed forms and an addressed envelope for their return must be sent **by 31 January in the year the Independent Investigation is to be submitted for examination** to A Level History Coursework Forms, OCR, 1 Hills Road, Cambridge CB1 2EU. Any sent in after that date will be returned without comments.

Centres should allow a period of up to six weeks between submission of a Question Proposal Form and its return. Centres are advised to keep copies of Question Proposal Forms submitted; OCR does not retain copies.

Where a Question Proposal Form has been used, it should be attached to the completed Independent Investigation or open book exam script when sent to the Examiner.

HISTORY (Advanced GCE)

**UNIT 2592: Independent Investigation
Coursework Cover Sheet**



Exam: Summer 200__

Centre number					
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Candidate name				Candidate number			
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Question:

Exact number of words used (excluding <u>only</u> the footnotes and the bibliography, both of which are compulsory)	
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The maximum permitted is 3000 words, beyond which an examiner will not read.

Authentication by the teacher/lecturer/tutor

I declare that, to the best of my knowledge, the work submitted is that of the candidate concerned.

No research notes or Investigation drafts have been marked.

I have attached details of any assistance given beyond that which is acceptable under the scheme of assessment.

Signature _____ Date _____

<u>for examiner use only:</u>
Band:
Mark:
Initials:

PTO

INSTRUCTIONS FOR COMPLETION OF THIS FORM

- 1 Please use one form for each candidate.
- 2 Please ensure that all parts are completed (except the shaded box) and that the authentication declaration is signed.
- 3 Candidates should attach their Question Proposal Form [GCW088] to their completed Investigation if they received advice from an OCR Assessor.

Thank you.

REMINDERS

- Attention is drawn to AO2 and its requirement for critical evaluation of source material. Guidance on preparing an Investigation is provided in Teacher Support and Coursework Guidance. A copy has been sent to centres and it may be downloaded from www.ocr.org.uk under AS/A2 History (under the 'Publications & Materials' tab).
- Every Investigation must have both a bibliography and footnotes acknowledging the source for every quotation. To use the words of another without acknowledgement is plagiarism. Plagiarism is automatically referred to OCR's Regulations Committee.
- Investigation should have wide margins and be double spaced. 12-point font is ideal.
- The maximum length permitted is 3000 words. All quotations count towards that total; the footnotes & bibliography alone are exempt. Where an Investigation exceeds 3000 words (including text put in footnotes that pushes the word count beyond 3000 words), the examiner stops reading at 3000 words. Any excess will not be marked. False declarations of word length are automatically referred to OCR's Regulations Committee.
- Investigations should be secured by a staple in one corner. Loose sheets are not acceptable. Neither are separate plastic pockets for each page. A folder or file is unnecessary.

Teachers may not mark any research notes or Investigation drafts.

An Independent Investigation must be exactly that - the work of the candidate submitting it.

HISTORY (Advanced GCE)
Unit 2592 or 2593: Independent Investigation (coursework)
Please ring 2592 or 2593, as appropriate.



Question Proposal Form (for completion by a candidate)

Exam: Summer 200__	Candidate first name & surname
Centre number	

If this is a re-submission, please attach your previous form showing the Assessor's comments.

My proposed question
Research Plan –what further questions will help me to focus my research?
Essay Plan – how can I structure the essay to answer my question?
Core sources (primary &/or secondary) I will evaluate to answer my question
<p><i>You cannot complete this form successfully until you have undertaken some reading & thus already have some understanding of both the subject and the available sources.</i></p>

Unless you complete all boxes on this page, your proposal cannot be judged effectively.

SPACE FOR OCR ASSESSOR'S COMMENTS

INSTRUCTIONS FOR COMPLETION OF THIS FORM

- 1 Each candidate selects his/her own question, guided by his/her teacher. The same question may **not** be used by every candidate within one centre.
- 2 Please send all forms to: A Level History Coursework Forms, OCR, 1 Hills Road, Cambridge, CB1 2EU with an addressed envelope for their return. Forms will **not** be accepted after 31 January.

REMINDERS

Proposal Forms

- Use of forms is optional, but strongly encouraged. Questions are neither approved nor rejected. Assessors are experienced examiners acting as friendly critics offering free advice.
- Allow up to 6 weeks for return of forms (especially in May-July when Assessors are busy marking).
- Attach this form to your Investigation when it is sent to the examiner for 15 May.

Investigations

- Structure your Investigation as an argument built around critical evaluation of sources &/or a debate. Critical evaluation requires more than just quoting sources & mentioning historians' names.
- Your Investigation may not study anything before 768AD.
- For guidance on preparing an Investigation, see *Teacher Support & Coursework Guidance* (single volume revised edition, 2005): www.ocr.org.uk under AS/A Level History ['Publications & Materials' tab].
- Unit 2592: aim to write c.2500 words. Everything counts except your footnotes & bibliography. Examiners stop reading at 3000 words; any excess will **not** be marked.
- Unit 2592: please use wide margins and double spacing; 12-point font is ideal.

**Your teacher is not allowed to mark your notes or any drafts of your Investigation.
An Independent Investigation must be exactly that – the work of you, the candidate.**