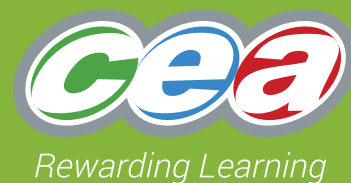


GCE



# CCEA GCE Specification in History

For first teaching from September 2016  
For first award of AS level in Summer 2017  
For first award of A level in Summer 2018  
Subject Code: 4010





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# 1 Introduction

This specification sets out the content and assessment details for our Advanced Subsidiary (AS) and Advanced GCE courses in History. First teaching is from September 2016.

Students can take:

- the AS course as a final qualification; or
- the AS units plus the A2 units for a full GCE A level qualification.

We assess the AS units at a standard appropriate for students who have completed the first part of the full course. A2 units have an element of synoptic assessment (to assess students' understanding of the subject as a whole), as well as more emphasis on assessment objectives that reflect higher order thinking skills.

The full Advanced GCE award is based on students' marks from the AS (40 percent) and the A2 (60 percent). The guided learning hours for this specification, as for all GCEs, are:

- 180 hours for the Advanced Subsidiary level award; and
- 360 hours for the Advanced level award.

We will make the first AS awards for the specification in 2017 and the first A level awards in 2018. The specification builds on the broad objectives of the Northern Ireland Curriculum.

If there are any major changes to this specification, we will notify centres in writing. The online version of the specification will always be the most up to date; to view and download this please go to [www.ccea.org.uk](http://www.ccea.org.uk)

## **1.1 Aims**

This specification aims to encourage students to:

- develop their interest in and enthusiasm for history;
- draw together different areas of knowledge, skills and understanding;
- organise and communicate their knowledge and understanding in different ways, presenting coherent arguments and making substantiated judgements;
- acquire the ability to ask relevant and significant questions about the past, carry out research and evaluate conclusions;
- gain an understanding of the different ways in which aspects of the past have been interpreted;
- develop higher order thinking skills, such as creative thinking and problem-solving;
- develop advanced study skills that help them prepare for third level education;
- provide extended responses and evidence of quality of written communication; and
- demonstrate through external assessments that they understand and can apply key historical terms, concepts and skills.

## **1.2 Key features**

The following are important features of this specification.

- It allows students to develop their subject knowledge, understanding and skills.
- It gives students a wide degree of choice as each unit has between four and six different options.
- It allows students to follow a broad, coherent course of study, providing opportunities to study the sixteenth, seventeenth, nineteenth and twentieth centuries.
- It ensures that the programme of study includes at least 40 percent of either English or Irish history.
- Assessment at A2 includes more question types, more evaluative questions, extended writing and synoptic assessment that encourages students to develop their understanding of the subject as a whole.
- It gives students a sound basis for progression to higher education.
- A range of support is available, including specimen assessment materials, exemplar schemes of work, a booklet containing guidance on examination technique and teacher guidance.

## **1.3 Prior attainment**

Students do not need to have reached a particular level of attainment before beginning to study this specification. However, the specification builds on some of the knowledge, understanding and skills developed in GCSE History.

## **1.4 Classification codes and subject combinations**

Every specification has a national classification code that indicates its subject area. The classification code for this qualification is 4010.

Please note that if a student takes two qualifications with the same classification code, universities and colleges to which they apply may take the view that they have achieved only one of the two GCEs. The same may occur with any two GCE qualifications that have a significant overlap in content, even if the classification codes are different. Because of this, students who have any doubts about their subject combinations should check with the universities and colleges that they would like to attend before beginning their studies.

## 2 Specification at a Glance

The table below summarises the structure of the AS and A level courses:

Content	Assessment	Weightings
<b>AS 1: Historical Investigations and Interpretations</b>	External written examination  1 hour 30 mins  Students answer a short response question and a two-part source question.	50% of AS  20% of A level
<b>AS 2: Historical Conflict and Change</b>	External written examination  1 hour 30 mins  Students answer two questions from a choice of three. Each question has two parts, a short response and an extended essay.	50% of AS  20% of A level
<b>A2 1: Change Over Time</b>	External written examination  1 hour  Students answer a synoptic essay question.	20% of A level
<b>A2 2: Historical Investigations and Interpretations</b>	External written examination  2 hours 30 mins  Students answer three questions; two are source based and one is an extended essay.	40% of A level



### 3 Subject Content

We have divided this course into four units: two units at AS level and two units at A2. This section sets out the content and elaboration for each unit. Students choose one option from each of the four units.

Students who choose Unit AS 2 Option 3: Ireland 1823–67 must **not** choose Unit A2 1 Option 2: Ireland Under the Union 1800–1900.

#### Summary of available options

##### Unit AS 1 Historical Investigations and Interpretations

- Option 1: England 1509–58
- Option 2: England 1603–49
- Option 3: Britain in the Age of Reform 1830–80
- Option 4: Italy and Germany 1815–71
- Option 5: Germany 1919–45

##### Unit AS 2 Historical Conflict and Change

- Option 1: Spain and Europe 1556–98
- Option 2: The Ascendancy of France in Europe 1660–1714
- Option 3: Ireland 1823–67
- Option 4: France 1815–70
- Option 5: Russia 1914–41
- Option 6: Italy's Quest for Great Power Status 1871–1943

##### Unit A2 1 Change Over Time

- Option 1: Crown and Parliament in England 1625–1714
- Option 2: Ireland Under the Union 1800–1900
- Option 3: The Causes and Consequences of Great Power Conflict 1848–1945
- Option 4: The American Presidency 1901–2000
- Option 5: Clash of Ideologies in Europe 1900–2000

##### Unit A2 2 Historical Investigations and Interpretations

- Option 1: England 1558–1603
- Option 2: Ireland 1685–1714
- Option 3: Ireland 1778–1803
- Option 4: Partition of Ireland 1900–25

### 3.1 Unit AS 1: Historical Investigations and Interpretations

#### AS 1 Option 1: England 1509–58

In this option, students focus on the rule of English monarchs between 1509 and 1558, including the rule of Henry VIII. Students focus on the problems caused by the King’s attempts to divorce Catherine of Aragon, which in turn leads to the break with Rome and the beginning of the English Reformation. Students examine further religious reforms in the reigns of Edward VI and Mary I, evaluating the impact of religious change on government and society. They also assess the changing face of government during this period, as well as economic and social problems.

Assessment for this option consists of a written examination that includes short response questions, source work and a source-based question on interpretations. For more details, see Section 6.

The following Assessment Objectives are generic and set out the skills students develop in this unit using the content in the table below.

#### AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

#### AO2

Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

#### AO3

Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

Content	Elaboration of Content
<p><b>Religious belief and practice in England on the eve of the Reformation</b></p>	<ul style="list-style-type: none"> <li>• The organisation, governance, doctrine and practices of the Catholic Church in England, its connection with the State and impact on society</li> <li>• Criticism of the Church expressed in anti-clericalism and anti-papalism, the growth of religious reformers and the impact of Lutheranism in England</li> <li>• Support for the Church as expressed in wills, literature and visitations</li> </ul>

Content	Elaboration of Content
<p><b>Henry VIII and the divorce</b></p> <p><b>The English Reformation</b></p> <p><b>Political developments 1547–58</b></p> <p><b>Religious developments 1547–58</b></p>	<ul style="list-style-type: none"> <li>• Henry VIII’s marriage to Catherine of Aragon and the reasons for the divorce</li> <li>• The attempts to gain a divorce and the role played by the Pope, Charles V, Catherine of Aragon, Anne Boleyn, Thomas Wolsey, Thomas Cromwell and Thomas Cranmer</li> <li>• The role played by the Reformation Parliament and its policies, the continuity and change in religion in the 1530s and 1540s</li> <li>• Opposition to religious change, including the Holy Maid of Kent, Observant Franciscans, Carthusians, John Fisher and Thomas More</li> <li>• The causes of the dissolution of the monasteries</li> <li>• The causes of the Pilgrimage of Grace, its results and significance</li> <li>• The development of government under Somerset and Northumberland</li> <li>• The development of government under Mary I</li> <li>• The problems caused by a female monarch following a minor King</li> <li>• The causes of the Many Headed Monster Rebellions, their results and significance</li> <li>• The causes of the Succession Crisis, its results and significance</li> <li>• The causes of the Wyatt Rebellion, its results and significance</li> <li>• The Edwardian religious reforms introduced by Somerset and Northumberland 1547–53</li> <li>• The measures taken to restore Roman Catholicism in England under Mary I</li> </ul>

<b>Content</b>	<b>Elaboration of Content</b>
<p><b>Religious developments 1547–58 (cont.)</b></p> <p><b>Economic and social problems of the period</b></p>	<ul style="list-style-type: none"> <li>• The extent and consequences of the Marian persecutions and the extent of popular support for the return to Roman Catholicism</li> <li>• The economic and social effects of the dissolution of the monasteries</li> <li>• The economic and social policies of Somerset, Northumberland and Mary I</li> <li>• The problems of enclosure, debasement, inflation, bad harvests, disease and changing trade patterns</li> </ul>

## AS 1 Option 2: England 1603–49

In this option, students focus on the reigns of James I and Charles I. This period of English history witnessed enormous political, economic and social changes, which erupted in Civil War in 1642. Students investigate the origins of this conflict by analysing the problems faced by James I and Charles I and by evaluating the impact of their financial, foreign and religious policies. Students also study the reasons for Parliament’s victory in the Civil War and the political revolution that followed it.

Assessment for this option consists of a written examination that includes short response questions, source work and a source-based question on interpretations. For more details, see Section 6.

The following Assessment Objectives are generic and set out the skills students develop in this unit using the content in the table below.

### AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

### AO2

Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

### AO3

Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

Content	Elaboration of Content
<p><b>James I 1603–25</b></p>	<ul style="list-style-type: none"> <li>• James I’s Elizabethan inheritance</li> <li>• James I’s religious policies, their success and impact on the Church of England, Puritans and Catholics</li> <li>• James I’s financial problems, his financial policies and their degree of success</li> <li>• James I’s foreign policy, including his aims, policies towards Spain, the Netherlands, France and the Holy Roman Empire, the success of these policies and his response to the Thirty Years’ War</li> </ul>

Content	Elaboration of Content
<p><b>James I 1603–25 (cont.)</b></p> <p><b>Charles I 1625–40</b></p> <p><b>Civil War 1642–46</b></p> <p><b>Revolution 1646–49</b></p>	<ul style="list-style-type: none"> <li>• The impact of royal favourites, such as the Earl of Somerset and the Duke of Buckingham, on political life</li> <li>• The reasons for the unpopularity of royal favourites</li> <li>• Charles I's financial, religious and foreign policies 1625–29 and their impact on domestic politics</li> <li>• The impact of the Duke of Buckingham 1625–29</li> <li>• The reasons why Charles I decided to rule without Parliament in 1629</li> <li>• The policies of Charles I during the Personal Rule 1629–40 and the extent to which they provoked opposition: financial reforms, religious reforms</li> <li>• Changes to court culture 1625–40</li> <li>• The impact in England of Charles I's policies in Scotland and Ireland</li> <li>• The key battles of the English Civil War</li> <li>• The reasons for the parliamentary victory in the Civil War, including assets held by Parliament, the mobilisation of financial and economic resources, the strengths of political and military leadership, the alliance with Scotland and the creation of the New Model Army</li> <li>• The weaknesses of the royalist war effort</li> <li>• The search for a settlement with Charles I 1646–49 and the reasons for its failure</li> <li>• The impact of political and religious radicalism: its origins during the Civil War, the social and political ideas and impact of the Levellers after 1646 and the extent of radicalism 1646–49</li> <li>• The reasons why Charles I was executed in 1649, including the failure of Parliament, the politicisation of the army and its intervention in the political process, the role of Charles I in refusing to engage in meaningful negotiations and the Second Civil War</li> </ul>

<b>Content</b>	<b>Elaboration of Content</b>
<b>Revolution 1646–49 (cont.)</b>	<ul style="list-style-type: none"><li>• The political consequences of the decision to try and execute Charles I: the abolition of the House of Lords, the abolition of monarchy and the establishment of a Commonwealth</li></ul>

## AS 1 Option 3: Britain in the Age of Reform 1830–80

In this option, students focus on a period of significant political, economic and social reform in Britain between 1830 and 1880. Students chart the emergence of the modern Conservative and Liberal parties and analyse the part played in that process by the great political figures of the age: Peel, Disraeli and Gladstone. The core theme of this option is reform, highlighted by the Reform Acts of 1832 and 1867, which set Britain on the road to full democracy. Students also examine the rise of the Chartist movement and the Anti-Corn Law League, as well as the reasons for their contrasting fortunes.

Assessment for this option consists of a written examination that includes short response questions, source work and a source-based question on interpretations. For more details, see Section 6.

The following Assessment Objectives are generic and set out the skills students develop in this unit using the content in the table below.

### AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

### AO2

Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

### AO3

Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

Content	Elaboration of Content
<p><b>The Reform Crisis and the Parliamentary Reform Act 1830–32</b></p>	<ul style="list-style-type: none"> <li>• Support for and opposition to parliamentary reform</li> <li>• The circumstances and context of the passing of the Parliamentary Reform Bill</li> <li>• The terms of the Parliamentary Reform Act and its consequences for British politics</li> </ul>
<p><b>The Whig Reforms under Grey and Melbourne 1833–40</b></p>	<ul style="list-style-type: none"> <li>• The economic and social reforms passed by the Whig governments of the 1830s</li> <li>• The impact of the Whigs' political, economic and social reforms</li> </ul>



Content	Elaboration of Content
<p><b>The Whig Reforms under Grey and Melbourne 1833–40 (cont.)</b></p>	<ul style="list-style-type: none"> <li>• The role of the Utilitarians and Evangelicals in shaping the reform movement</li> </ul>
<p><b>The Chartists and the Anti-Corn Law League 1838–48</b></p>	<ul style="list-style-type: none"> <li>• The reasons for the rise of the Chartist movement</li> <li>• The aims of the Chartists, the methods they employed and the reasons for their failure</li> <li>• The People’s Charter and the role of Lovett and O’Connor in the development and division of the Chartist movement</li> <li>• The aims of the Anti-Corn Law League and the methods it employed</li> <li>• The reasons for the success of the Anti-Corn Law League</li> </ul>
<p><b>Robert Peel and the creation of the modern Conservative Party 1833–46</b></p>	<ul style="list-style-type: none"> <li>• The significance of the Tamworth Manifesto</li> <li>• How Peel transformed the old Tory Party into the new Conservative Party in the 1830s</li> <li>• The reform programme introduced by Peel’s government 1841–46</li> <li>• How and why the repeal of the Corn Laws in 1846 split the Conservative Party and destroyed Peel’s political career</li> </ul>
<p><b>Benjamin Disraeli and ‘Tory Democracy’ 1846–80</b></p>	<ul style="list-style-type: none"> <li>• The role of Disraeli in reshaping Conservatism and reviving the Conservative Party</li> <li>• The significance of the Second Reform Act of 1867</li> <li>• The reforms passed by Disraeli’s government of 1874–80</li> </ul>
<p><b>William Gladstone and the creation of the Liberal Party 1849–80</b></p>	<ul style="list-style-type: none"> <li>• Gladstone’s political journey from Peelite Conservative to Liberal</li> <li>• The reforms passed by Gladstone’s government of 1868–74</li> <li>• The leadership style and political philosophy of Gladstone and Disraeli</li> </ul>

## AS 1 Option 4: Italy and Germany 1815–71

In this option, students focus on the unification of Italy and Germany between 1815 and 1871. Students analyse the growth of liberalism, nationalism and cultural movements in the period 1815–48, concentrating, in particular, on the causes and reasons for the failure of the revolutions that broke out in Italy and Germany in 1848. The main focus is on the unification process in both countries, students examine the contribution of individuals such as Bismarck and Cavour, economic developments and the favourable international situation.

Assessment for this option consists of a written examination that includes short response questions, source work and a source-based question on interpretations. For more details, see Section 6.

The following Assessment Objectives are generic and set out the skills students develop in this unit using the content in the table below.

### AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

### AO2

Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

### AO3

Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

Content	Elaboration of Content
<p><b>Germany 1815–48</b></p>	<ul style="list-style-type: none"> <li>• German liberal and nationalist ideas, and cultural movements</li> <li>• Economic developments in the German states</li> <li>• The causes of the 1848 revolutions in Germany and the participants' aims</li> <li>• The Frankfurt Parliament and the reasons for its failure</li> </ul>
<p><b>German unification 1849–71</b></p>	<ul style="list-style-type: none"> <li>• The changing balance of power between Austria and Prussia 1849–59, including political developments and Prussia's growing economic prosperity</li> </ul>

Content	Elaboration of Content
<p><b>German unification 1849–71 (cont.)</b></p>	<ul style="list-style-type: none"> <li>• Prussia’s growing military strength, including army reform, the Constitutional Crisis and the importance of Roon and Moltke</li> <li>• The Austro-Prussian Conflict, including the Schleswig-Holstein Affair and its significance for unification, the causes and outcome of the Austro-Prussian War, the reasons for Prussia’s success and its importance for German unification</li> <li>• Bismarck’s attitude to unification and his role in achieving it</li> <li>• The Southern German states’ attitude to unification and Bismarck’s relations with them</li> <li>• The causes of the Franco-Prussian War, the reasons for Prussia’s success and its consequences for German unification</li> <li>• The favourable international climate for German unification</li> <li>• The relative importance of the various factors that contributed to German unification</li> </ul>
<p><b>Italy 1815–48</b></p>	<ul style="list-style-type: none"> <li>• Italian liberal and nationalist ideas, and cultural movements</li> <li>• The ideas of Mazzini for a unified Italy and the roles of Pope Pius IX and Charles Albert</li> <li>• The causes of the 1848 revolutions in Italy, the aims of the participants and reasons for their failure</li> </ul>
<p><b>Italian unification 1849–70</b></p>	<ul style="list-style-type: none"> <li>• Piedmont’s economic strength and the causes and consequences of its expansion in Northern Italy 1848–60</li> <li>• Cavour’s motives and his role in Italian unification, including domestic reforms in Piedmont, meeting with Napoleon III at Plombières, the war in Northern Italy in 1859 and its consequences</li> </ul>

Content	Elaboration of Content
<p><b>Italian unification 1849–70 (cont.)</b></p>	<ul style="list-style-type: none"> <li>• The role of Garibaldi in achieving Italian unification: his expedition to Southern Italy and its consequences for unification</li> <li>• The relationship between Cavour and Garibaldi</li> <li>• The annexation of the Papal States and the consequences for Italian unification</li> <li>• The relative importance of the various factors that contributed to Italian unification</li> </ul>

## AS 1 Option 5: Germany 1919–45

In this option, students examine the history of Germany between 1919 and 1945. In the first section, students focus on the Weimar Republic from 1919 to 1929. In the second section, students analyse the decline of the Weimar Republic and the rise of Hitler and the Nazi Party from 1929 to 1933. In the third section, students examine political, economic and social developments in Nazi Germany up to 1939. In the fourth section, students focus on the political, economic and social consequences of the war on Nazi Germany and the occupied territories in Eastern Europe by 1945.

Assessment for this option consists of a written examination that includes short response questions, source work and a source-based question on interpretations. For more details, see Section 6.

The following Assessment Objectives are generic and set out the skills students develop in this unit using the content in the table below.

### AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

### AO2

Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

### AO3

Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

Content	Elaboration of Content
<p><b>The Weimar Republic 1919–29</b></p>	<ul style="list-style-type: none"> <li>• The National Constituent Assembly, the Weimar Constitution and the main terms of the Treaty of Versailles</li> <li>• The political threats to the Weimar Republic from left and right 1919–23</li> <li>• The reasons for the economic instability of the Weimar Republic 1919–23</li> <li>• The strengths and weaknesses of the economy 1924–29 and the extent of economic recovery</li> </ul>

Content	Elaboration of Content
<p><b>The Weimar Republic 1919–29 (cont.)</b></p> <p><b>The decline of the Weimar Republic 1929–33 and the rise of the Nazis</b></p> <p><b>Developments in Nazi Germany 1933–39</b></p>	<ul style="list-style-type: none"> <li>• The development of the Nazi Party 1923–29, including the Munich Beer Hall Putsch, the significance of the Bamberg Nazi Party conference, the creation of the national party structure and the contributions of Strasser and Goebbels</li> <li>• The economic and political impact of the Wall Street Crash on the Weimar Republic 1929–33</li> <li>• The decline of parliamentary government and the rise of presidential government</li> <li>• The collapse of Müller’s Grand Coalition and the impact of Brüning’s policies</li> <li>• The electoral breakthrough of the Nazis in Presidential and Reichstag elections 1929–33</li> <li>• The roles of von Schleicher, von Hindenburg and von Papen and ‘political intrigue’, leading to Hitler’s appointment as Chancellor on 30 January 1933</li> <li>• The creation of the Nazi dictatorship 1933–34: the ‘Legal Revolution’, co-ordination, creation of a one party state and the defeat of the ‘Second Revolution’</li> <li>• Anti-Semitism, including legal discrimination, emigration, propaganda and indoctrination, and terror and violence, including the Night of Broken Glass, 1938</li> <li>• The economic recovery of 1933–36, including the role of Schacht, and the main aims and impact of the ‘New Plan’</li> <li>• The introduction, aims and impact of the Four Year Plan, including the role of Göring 1936–39</li> <li>• Culture in the Third Reich as a means of control, such as the use of the arts, including music, literature and visual arts, and the media, including radio, the press and cinema</li> </ul>

Content	Elaboration of Content
<p><b>The impact of the war on Nazi Germany and the occupied territories in Eastern Europe 1939–45</b></p>	<ul style="list-style-type: none"> <li>• The war economy, including the roles of Speer and Todt, and the start of ‘Total War’</li> <li>• The consequences of the war for the German people, including rationing, indoctrination, propaganda and morale</li> <li>• The impact of allied bombing, the mobilisation of the labour force, the use of foreign labour and prisoners of war</li> <li>• The extent of German opposition and resistance to the Nazis in wartime, including youth and student protest, the Christian Churches, the conservatives and the military</li> <li>• The policies towards the Jews during the war, including Polish Jews and the ghettos, the consequences of Operation Barbarossa for Jews in the Soviet Union, the Wannsee Conference and genocide</li> </ul>

## 3.2 Unit AS 2: Historical Conflict and Change

### AS 2 Option 1: Spain and Europe 1556–98

In this option, students focus on Spain from 1556 to 1598. They analyse how Spain developed economically, socially and politically during the reign of Philip II. Students also assess how Philip II dealt with the internal problems he faced, such as his role as King, how Spain was governed and the weakness of the Spanish economy. Students focus on the changing relationship between Spain and Europe during this period, examining the contributions of individuals, religious factors and the changing situation in Europe.

Assessment for this option consists of a written examination that includes both short response and extended questions. For more details, see Section 6.

The following Assessment Objective is generic and sets out the skills students develop in this unit using the content in the table below.

#### AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Content	Elaboration of Content
<b>Political control and authority</b>	<ul style="list-style-type: none"> <li>• The political situation in Spain in 1556 and the political legacy of Charles V</li> <li>• The political authority of Philip II, his attitude to kingship, personal rule and working methods</li> <li>• The conciliar system, methods of government, the role of factions and the importance of the Perez affair</li> <li>• The causes of the revolts of the Moriscos and in Aragon and the reasons for their failure</li> <li>• The political aims of Philip II and the extent to which he had achieved them by 1598</li> </ul>



Content	Elaboration of Content
<p><b>Philip II and the economy</b></p>	<ul style="list-style-type: none"> <li>• The economic problems facing Philip II in 1556</li> <li>• Philip II's main sources of both ordinary and extraordinary income</li> <li>• The condition of agriculture, industry and commerce in Spain 1556–98</li> <li>• The problems facing the Spanish economy 1556–98, including its reliance on importing bullion, the financial effects of government bankruptcies, scale of debts, loans and the impact of war and inflation</li> <li>• Philip II's economic policies 1556–98 and the extent to which he had achieved his economic aims by 1598</li> </ul>
<p><b>Philip II and religion</b></p>	<ul style="list-style-type: none"> <li>• The condition of the Catholic Church in Spain in 1556</li> <li>• The aims of Philip II's religious policy and his religious reforms, including the Inquisition, Tridentine Decrees and Jesuits</li> <li>• Philip II's relationship with the papacy</li> <li>• The attitude of Philip II towards Jews, Moriscos, Conversos and Protestants</li> <li>• The extent to which Philip II's religious policy was successful by 1598</li> </ul>
<p><b>Foreign policy of Philip II</b></p>	<ul style="list-style-type: none"> <li>• Spain's position in Europe in 1556 and the Spanish Empire</li> <li>• The aims of Philip II's foreign policy 1556–98</li> <li>• The importance of political, religious, economic and dynastic factors in influencing Spain's foreign policy</li> <li>• Philip II's relations with France, Portugal, the Netherlands and Turkey</li> </ul>

<b>Content</b>	<b>Elaboration of Content</b>
<b>Foreign policy of Philip II (cont.)</b>	<ul style="list-style-type: none"><li>• Philip II's relations with England under Mary I and Elizabeth I, including the sea dogs, Dutch Revolt, Treaty of Nonsuch, and the Armada and its aftermath</li><li>• The extent to which Philip II achieved his aims in foreign policy by 1598</li></ul>

## AS 2 Option 2: The Ascendancy of France in Europe 1660–1714

In this option, students focus on the growing ascendancy of France under the rule of Louis XIV. Students analyse Louis' successes in strengthening the power and position of France between 1660 and 1689 and the extent to which France's actions caused the outbreak of the Nine Years' War. They also explore how the Peace of Ryswick failed to resolve the tensions in Europe and how a second major conflict soon erupted. Students also cover how the War of the Spanish Succession saw the Grand Alliance, under the inspirational leadership of the Duke of Marlborough, outperform France and its allies and weaken the position of France.

Assessment for this option consists of a written examination that includes both short response and extended questions. For more details, see Section 6.

The following Assessment Objective is generic and sets out the skills students develop in this unit using the content in the table below.

### AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Content	Elaboration of Content
<p><b>The growing power of France between 1660 and 1689 and the outbreak of the Nine Years' War</b></p>	<ul style="list-style-type: none"> <li>• The growing strength of the French military, financial and diplomatic positions</li> <li>• The actions of France, which created growing opposition in Europe such as the causes and consequences of the War of Devolution, the causes and consequences of the Dutch War, the impact of the Reunion policies on France and its enemies, the terms of the Truce of Ratisbon and the extent of the ascendancy of France in Europe in 1684</li> <li>• The reasons for the formation of the League of Augsburg in 1686 and its members' aims and ambitions</li> <li>• The causes of the Nine Years' War, including the Revocation of the Edict of Nantes, the Cologne Incident, Louis' clash with the papacy, the actions of William of Orange, the formation of the Grand Alliance and the invasion of the Palatinate</li> </ul>
<p><b>The Nine Years' War 1688–97</b></p>	<ul style="list-style-type: none"> <li>• The main successes of France during the Nine Years' War</li> </ul>

Content	Elaboration of Content
<p><b>The Nine Years' War 1688–97 (cont.)</b></p> <p><b>The problem of the Spanish Succession 1697–1702</b></p> <p><b>The War of the Spanish Succession 1702–14</b></p>	<ul style="list-style-type: none"> <li>• The main successes of the Grand Alliance during the Nine Years' War</li> <li>• The terms of the Peace of Ryswick 1697, including the extent to which the peace terms reflected the course of the war, how far the Peace represented a defeat for France and how far it satisfied the countries of the Grand Alliance</li> <li>• The position of France and its enemies at the end of the Nine Years' War</li> <li>• The Partition Treaties, including their terms, impact and the reasons for their failure</li> <li>• The reasons for Louis XIV's acceptance of Carlos II's will</li> <li>• The reasons for the outbreak of the War of the Spanish Succession, including the impact of Louis accepting the will, Louis XIV's subsequent series of misjudgements and the re-formation of the Grand Alliance</li> <li>• The aims and ambitions of the Grand Alliance at the outbreak of the War of the Spanish Succession</li> <li>• The main military successes of the Grand Alliance in the War of the Spanish Succession</li> <li>• The consequences of the Battles of Blenheim, Ramillies, Oudenarde and Malplaquet</li> <li>• The reasons for the Duke of Marlborough's battlefield successes during the war</li> <li>• The reasons for the success of the Grand Alliance in the war</li> <li>• The reasons for France's poor performance during the war</li> <li>• The terms of the Peace Treaties signed at the conclusion of the War of the Spanish Succession</li> <li>• The position of France and its opponents after the signing of the Peace Treaties</li> </ul>

**AS 2 Option 3: Ireland 1823–67**

Students who choose this unit must not choose Unit A2 1 Option 2: Ireland Under the Union 1800–1900.

In this option, students examine Ireland between 1823 and 1867. They contrast the success of Daniel O’Connell’s campaign for Catholic Emancipation with the failure of his attempt to repeal the Act of Union. Students analyse the reasons for the contrasting fortunes O’Connell experienced in these campaigns. They also examine the long-term and short-term causes and course of the Irish Famine, as well as its economic, social and political consequences up to 1867. They analyse the causes of and reasons for the failure of the Young Irelanders’ rebellion in 1848 and the Fenian Rising of 1867.

Assessment for this option consists of a written examination that includes both short response and extended questions. For more details, see Section 6.

The following Assessment Objective is generic and sets out the skills students develop in this unit using the content in the table below.

**AO1**

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

<b>Content</b>	<b>Elaboration of Content</b>
<b>O’Connell and Catholic Emancipation 1823–34</b>	<ul style="list-style-type: none"> <li>• The aims of Daniel O’Connell’s campaign for Catholic Emancipation and the tactics he employed</li> <li>• The attitude and response of British governments to Catholic Emancipation</li> <li>• The relative importance of the various factors that led to the success of the campaign for Catholic Emancipation</li> <li>• The impact of Catholic Emancipation up to 1834, including the reasons for the Tithe War and O’Connell’s response to Whig reforms in Ireland up to the 1834 Repeal Bill</li> </ul>
<b>Reform, repeal and failure 1835–47</b>	<ul style="list-style-type: none"> <li>• Why O’Connell and the Whigs agreed to the Lichfield House Compact in 1835</li> <li>• The benefits and disappointments of the Lichfield House Compact for O’Connell and the Whigs</li> </ul>

Content	Elaboration of Content
<p><b>Reform, repeal and failure 1835–47 (cont.)</b></p> <p><b>The causes, course and impact of the Irish Famine 1824–67</b></p>	<ul style="list-style-type: none"> <li>• Why O’Connell wanted to repeal the Act of Union and the methods the Repeal movement used</li> <li>• The British government’s attitude to repeal and the importance of Peel’s Irish reforms</li> <li>• The relationship between O’Connell and the Young Irishmen</li> <li>• The causes of and reasons for the failure of the rebellion by the Young Ireland movement</li> <li>• The relative importance of the various reasons why O’Connell failed to repeal the Act of Union</li> <li>• The long-term and short-term causes of the Famine 1824–45</li> <li>• The course and extent of the Famine</li> <li>• The attitude and response of British governments under Peel and Russell to the Famine 1845–49</li> <li>• The successes and failures of the British famine relief measures 1845–49</li> <li>• The economic, social and political consequences of the Famine up to 1867</li> </ul>
<p><b>The Fenian Rising of 1867</b></p>	<ul style="list-style-type: none"> <li>• The origins, leadership and aims of the Fenian movement</li> <li>• The attitude and response of the British government to the Fenian movement</li> <li>• The reasons for the outbreak of the Fenian Rising in 1867 and the relative importance of the various factors that contributed to its failure</li> </ul>

**AS 2 Option 4: France 1815–70**

In this option, students focus on France’s attempts to find a stable and lasting regime in the wake of the turmoil of the Revolutionary and Napoleonic period. This includes the Bourbon restoration of Louis XVIII and Charles X, the ‘bourgeois monarchy’ of Louis Philippe, the Second Republic and why the Second Empire, headed by Napoleon III, failed to achieve permanence. Students examine why each of these regimes was established and evaluate the relative importance of the political, economic and social reasons for their failure to survive.

Assessment for this option consists of a written examination that includes both short response and extended questions. For more details, see Section 6.

The following Assessment Objective is generic and sets out the skills students develop in this unit using the content in the table below.

**AO1**

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Content	Elaboration of Content
<p><b>The Bourbon monarchy 1815–30</b></p>	<ul style="list-style-type: none"> <li>• The reasons why the Bourbons were restored to the throne</li> <li>• The aims of the Charter of Liberties</li> <li>• The aims of Louis XVIII’s domestic and foreign policies and their degree of success</li> <li>• The change of direction in Louis XVIII’s policies in the 1820s</li> <li>• The aims of Charles X’s domestic and foreign policies and their degree of success</li> <li>• Economic, social and cultural developments in France 1815–30</li> <li>• The relative importance of the reasons for the overthrow of Charles X, including the economy, religious policies and Ordinances of St Cloud</li> </ul>

Content	Elaboration of Content
<b>The reign of Louis Philippe 1830–48</b>	<ul style="list-style-type: none"> <li>• Why Louis Philippe became King of France in 1830</li> <li>• The domestic problems Louis Philippe faced when he accepted the Crown of France</li> <li>• The aims of Louis Philippe’s domestic and foreign policies and their degree of success</li> <li>• The strength of the opposition to Louis Philippe</li> <li>• Economic, social and cultural developments in France 1830–48</li> <li>• The relative importance of the reasons for the overthrow of Louis Philippe, including foreign policy issues, economic policies and the Reform Banquets</li> </ul>
<b>The Second Republic 1848–52</b>	<ul style="list-style-type: none"> <li>• The problems and weaknesses of the Second Republic</li> <li>• The reasons for the fall of the Second Republic</li> </ul>
<b>The Second Empire 1852–70</b>	<ul style="list-style-type: none"> <li>• The reasons why Napoleon III was able to become Emperor of France in 1852</li> <li>• The main events in the reign of Napoleon III</li> <li>• The aims of Napoleon III’s domestic and foreign policies and their degree of success</li> <li>• Economic, social and cultural developments in France 1852–70</li> <li>• The reasons for the collapse of the Second Empire, including France’s defeat in the Franco-Prussian War, economic problems and urban redevelopment</li> </ul>



## AS 2 Option 5: Russia 1914–41

In the first part of this option, students focus on the causes of the Russian Revolutions of 1917. They analyse the reasons why the Tsarist regime collapsed in February 1917 and why the Bolsheviks were able to seize power in October 1917. Students then assess how the Bolsheviks consolidated their rule with their victory in the Civil War. Students also evaluate the aims and consequences of Lenin's economic policies in the period 1917–24. The option concludes with a study of Stalinist Russia. Students focus on why Stalin emerged as Lenin's successor by 1929, assess the aims and consequences of Stalin's economic policies and analyse the most important features of Stalin's dictatorship.

Assessment for this option consists of a written examination that includes both short response and extended questions. For more details, see Section 6.

The following Assessment Objective is generic and sets out the skills students develop in this unit using the content in the table below.

### AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Content	Elaboration of Content
<p><b>The Revolutions of February and October 1917</b></p>	<ul style="list-style-type: none"> <li>• The short-term factors that led to the downfall of the Tsar in February 1917</li> <li>• The economic, political and military effects of the First World War on Russia</li> <li>• The misjudgements and mistakes of Tsar Nicholas II, such as leaving government in the hands of the Tsarina and Rasputin</li> <li>• The factors that led to the downfall of the Provisional Government and the Bolshevik seizure of power in October 1917</li> <li>• The weaknesses and failures of the Provisional Government, the Petrograd Soviet and dual authority</li> <li>• The strengths of the Bolsheviks: the leadership of Lenin, the April Theses, the role of Trotsky and the Military Revolutionary Committee</li> </ul>

Content	Elaboration of Content
<p><b>Lenin's Russia 1917–24</b></p>	<ul style="list-style-type: none"> <li>• The relative importance of the various factors that led to the Bolshevik victory in the Civil War 1918–21</li> <li>• The strengths of the Bolsheviks: the role of Trotsky, the Red Army, economic and geographical advantages and the weaknesses of the Whites: divisions and foreign intervention</li> <li>• The aims and degree of success of Lenin's economic policies 1917–24</li> <li>• State Capitalism, War Communism and the New Economic Policy</li> <li>• Soviet society and culture under Lenin: the position of women and the family, religion and the position of the church, popular culture and the arts</li> </ul>
<p><b>Stalin's rise to power and dictatorship 1924–41</b></p>	<ul style="list-style-type: none"> <li>• The reasons for Stalin's rise to power, including the relative importance of Stalin's strengths and the weaknesses of his opponents during the power struggle</li> <li>• The significance of Lenin's Testament, Stalin's position as General Secretary of the Party and the limitations of Stalin's opponents</li> <li>• The relative importance of the various factors that formed the basis of Stalin's power: terror, propaganda and the cult of personality</li> <li>• Stalin's use of terror, including the post-Kirov purges 1934–36 and the Great Purge 1936–39</li> <li>• Culture in Stalinist Russia, including the use of the arts and the media as a means of control, propaganda and the cult of personality</li> </ul>
<p><b>The economy 1924–41</b></p>	<ul style="list-style-type: none"> <li>• The aims and degree of success of Stalin's economic policies</li> <li>• The policies of collectivisation and industrialisation</li> </ul>

<b>Content</b>	<b>Elaboration of Content</b>
<b>The economy 1924–41 (cont.)</b>	<ul style="list-style-type: none"><li>• The aims of the Five Year Plans and the extent to which they were successful</li><li>• The social impact of Stalin’s economic policies</li></ul>

## AS 2 Option 6: Italy's Quest for Great Power Status 1871–1943

In this option, students focus on Italy's relations with the wider world during a turbulent period in its history. They analyse how, between 1871 and 1922, a succession of Liberal governments used foreign policy to bolster Italy's claim to Great Power status and create a sense of shared identity for Italians. Students explore how the failure of this strategy helps to explain the rise of Mussolini after 1922. They also investigate how Mussolini's bolder, more radical approach helped to create a sense of shared identity but ended in catastrophe and his removal from power in 1943.

Assessment for this option consists of a written examination that includes both short response and extended questions. For more details, see Section 6.

The following Assessment Objective is generic and sets out the skills students develop in this unit using the content in the table below.

### AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Content	Elaboration of Content
<p><b>Italy's quest for Great Power status 1871–1914</b></p>	<ul style="list-style-type: none"> <li>• The aims of Italian foreign policy after unification</li> <li>• The challenges facing Italy in its quest for Great Power status 1871–1914</li> <li>• Italian attempts at colonisation in Africa: Tunisia, Eritrea, Abyssinia and Libya</li> <li>• The relationship between Italy and other European Great Powers 1871–1914: The Triple Alliance, 1882 and relations with Britain, France and Russia</li> <li>• Giovanni Giolitti's domestic policies 1903–14 and the attempt to overcome internal divisions in Italy</li> </ul>
<p><b>The First World War and Peace Settlement 1914–19</b></p>	<ul style="list-style-type: none"> <li>• The reasons why the Italian government chose not to intervene in the First World War in 1914</li> <li>• The reasons why the Italian government chose to intervene in the First World War in 1915 and signed the Treaty of London</li> </ul>

Content	Elaboration of Content
<p><b>The First World War and Peace Settlement 1914–19 (cont.)</b></p> <p><b>The rise and consolidation of Fascism 1919–26</b></p> <p><b>Mussolini's foreign policy 1922–43</b></p>	<ul style="list-style-type: none"> <li>• Italy's military performance in the First World War</li> <li>• The economic, social and political impact of the First World War on Italy by 1918</li> <li>• The concept of Italy's 'mutilated victory' in relation to the Paris Peace Settlement, territorial gains and the Fiume Question</li> <li>• The political and economic problems experienced by Italy 1919–22</li> <li>• The threat Socialists posed to the Liberal state 1919–21, Biennio Rosso years and the reasons for their failure</li> <li>• The methods Mussolini used to win popular support for the Fascist movement 1919–22 and the role of the church and the King</li> <li>• The impact of the March on Rome and the reasons for the appointment of Mussolini as Prime Minister in 1922</li> <li>• Mussolini's consolidation of political power 1922–26</li> <li>• The aims of Fascist foreign policy 1922–43</li> <li>• Italian foreign policy 1922–34: the Corfu Incident, Fiume, policy towards the Balkan states and relations with Britain, France and Germany</li> <li>• Italy's involvement in the Abyssinian conflict, Spanish Civil War and its effects</li> <li>• Italy's relations with Germany 1935–39: the Rome–Berlin Axis, Anti-Comintern Pact, Stresa Front, Pact of Steel and the failure to go to war in 1939</li> <li>• The reasons for Italy's decision to declare war on Britain and France in 1940</li> <li>• The economic, political, social, tactical and military reasons for Italy's failure in the Second World War and the downfall of Mussolini in 1943</li> </ul>

### 3.3 Unit A2 1: Change Over Time

#### A2 1 Option 1: Crown and Parliament in England 1625–1714

In this option, students focus on the changing relationship between Crown and Parliament from 1625 to 1714. They analyse the growing power of Parliament and the extent to which the period saw the creation of a constitutional monarchy. Students also examine the impact of each reign and the pivotal events in the period as a whole. They explore the impact that key themes, such as finance, religion and foreign policy, had on relations between Crown and Parliament.

Assessment for this option consists of a written examination. Students respond to a synoptic essay question analysing the period as a whole. For more details, see Section 6.

The following Assessment Objective is generic and sets out the skills students develop in this unit using the content in the table below.

#### AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Content	Elaboration of Content
<p><b>The reign of Charles I 1625–49</b></p>	<ul style="list-style-type: none"> <li>• The changing power and position of the Crown</li> <li>• The changing power and position of Parliament</li> <li>• The breakdown in the relationship between Crown and Parliament in the period 1625–49, including the Constitutional Revolution 1640–1642, the Civil Wars and the execution of the King in 1649</li> <li>• How the relationship between Crown and Parliament was affected by the events of this reign</li> <li>• The importance of key themes, such as finance, religion and foreign policy, in shaping the relationship between Crown and Parliament</li> </ul>
<p><b>The reign of Charles II 1660–85</b></p>	<ul style="list-style-type: none"> <li>• The changing power and position of the Crown</li> <li>• The changing power and position of Parliament</li> </ul>

Content	Elaboration of Content
<p><b>The reign of Charles II 1660–85 (cont.)</b></p>	<ul style="list-style-type: none"> <li>• The tension or conflict between Crown and Parliament in this period, including the Restoration Settlement, the Clarendon Code, the Exclusion Crisis, the emergence of political parties and the short period of personal rule</li> <li>• How the relationship between Crown and Parliament was affected by the events of this reign</li> <li>• The importance of key themes, such as finance, religion and foreign policy, in shaping the relationship between Crown and Parliament</li> </ul>
<p><b>The reign of James II 1685–88</b></p>	<ul style="list-style-type: none"> <li>• The changing power and position of the Crown</li> <li>• The changing power and position of Parliament</li> <li>• The tension or conflict between Crown and Parliament in this period, including the royal attempts to control Parliament and the actions of James II that raised concerns of Catholicising and absolutism</li> <li>• The causes of the Glorious Revolution</li> <li>• How the relationship between Crown and Parliament was affected by the events of this reign</li> <li>• The importance of key themes, such as finance, religion and foreign policy, in shaping the relationship between Crown and Parliament</li> </ul>
<p><b>The reign of William III 1688–1702</b></p>	<ul style="list-style-type: none"> <li>• The changing power and position of the Crown</li> <li>• The changing power and position of Parliament</li> <li>• The tension or conflict between Crown and Parliament in this period, including the Revolution Settlement, the impact of the Nine Years' War, the Triennial Act, the revised financial arrangements and the Act of Settlement</li> <li>• How the relationship between Crown and Parliament was affected by the events of this reign</li> <li>• The importance of key themes, such as finance, religion and foreign policy, in shaping the relationship between Crown and Parliament</li> </ul>

Content	Elaboration of Content
<p><b>The reign of Anne 1702–14</b></p>	<ul style="list-style-type: none"> <li>• The changing power and position of the Crown</li> <li>• The changing power and position of Parliament</li> <li>• The tension or conflict between Crown and Parliament in this period, including the growing influence of political parties, the Regency and Succession of the Crown Acts and the impact of the War of the Spanish Succession</li> <li>• How the relationship between Crown and Parliament was affected by the events of this reign</li> <li>• The importance of key themes, such as finance, religion and foreign policy, in shaping the relationship between Crown and Parliament</li> </ul>



## A2 1 Option 2: Ireland Under the Union 1800–1900

Students who choose this unit must not choose Unit AS 2 Option 3: Ireland 1823–67.

In this option, students focus on Ireland and its relationship with Great Britain between the Act of Union of 1800 and the end of the nineteenth century. Students examine change and continuity in Ireland itself and in the nature of the relationship with the British government. The areas of content identified below should not be considered as entirely separate elements; students analyse and understand the connections between political, economic, social, cultural and religious themes.

Students address the main developments in unionism and nationalism and key themes, such as the extent of success and failure for political movements and the relevant explanatory factors. They also assess the significance of turning points and key individuals, such as Edward Saunderson, Daniel O’Connell, Charles Stewart Parnell, Sir Robert Peel and William Ewart Gladstone.

Assessment for this option consists of a written examination. Students respond to a synoptic essay question analysing the period as a whole. For more details, see Section 6.

The following Assessment Objective is generic and sets out the skills students develop in this unit using the content in the table below.

### AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Content	Elaboration of Content
<p><b>Support for the Union</b></p>	<ul style="list-style-type: none"> <li>• The supporters of the Union up to 1885, including the Protestant ascendancy</li> <li>• The political, economic and social importance of landlords in Ireland</li> <li>• The reasons for the decline of the Protestant ascendancy, especially the impact of British government land reforms from 1870</li> <li>• The motives of Southern Unionists and the methods they used in opposing Home Rule from 1885</li> <li>• The significance of industrialisation in Ulster throughout the nineteenth century</li> </ul>

Content	Elaboration of Content
<p><b>Support for the Union (cont.)</b></p> <p><b>Opposition to the Union</b></p> <p><b>Constitutional nationalism 1800–1900</b></p>	<ul style="list-style-type: none"> <li>• The motives of Ulster Unionists and the methods they used in opposing Home Rule from 1885</li> <li>• The similarities and differences in the motives and methods of Southern and Ulster Unionists</li> <li>• The degree of success the Unionists achieved, explaining the reasons</li> <li>• The role of the Protestant Churches in support for the Union</li> <li>• The development of Irish nationalism 1800–1900 and the importance of the Catholic Church in Irish nationalism</li> <li>• The methods used by Henry Grattan and Daniel O’Connell in attempting to achieve Catholic Emancipation up to 1829, for example the Catholic Association</li> <li>• The degree of success Grattan and O’Connell achieved, explaining the reasons for their political success or failure up to 1829</li> <li>• The methods used by Daniel O’Connell to campaign for reforms in the 1830s, including the Lichfield House Compact with the Whigs, and for repeal of the Act of Union in the 1840s</li> <li>• The degree of success O’Connell achieved, explaining the reasons for his political success or failure up to 1847</li> <li>• The methods used by Isaac Butt, Charles Stewart Parnell, the Irish Parliamentary Party, Michael Davitt and the Land League to achieve land reform and Home Rule</li> <li>• The political significance of the ‘New Departure’ for constitutional nationalism</li> <li>• The degree of success achieved by constitutional nationalism, explaining the reasons for its political success or failure up to 1900</li> </ul>

Content	Elaboration of Content
<p><b>Revolutionary nationalism 1800–1900</b></p>	<ul style="list-style-type: none"> <li>• The aims and methods of Robert Emmet in the rising of 1803, the Young Ireland movement in the rising of 1848 and the Fenian Brotherhood in the rising of 1867</li> <li>• The reasons for the failure of these risings and their long-term significance</li> </ul>
<p><b>Cultural nationalism 1800–1900</b></p>	<ul style="list-style-type: none"> <li>• The significance of Thomas Davis and elements of Young Ireland and the Fenian Brotherhood before the Gaelic Revival of the 1880s and 1890s</li> <li>• The Gaelic Revival, especially the significance of the Gaelic Athletic Association, Gaelic League and National Literary Society</li> </ul>
<p><b>The British government response to Irish nationalism</b></p>	<ul style="list-style-type: none"> <li>• Pitt’s failure to deliver Catholic Emancipation, the reaction to O’Connell’s campaign for Emancipation and the Whigs and O’Connell during the 1830s</li> <li>• Peel’s handling of the repeal campaign and Westminster’s response to the Famine</li> <li>• Gladstone’s church and land reforms, the Liberal party’s adoption of Home Rule and the Conservative party’s policy of constructive unionism</li> </ul>
<p><b>The significance of social and economic issues</b></p>	<ul style="list-style-type: none"> <li>• The social and economic structure of pre-Famine Ireland, the causes and impact of the Famine, the economic and political consequences of the Famine and landlord–tenant relations in post-Famine Ireland</li> <li>• The role of Davitt and the impact of the Land League, the actions of landlords to defend property rights and the economic and political impact of industrialisation in Ulster</li> </ul>

## **A2 1 Option 3: The Causes and Consequences of Great Power Conflict 1848–1945**

In this option, students focus on the growing tension between the Great Powers of Europe in the late nineteenth and early twentieth centuries, which was to culminate in the two cataclysmic World Wars of 1914–18 and 1939–45. They analyse how the emergence of a unified German state destabilised Europe and how competing imperial and economic interests and ambitions produced a system of armed alliances that ultimately brought Europe to war in 1914. Students also explore the First World War and the resulting Treaty of Versailles, coupled with the rise of Hitler, British appeasement and other factors, which set the stage for the even more devastating Second World War.

Assessment for this option consists of a written examination. Students respond to a synoptic essay question analysing the period as a whole. For more details, see Section 6.

The following Assessment Objective is generic and sets out the skills students develop in this unit using the content in the table below.

### **AO1**

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

<b>Content</b>	<b>Elaboration of Content</b>
<b>Legacy of political events in Germany 1848–90</b>	<ul style="list-style-type: none"> <li>• The impact on the future development of Germany of the failure of liberalism in the revolutions of 1848</li> <li>• The legacy of Bismarck, the unification of Germany by military force and its impact on Germany's future relations with its neighbours</li> <li>• The significance of Prussian militarism as a factor in increasing tensions in the period before the First World War</li> </ul>
<b>The Eastern Question and Balkan nationalism</b>	<ul style="list-style-type: none"> <li>• The impact of the decline of the Ottoman Empire on the other Great Powers</li> <li>• The impact of the Austro-Hungarian annexation of Bosnia-Herzegovina in 1908 on its relations with Russia</li> <li>• The increase in Balkan nationalism and the resulting regional instability demonstrated by the Balkan Wars and the growing territorial ambitions of Serbia</li> </ul>

Content	Elaboration of Content
<p><b>Causes of the First World War 1890–1914</b></p>	<ul style="list-style-type: none"> <li>• The importance of militarism, imperialism and nationalism for international relations in Europe by 1914</li> <li>• The impact of Kaiser William II on German foreign policy, especially in relation to Britain</li> <li>• Germany’s fear of encirclement and its alliance with Austria-Hungary</li> <li>• Russian ambitions in the Balkans and the eastern Mediterranean and the alliance with France</li> <li>• The Austrian desire to overcome the perceived threat from Serbia and the influence of its alliance with Germany in this area</li> <li>• The French desire to avenge the loss of Alsace-Lorraine and the influence of its alliance with Russia</li> <li>• The impact of the Anglo-German naval race and the influence of Britain’s entente with France</li> <li>• The importance of economic factors in the rising tension that led to the outbreak of war in 1914</li> </ul>
<p><b>Consequences of the First World War and causes of the Second World War</b></p>	<ul style="list-style-type: none"> <li>• The terms and consequences of the Paris Peace Settlement, in particular the Treaty of Versailles</li> <li>• The role of the League of Nations and US isolationism in the approach to the Second World War</li> <li>• The consequences of the isolation of the USSR from the rest of Europe</li> <li>• The impact of the Wall Street Crash, the Great Depression and how economic factors led to war in 1939</li> <li>• The importance of the rise of the dictators in Germany and Italy in international relations</li> <li>• Hitler’s aggressive foreign policy 1933–39</li> <li>• The significance of Britain’s policy of appeasement and France’s willingness to follow the British lead in the 1930s</li> </ul>

<b>Content</b>	<b>Elaboration of Content</b>
<p><b>Consequences of the First World War and causes of the Second World War (cont.)</b></p> <p><b>Consequences of the Second World War</b></p>	<ul style="list-style-type: none"> <li>• Japan’s aggression throughout the 1930s and its effects on international relations in Europe</li> <li>• The importance of the failure of appeasement and how that led to the outbreak of war in 1939</li> <li>• The political, economic and social condition of Europe at the conclusion of the Second World War</li> </ul>

## A2 1 Option 4: The American Presidency 1901–2000

In this option, students explore the changing nature of the American presidency between 1901 and 2000. Students examine how, starting from a position of apparent weakness at the start of the century, the institution was invigorated by the presidencies of the two Roosevelts and Woodrow Wilson in the context of the two World Wars and the Great Depression. They also investigate how presidential power was greatly increased in the nuclear age when the United States took on the role of leader of the Free World. Students examine how this trend was halted, if not reversed, by the experiences of Vietnam and Watergate, until the revival of presidential and indeed national prestige under Ronald Reagan. Students then explore how his immediate successors benefited to some extent from Reagan's work of restoration.

Assessment for this option consists of a written examination. Students respond to a synoptic essay question analysing the period as a whole. For more details, see Section 6.

The following Assessment Objective is generic and sets out the skills students develop in this unit using the content in the table below.

### AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Content	Elaboration of Content
<p><b>An emerging international presence:</b>  <b>Theodore Roosevelt and Woodrow Wilson, 1901–20</b></p>	<ul style="list-style-type: none"> <li>• Roosevelt's foreign and domestic policy and Wilson's social reforms</li> <li>• America's role in World War I and the significance of Wilson's 14 Points</li> <li>• The extent to which the emergence of America's international presence under these presidents was due to its economic strength or their personalities</li> </ul>
<p><b>The passive presidents:</b>  <b>Harding, Coolidge and Hoover, 1921–32</b></p>	<ul style="list-style-type: none"> <li>• The significance and the application of the doctrine of laissez-faire and how it related to America's economic 'boom' in the 1920s</li> <li>• Hoover's low-key response to the Wall Street Crash and the onset of the Depression</li> </ul>

Content	Elaboration of Content
<p><b>The New Deal: FDR, the Great Depression and World War II, 1933–45</b></p>	<ul style="list-style-type: none"> <li>• Roosevelt’s first ‘Hundred Days’ and the establishment of the New Deal agencies</li> <li>• Roosevelt’s attempt to ‘pack’ the Supreme Court</li> <li>• America’s role in World War II</li> <li>• The extent to which the New Deal was a success and whether America’s economic recovery was due more to the impact of World War II than the policies of Franklin Roosevelt</li> </ul>
<p><b>The ‘Imperial Presidency’: Truman, Eisenhower and Kennedy, 1945–63</b></p>	<ul style="list-style-type: none"> <li>• The importance of the Truman Doctrine and the Marshall Plan</li> <li>• The National Security Act and the establishment of the defence and intelligence community</li> <li>• The development of the nuclear arms race and the space race</li> <li>• Whether the ‘Imperial Presidency’ was more a reflection of US economic and nuclear power than the leadership of any of these presidents</li> </ul>
<p><b>The limits of presidential power: Johnson and Nixon, 1963–73</b></p>	<ul style="list-style-type: none"> <li>• The Civil Rights Act of 1964 and Voting Rights Act of 1965</li> <li>• America's role in the Vietnam War</li> <li>• The importance of détente with the USSR and the ‘opening’ to China</li> <li>• How far both Johnson and Nixon were themselves victims of the Vietnam War and its division of American society</li> </ul>
<p><b>Watergate: the presidency weakened – Nixon, Ford and Carter, 1972–80</b></p>	<ul style="list-style-type: none"> <li>• The significance of the Watergate break-in and cover-up</li> <li>• The significance of the Senate Watergate hearings in 1973 and the role of the House Judiciary Committee in the impeachment process in 1974</li> </ul>



Content	Elaboration of Content
<p><b>Watergate: the presidency weakened – Nixon, Ford and Carter, 1972–80 (cont.)</b></p> <p><b>‘Morning in America’: recovery under Reagan, Bush and Clinton, 1981–2000</b></p>	<ul style="list-style-type: none"> <li>• The Iran Hostage Crisis of 1979–80</li> <li>• Whether Watergate was the result of an inevitable reaction against the growth of presidential power and American policy in Vietnam or due to the personal shortcomings and insecurities of Richard Nixon</li> <li>• Ronald Reagan's programme for economic recovery</li> <li>• America's defence build-up and the role of the Strategic Defense Initiative in America's victory in the Cold War</li> <li>• The impact of the Iran–Contra affair and why Reagan survived it</li> <li>• How far the recovery of presidential power and authority was due to the unique personality of Ronald Reagan</li> <li>• Bush's successful handling of the final phase of the Cold War</li> <li>• The impact of the attempted impeachment of Clinton and why he survived it</li> </ul>

## A2 1 Option 5: Clash of Ideologies in Europe 1900–2000

This option starts with a brief introduction to Tsarist foreign policy between 1900 and 1917. Students then focus on the relationship between Communist Russia and neighbouring western governments in Europe from the October Revolution of 1917 to the collapse of the USSR in 1991. Students examine the motives, aims and methods of governments in foreign affairs, focusing on factors that influenced their decisions and actions, including the role of ideology, pragmatism, economic considerations, aggression and defence. In studying Soviet foreign policy and that of rival governments, students analyse the themes of success and failure. They also study the role of key individuals and assess significant turning points.

Assessment for this option consists of a written examination. Students respond to a synoptic essay question analysing the period as a whole. For more details, see Section 6.

The following Assessment Objective is generic and sets out the skills students develop in this unit using the content in the table below.

### AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Content	Elaboration of Content
<p><b>Russia and Europe 1900–17</b></p> <p><b>Revolutionary Russia and opposition from western governments 1917–33</b></p>	<ul style="list-style-type: none"> <li>• The main events in Tsarist foreign policy in the period 1900–17</li> <li>• The main factors that influenced Soviet foreign policy and the foreign policy of western governments that opposed Communism 1917–33</li> <li>• The motives, aims and methods of Lenin’s foreign policy 1917–24</li> <li>• The main events in Lenin’s foreign policy, including World War I, Brest-Litovsk, Comintern and foreign intervention</li> <li>• The motives, response and methods of western governments and their degree of success 1917–24</li> <li>• The motives, aims and methods of Soviet foreign policy 1924–33, the role of Stalin and ‘Socialism in One Country’, as well as the motives, response and methods of western governments</li> </ul>

Content	Elaboration of Content
<b>The struggle for survival 1933–45</b>	<ul style="list-style-type: none"> <li>• The main events in Soviet foreign policy 1933–45, including collective security, League of Nations, the Spanish Civil War and Nazi-Soviet Pact</li> <li>• The motives, response and methods of western governments and their degree of success 1933–45</li> <li>• The impact of World War II on the USSR, Yalta and Potsdam agreements</li> </ul>
<b>The search for security 1945–56</b>	<ul style="list-style-type: none"> <li>• The motives, aims and methods that influenced Soviet foreign policy 1945–56</li> <li>• The main events in Soviet foreign policy 1945–56, including the breakdown of the Grand Alliance, Soviet domination in Eastern Europe and the Berlin Blockade</li> <li>• The motives, response and methods of western governments, including the Truman Doctrine and Marshall Aid, and their degree of success 1945–56</li> </ul>
<b>Co-operation and coexistence 1956–79</b>	<ul style="list-style-type: none"> <li>• The motives, aims and methods that influenced Khrushchev’s foreign policy 1956–64</li> <li>• The main events in Soviet foreign policy 1956–64, including peaceful coexistence, maintaining control in Eastern Europe, the Hungarian uprising and Berlin Wall</li> <li>• The motives, response and methods of western governments and their degree of success 1956–64</li> <li>• The motives, aims and methods that influenced the foreign policy of Brezhnev 1964–79</li> <li>• The main events in Soviet foreign policy 1964–79, including the Czechoslovakia crisis, Brezhnev Doctrine, SALT and the era of détente</li> <li>• The motives, response and methods of western governments and their degree of success 1964–79</li> </ul>

Content	Elaboration of Content
<p><b>Soviet aggression, decline and collapse 1979–91</b></p>	<ul style="list-style-type: none"> <li>• The motives, aims and methods that influenced Soviet foreign policy 1979–91</li> <li>• The effects of Afghanistan in Europe, the second Cold War and the decline of the USSR 1979–85</li> <li>• The main events in Soviet foreign policy 1985–91, including the role of Gorbachev, thawing of tensions and the end of the Cold War</li> <li>• The reasons for the collapse of the Soviet Empire in Eastern Europe and the USSR itself by 1991</li> <li>• The motives, response and methods of western governments and their degree of success 1979–91</li> <li>• The successes and failures of Soviet foreign policy 1917–91</li> </ul>

### 3.4 Unit A2 2: Historical Investigations and Interpretations

#### A2 2 Option 1: England 1558–1603

In this option, students focus on the reign of Elizabeth I. They examine political, religious, economic and social developments in England between 1558 and 1603, as well as Elizabethan foreign policy. Students analyse the development of Elizabeth I's relationship with her people during her reign. They also examine the monarch's relations with her Parliaments and analyse Elizabeth I's Church Settlement, as well as the response to it from her Catholic and Puritan subjects. Students study Elizabethan foreign policy and, in particular, England's relations with France and Spain. They also examine the economic and social changes that took place during this period.

Assessment for this option consists of a written examination that includes source work, a source-based question on historical interpretations and an extended essay question. For more details, see Section 6.

The following Assessment Objectives are generic and set out the skills students develop in this unit using the content in the table below.

#### AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

#### AO2

Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

#### AO3

Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

Content	Elaboration of Content
<b>Consolidation of power</b>	<ul style="list-style-type: none"> <li>Elizabeth I's personality and experiences and how they influenced her rule</li> <li>The problem of succession and the opposition Elizabeth I faced at the beginning of her reign</li> <li>The creation of the Elizabethan myth: 'Good Queen Bess' and 'The Virgin Queen'</li> </ul>

Content	Elaboration of Content
<p><b>Political developments 1558–1603</b></p> <p><b>Religious developments</b></p> <p><b>Elizabethan foreign policy</b></p> <p><b>Economic and social developments</b></p>	<ul style="list-style-type: none"> <li>• The role of the monarch, the importance of the Royal Court and Privy Council, the role of favourites and Elizabeth’s relationship with them</li> <li>• The use of patronage, the creation and role of factions and the impact of faction fighting between royal favourites, and how England was governed</li> <li>• The role of leading ministers and their relationship with Elizabeth I</li> <li>• The workings of Parliament and the conflict and consensus between Elizabeth I and her Parliaments</li> <li>• Elizabeth I’s personal religious beliefs, the factors that shaped her Church Settlement and its political impact</li> <li>• The different types of Puritans, the nature and extent of the threat they posed to Elizabeth I and her response</li> <li>• The nature and extent of the threat posed by Roman Catholics and Elizabeth I’s response to it</li> <li>• The significance of the arrival of Mary, Queen of Scots and the extent of her support in England</li> <li>• The causes and impact of Roman Catholic rebellions In Elizabeth’s reign (Northern Earls, Ridolfi, Throckmorton, Babington) and her response to them</li> <li>• England’s relations with France, Scotland, the Netherlands and Ireland</li> <li>• England’s relations with Spain and the importance of the Spanish Armada</li> <li>• The extent to which England achieved stable relations with foreign powers by 1603</li> <li>• The changes in population, prices, agriculture, industry and trade</li> <li>• The impact of developments in New World trade on the economy</li> </ul>

<b>Content</b>	<b>Elaboration of Content</b>
<b>Economic and social developments (cont.)</b>	<ul style="list-style-type: none"><li>• The social structure of England and changes in social mobility</li><li>• The causes and effects of poverty and the response of government</li></ul>

## A2 2 Option 2: Ireland 1685–1714

In this option, students explore the impact on Ireland of the brief reign of James II and the resulting conflict between the Jacobites and Williamites. Students explore the Catholicising policies of the Earl of Tyrconnell that transformed the position of Catholics in Ireland between 1685 and 1688. They examine the tension between Protestants and Catholics, settler and native, that came to a head in 1689 in the Siege of Derry and was fought out on the bloody battlefields of the Boyne and Aughrim. Students also assess that the Treaty of Limerick may have concluded the conflict in Ireland but its terms were to be controversially adapted by the penal laws that helped to secure a Protestant ascendancy in Ireland.

Assessment for this option consists of a written examination that includes source work, a source-based question on historical interpretations and an extended essay question. For more details, see Section 6.

The following Assessment Objectives are generic and set out the skills students develop in this unit using the content in the table below.

### AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

### AO2

Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

### AO3

Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

Content	Elaboration of Content
<p><b>The Catholicising policies of James II in Ireland 1685–89</b></p>	<ul style="list-style-type: none"> <li>• The pro-Catholic policies of James II in Ireland</li> <li>• The impact of the Catholicising policies on the army, judiciary, church, land settlement and civil administration in Ireland</li> <li>• The role of the Earl of Tyrconnell in the Catholicisation of Ireland</li> <li>• The changing power and position of Catholics and Protestants in Ireland</li> </ul>



Content	Elaboration of Content
<p><b>The Catholicising policies of James II in England 1685–88</b></p>	<ul style="list-style-type: none"> <li>• The support and opposition to James II in England during the first year of his reign, 1685</li> <li>• The pro-Catholic policies of James II in England</li> <li>• The changing power and position of Catholics in England during this period</li> <li>• The growth of opposition to the policies of James II</li> <li>• The importance of James II's pro-Catholic policies in causing the Glorious Revolution</li> </ul>
<p><b>The conflict in Ireland 1689–91</b></p>	<ul style="list-style-type: none"> <li>• The importance of the Siege of Derry in the conflict: the background to the siege, the reasons for its failure and its consequences</li> <li>• The reasons for the Jacobite failure at the Battle of the Boyne and its military and political significance for Ireland</li> <li>• The events in Ireland between the Battle of the Boyne and the Battle of Aughrim</li> <li>• The reasons for the Jacobite defeat at the Battle of Aughrim and its significance in the conflict</li> <li>• The Second Siege of Limerick and the collapse of the Jacobite resistance in Ireland</li> </ul>
<p><b>The results of the conflict in Ireland 1691–1714</b></p>	<ul style="list-style-type: none"> <li>• The terms of the Treaty of Limerick: the extent to which they reflected the course of the war and their impact on the Jacobites and Williamites</li> <li>• The position of Catholics in Ireland after the signing of the Treaty of Limerick</li> <li>• The penal laws introduced during this period</li> <li>• The extent to which a Protestant ascendancy had been created in Ireland by the end of the Stuart period</li> </ul>

## A2 2 Option 3: Ireland 1778–1803

In this option, students focus on Ireland in the last quarter of the eighteenth century and the first few years of the nineteenth. During this period, Ireland experienced dramatic political and constitutional reform, insurrection and the eventual dissolution of the Irish Parliament. Students analyse the rise and fall of the relatively moderate reform movement of the Volunteers, established in 1778, and the revolutionary republicanism of the United Irishmen, culminating in the 1798 Rebellion and the unsuccessful rising led by Robert Emmet in 1803.

Assessment for this option consists of a written examination that includes source work, a source-based question on historical interpretations and an extended essay question. For more details, see Section 6.

The following Assessment Objectives are generic and set out the skills students develop in this unit using the content in the table below.

### AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

### AO2

Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

### AO3

Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

Content	Elaboration of Content
<p><b>The rise and fall of the Volunteers 1778–89</b></p>	<ul style="list-style-type: none"> <li>• The political ideas of Molyneux, Swift and the Patriots</li> <li>• The impact of the American War of Independence on Irish opinion, especially in Ulster</li> <li>• The importance of the Free Trade campaign and the Constitution of 1782</li> <li>• The reasons for the decline of the Volunteers by 1789</li> </ul>

Content	Elaboration of Content
<p><b>Grattan's Parliament 1782–1800</b></p> <p><b>The rise and fall of the United Irishmen 1789–98</b></p> <p><b>The Catholic Question 1778–98</b></p> <p><b>The 1798 Rebellion</b></p>	<ul style="list-style-type: none"> <li>• The impact of legislative independence on the operation of the Irish Parliament</li> <li>• The economic and commercial development of Ireland in the period 1782–1800</li> <li>• The role of Henry Grattan and Henry Flood</li> <li>• The role of the executive and the Lord Lieutenant</li> <li>• The impact of the French Revolution on Ireland</li> <li>• The emergence and development of the United Irishmen</li> <li>• The relations of the United Irishmen with the Defenders and the Orange Order and the contribution of these groups to the growth of sectarianism in Ulster</li> <li>• The impact of government legislation and security measures in the 1790s, including repressive measures such as the Militia Act</li> <li>• The role of Wolfe Tone in the creation of the United Irishmen and in securing a military alliance with France</li> <li>• The Catholic Relief Acts of 1778, 1782 and 1793</li> <li>• The role of the Catholic Committee in promoting Catholic civil and political rights, including the meeting of the Catholic Convention in 1792</li> <li>• The impact of the appointment and recall of Earl Fitzwilliam as Lord Lieutenant in 1795</li> <li>• The causes of the Rebellion of 1798</li> <li>• The diverse character of the 1798 Rebellion and the reasons for its failure</li> </ul>



## A2 2 Option 4: Partition of Ireland 1900–25

In this option, students focus on how Ireland was partitioned in the early years of the twentieth century. Students analyse the key developments in unionism and nationalism in Ireland and the role of British governments and political parties in this period. There is a chronological approach, from the crisis over the Third Home Rule Bill for Ireland in the pre-war years to a study of the newly-partitioned state of Northern Ireland 1921–25. Students also focus on individuals in Ireland and Great Britain who played a key role in a period of immense change.

Assessment for this option consists of a written examination that includes source work, a source-based question on historical interpretations and an extended essay question. For more details, see Section 6.

The following Assessment Objectives are generic and set out the skills students develop in this unit using the content in the table below.

### AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

### AO2

Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

### AO3

Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

Content	Elaboration of Content
<p><b>The crisis over the Third Home Rule Bill up to September 1914</b></p>	<ul style="list-style-type: none"> <li>• The significance for Irish politics of Liberal victory in the general election of 1906, following ten years of Conservative rule</li> <li>• The significance for Irish politics of the general election results of January and December 1910</li> <li>• The extent to which the Liberal government under Asquith and the Irish Parliamentary Party under Redmond achieved their aims by September 1914, focusing on the Home Rule Act</li> <li>• The motives for Ulster Unionist, Southern Unionist and Conservative party opposition to Home Rule, led primarily by Carson, Craig and Law</li> </ul>

Content	Elaboration of Content
<p><b>The crisis over the Third Home Rule Bill up to September 1914 (cont.)</b></p>	<ul style="list-style-type: none"> <li>• The methods they used and the extent to which each party opposing Home Rule achieved its aims by September 1914</li> <li>• The main developments in the period 1910–14, analysing the extent to which the Liberal government and other political parties can be blamed for what became the Home Rule crisis</li> </ul>
<p><b>Political developments 1914–18</b></p>	<ul style="list-style-type: none"> <li>• The political impact of the First World War on Ireland between 1914 and 1916</li> <li>• The long-term and short-term causes of the Easter Rising of 1916</li> <li>• The significance of the Rising and its immediate Aftermath</li> <li>• Political developments 1916–18, particularly the reasons for the outcome in Ireland of the general election of December 1918, dealing with Sinn Féin strengths, weaknesses of the Irish Parliamentary Party and the failure of British government policies</li> </ul>
<p><b>Political developments 1919–23</b></p>	<ul style="list-style-type: none"> <li>• The context for the outbreak of the Anglo-Irish War in 1919 and the military and political tactics employed by British authorities and Irish republicans during the conflict in the period 1919–21</li> <li>• The reasons for British authorities and Irish republicans seeking a truce in 1921</li> <li>• British aims in the Government of Ireland Act 1920</li> <li>• Sinn Féin and Unionist reactions to the Government of Ireland Act and its significance in Ireland north and south</li> <li>• The process by which the Anglo-Irish Treaty of December 1921 was agreed</li> <li>• The aims of each side in the Treaty negotiations and the extent to which these aims were achieved</li> </ul>

Content	Elaboration of Content
<p><b>Political developments 1919–23 (cont.)</b></p> <p><b>Northern Ireland 1921–25</b></p>	<ul style="list-style-type: none"> <li>• The causes and events of the Irish Civil War of 1922–23</li> <li>• The reasons for the victory of the Free State army in the Irish Civil War</li> <li>• The institutions established by the new government of Northern Ireland in 1921, led by Sir James Craig</li> <li>• The challenges faced by Craig’s government in security, economic issues, sectarian tensions, the Boundary Commission and assembling the machinery of government</li> <li>• The degree of success of Craig’s government in meeting these challenges by 1925</li> </ul>

## 4 Scheme of Assessment

### 4.1 Assessment opportunities

Each unit is available for assessment in summer each year. It is possible to resit individual AS and A2 assessment units once and count the better result for each unit towards an AS or A level qualification. Candidates' results for individual assessment units can count towards a qualification until we withdraw the specification.

### 4.2 Assessment objectives

There are three assessment objectives for this specification. Candidates must:

- demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance (AO1);
- analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context (AO2); and
- analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted (AO3).

### 4.3 Assessment objective weightings

The table below sets out the assessment objective weightings for each assessment unit and the overall A level qualification:

Percentage Assessment Objective Weightings					
	AO1	AO2	AO3	AS	A level
AS 1	3.3	6.7	10.0	20	20
AS 2	20.0			20	20
A2 1	20.0				20
A2 2	15.0	12.5	12.5		40
<b>Total</b>	<b>58.3</b>	<b>19.2</b>	<b>22.5</b>	<b>40</b>	<b>100</b>

### 4.4 Quality of written communication

In AS and A level History, candidates must demonstrate their quality of written communication. They need to:

- ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear;
- select and use a form and style of writing that suit their purpose and complex subject matter; and
- organise information clearly and coherently, using specialist vocabulary where appropriate.



Quality of written communication is assessed in responses to short response questions and extended essay questions.

## **4.5 Synoptic assessment at A2**

The A2 assessment units include some synoptic assessment, which encourages candidates to develop their understanding of the subject as a whole. In our GCE History, synoptic assessment involves:

- demonstrating knowledge and understanding of the process of historical change across a period spanning approximately 100 years;
- comprehending, analysing and evaluating different ways in which aspects of the past have been interpreted;
- making links between and drawing comparisons across different periods of history to gain a deeper understanding of the process of historical change;
- demonstrating a breadth of historical knowledge and understanding across the period of study as a whole;
- demonstrating knowledge and understanding of a period of history from more than one historical perspective, for example political, economic, social or cultural; and
- bringing together and making connections between areas of knowledge and skills that they have explored throughout the course.

## **4.6 Higher order thinking skills**

The A2 assessment units provide opportunities to demonstrate higher order thinking skills by incorporating:

- a wider range of question types to address different skills, for example more analysis and evaluation of source material; and
- essay questions requiring analysis, evaluation and making substantiated judgements.

## **4.7 Reporting and grading**

We report the results of individual assessment units on a uniform mark scale that reflects the assessment weighting of each unit.

We award AS qualifications on a five grade scale from A to E, with A being the highest. We award A level qualifications on a six grade scale from A\* to E, with A\* being the highest. To determine candidates' grades, we add the uniform marks obtained in individual assessment units.

To be awarded an A\*, candidates need to achieve a grade A on their full A level qualification and at least 90 percent of the maximum uniform marks available for the A2 units. If candidates fail to attain a grade E, we report their results as unclassified (U).

The grades we award match the grade descriptions in Section 5 of this specification.

## 5 Grade Descriptions

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content in the specification; they are not designed to define that content. The grade awarded depends in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of candidates' performance in the assessment may be balanced by better performances in others.

### AS Grade Descriptions

Grade	Description
<b>AS</b>  <b>Grade A</b>	<p>For AO1, candidates characteristically:</p> <ul style="list-style-type: none"> <li>• demonstrate, organise and communicate accurate, relevant and detailed historical knowledge appropriately;</li> <li>• show evidence of understanding of the past through analysis and evaluation;</li> <li>• reach appropriate judgements about key concepts;</li> <li>• show evidence of understanding through analysis and explanation and reach appropriate judgements about the relationships between key features of the historical period; and</li> <li>• communicate clearly and coherently, using appropriate specialist vocabulary and structure, and spelling, punctuation and grammar are of a high standard.</li> </ul> <p>For AO2, candidates characteristically:</p> <ul style="list-style-type: none"> <li>• analyse and evaluate primary and contemporary source material in its historical context with a high degree of discrimination; and</li> <li>• use the sources appropriately to support arguments.</li> </ul> <p>For AO3, candidates characteristically show an understanding of, and comment on how, in relation to the historical context, aspects of the past have been interpreted in different ways.</p>

Grade	Description
<b>AS</b>  <b>Grade E</b>	<p>For AO1, candidates characteristically:</p> <ul style="list-style-type: none"> <li>• demonstrate, organise and communicate some accurate relevant historical knowledge appropriately;</li> <li>• show some evidence of understanding of the past through analysis and/or explanation and attempt some judgements about key concepts;</li> <li>• show some evidence of understanding through analysis and/or explanation and attempt limited judgements about the relationships between key features of the historical period; and</li> <li>• attempt to convey meaning, although powers of expression may be limited and there will be errors in spelling, punctuation and grammar.</li> </ul> <p>For AO2, candidates characteristically:</p> <ul style="list-style-type: none"> <li>• comprehend, identify and extract some information from a range of sources and offer limited analysis and evaluation of source material; and</li> <li>• use some sources as evidence to support limited arguments.</li> </ul> <p>For AO3, candidates characteristically show some awareness of how aspects of the past have been interpreted in different ways.</p>

### A2 Grade Descriptions

Grade	Description
<b>A2</b>  <b>Grade A</b>	<p>For AO1, candidates characteristically:</p> <ul style="list-style-type: none"> <li>• demonstrate, organise and communicate accurate, relevant and precise historical knowledge appropriately;</li> <li>• show evidence of understanding of the past through analysis and explanation and reach substantiated and sustained judgements about key concepts;</li> <li>• show evidence of understanding through analysis and explanation and reach substantiated and sustained judgements about the relationships between key features of the historical period; and</li> <li>• communicate accurately, clearly and fluently, using appropriate specialist vocabulary and structure, and spelling, punctuation and grammar are of a high degree of accuracy.</li> </ul>

Grade	Description
	<p>For AO2, candidates characteristically:</p> <ul style="list-style-type: none"> <li>• analyse and evaluate primary and contemporary source material in its historical context with insight and discrimination; and</li> <li>• use the sources appropriately to substantiate arguments.</li> </ul> <p>For AO3, candidates characteristically analyse and evaluate, how, in relation to the historical context, aspects of the past have been interpreted in different ways.</p>
<p><b>A2</b> <b>Grade E</b></p>	<p>For AO1, candidates characteristically:</p> <ul style="list-style-type: none"> <li>• demonstrate, organise and communicate some relevant historical knowledge appropriately;</li> <li>• show some evidence of understanding of the past through analysis and explanation and reach some judgements about key concepts;</li> <li>• show evidence of understanding through analysis and explanation and offer some judgements about the relationships between key features of the historical period; and</li> <li>• convey meaning clearly and with appropriate vocabulary, although there may be errors in spelling, punctuation and grammar.</li> </ul> <p>For AO2, candidates characteristically:</p> <ul style="list-style-type: none"> <li>• comprehend, identify and extract some information from a range of sources;</li> <li>• offer limited analysis and evaluation of source material, making tentative links to the historical context; and</li> <li>• use a range of sources as evidence to support arguments, although these may be limited in places.</li> </ul> <p>For AO3, candidates characteristically show awareness that aspects of the past have been interpreted in different ways and offer limited analysis and evaluation of these.</p>

## 6 Guidance on Assessment

There are four external assessment units in this specification, two at AS level and two at A2:

- Unit AS 1: Historical Investigations and Interpretations;
- Unit AS 2: Historical Conflict and Change;
- Unit A2 1: Change Over Time; and
- Unit A2 2: Historical Investigations and Interpretations.

The external assessment focuses on candidates' knowledge, understanding and analysis of the content of each unit.

### 6.1 Unit AS 1: Historical Investigations and Interpretations

This unit is assessed in a 1 hour 30 minute examination. Candidates answer **two** questions.

- Question 1 is a short response question and candidates answer **one** question from a choice of **two**.
- Question 1 assesses AO1.
- Question 2 is source based with two parts:
  - in part (a), candidates assess the usefulness of a primary or contemporary source; and
  - in part (b), candidates assess how convincing they find two contrasting historical interpretations of a particular issue or event.
- Question 2(a) assesses AO2.
- Question 2(b) assesses AO3.

### 6.2 Unit AS 2: Historical Conflict and Change

This unit is assessed in a 1 hour 30 minute examination. Candidates answer **two** questions from a choice of three.

- The questions have two parts:
  - part (i) is a short response question; and
  - part (ii) is an extended essay.
- Both parts assess AO1.

### 6.3 Unit A2 1: Change Over Time

This unit is assessed in a 1 hour examination. Candidates answer a synoptic essay question covering a period of approximately 100 years. They answer **one** question from a choice of two.

- The synoptic essay question tests the candidate's ability to assess change and/or development over a period of approximately 100 years to demonstrate understanding of the process of historical change.
- The synoptic essay question assesses AO1.

## **6.4 Unit A2 2: Historical Investigations and Interpretations**

This unit is assessed in a 2 hour 30 minute examination. Candidates answer **three** questions.

- Question 1 is source based.
- In Question 1(a), candidates assess which of the two primary and/or contemporary sources they consider to be of most value to an historian studying a particular issue or event.
- Question 1(a) assesses AO2.
- In Question 1(b), candidates use the sources and their own knowledge to evaluate how far they agree with a specific proposition.
- Question 1(b) assesses AO2 and AO1.
  
- Question 2 is sourced based.
- Question 2 is based on two different historical interpretations. Candidates assess how convincing they find two contrasting historical interpretations of a particular issue or event.
- Question 2 assesses AO3.
  
- Question 3 is an extended essay question. Candidates assess the extent to which they agree with a particular proposition, using relevant evidence to support their answer.
- Question 3 assesses AO1.

## 7 Links and Support

### 7.1 Support

The following resources are available to support this specification:

- our History microsite at [www.ccea.org.uk](http://www.ccea.org.uk) and
- specimen assessment materials.

We also intend to provide:

- past papers and mark schemes;
- Chief Examiner's reports;
- teacher guidance material;
- centre support visits;
- support days for teachers;
- exemplification of standards; and
- planning for success (guidance on examination technique and approaches).

### 7.2 Curriculum objectives

This specification supports centres to build on the broader Northern Ireland Curriculum objectives to develop the young person:

- as an individual;
- as a contributor to society; and
- as a contributor to the economy and environment.

It can contribute to meeting the requirements of the Northern Ireland Entitlement Framework at post-16 and the provision of a broad and balanced curriculum.

#### Curriculum Progression from Key Stage 4

This specification builds on learning from Key Stage 4 and gives students opportunities to develop their subject knowledge and understanding further.

Students will also have opportunities to continue to develop the **Cross-Curricular Skills** and the **Thinking Skills and Personal Capabilities** shown below. The extent of this development depends on the teaching and learning methodology the teacher uses.

#### Cross-Curricular Skills

- Communication:
  - Talking and Listening
  - Reading
  - Writing
- Using Mathematics
- Using ICT

### **Thinking Skills and Personal Capabilities**

- Problem Solving
- Working with Others
- Self-Management

### **7.3 Examination entries**

Entry codes for this subject and details on how to make entries are available on our Qualifications Administration Handbook microsite, which you can access at [www.ccea.org.uk](http://www.ccea.org.uk)

Alternatively, you can telephone our Examination Entries, Results and Certification team using the contact details provided.

### **7.4 Equality and inclusion**

We have considered the requirements of equality legislation in developing this specification and designed it to be as free as possible from ethnic, gender, religious, political and other forms of bias.

GCE qualifications often require the assessment of a broad range of competences. This is because they are general qualifications that prepare students for a wide range of occupations and higher level courses.

During the development process, an external equality panel reviewed the specification to identify any potential barriers to equality and inclusion. Where appropriate, we have considered measures to support access and mitigate barriers.

We can make reasonable adjustments for students with disabilities to reduce barriers to accessing assessments. For this reason, very few students will have a complete barrier to any part of the assessment.

It is important to note that where access arrangements are permitted, they must not be used in any way that undermines the integrity of the assessment. You can find information on reasonable adjustments in the Joint Council for Qualifications document *Access Arrangements and Reasonable Adjustments: General and Vocational Qualifications*, available at [www.jcq.org.uk](http://www.jcq.org.uk)



## 7.5 Contact details

If you have any queries about this specification, please contact the relevant CCEA staff member or department:

- Specification Support Officer: Arlene Ashfield  
(telephone: (028) 9026 1200, extension 2291, email: [aashfield@ccea.org.uk](mailto:aashfield@ccea.org.uk))
- Subject Officer: Clare McAuley  
(telephone: (028) 9026 1200, extension 2906, email: [cmcauley@ccea.org.uk](mailto:cmcauley@ccea.org.uk))
- Examination Entries, Results and Certification  
(telephone: (028) 9026 1262, email: [entriesandresults@ccea.org.uk](mailto:entriesandresults@ccea.org.uk))
- Examiner Recruitment  
(telephone: (028) 9026 1243, email: [appointments@ccea.org.uk](mailto:appointments@ccea.org.uk))
- Distribution  
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- Support Events Administration  
(telephone: (028) 9026 1401, email: [events@ccea.org.uk](mailto:events@ccea.org.uk))
- Information Section (including Freedom of Information requests)  
(telephone: (028) 9026 1200, email: [info@ccea.org.uk](mailto:info@ccea.org.uk))
- Moderation  
(telephone: (028) 9026 1200, extension 2236, email: [moderationteam@ccea.org.uk](mailto:moderationteam@ccea.org.uk))
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