
AS HISTORY

(7041)

Specification

For teaching from September 2015 onwards
For AS exams in 2016 onwards

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Are you using the latest version of this specification?

- You will always find the most up-to-date version of this specification on our website at
- We will write to you if there are significant changes to the specification.

1 Introduction

1.1 Why choose AQA for AS History

Helping students understand the significance of historical events

Our AS and A-level History qualifications have been designed to help students understand the significance of historical events, the role of individuals in history and the nature of change over time. Our qualifications will help them to gain a deeper understanding of the past through political, social, economic and cultural perspectives. The engaging topics available to them throughout the course will provide them with the knowledge and skills they require to succeed as AS and A-level historians.

Flexibility of choice

We offer teachers and students the choice of British, European, American and World history

Well-resourced and popular topics

- After careful consultation with teachers and Higher Education, we have kept our most popular topics so you can re-use or adapt your departmental resources. We have also developed some new topics in response to teachers' feedback.
- We have worked closely with a number of publishers to produce textbooks that link directly to the specification.

Teach AS and A-level together

- Our AS not only provides a strong stand-alone qualification, it is also fully co-teachable with the A-level.
- Content for the AS and the first year of the A-level is identical.
- The skills required for AS questions are closely linked to those in A-level questions.
- We clearly articulate the skills and techniques that we expect students to display at AS and A-level as well as producing clear question papers and mark schemes.

We're confident that you will enjoy teaching our specification and that your students will be able to show what they know, understand and can do, mastering the craft of the A-level historian.

You can find out about all our History qualifications at [aqa.org.uk/history](https://www.aqa.org.uk/history).

1.2 Support and resources to help you teach

We know that support and resources are vital for your teaching and that you have limited time to find or develop good quality materials. So we've worked with experienced teachers to provide you with a range of resources that will help you confidently plan, teach and prepare for exams.

Teaching resources

We have too many History resources to list here so visit [aqa.org.uk/7041](https://www.aqa.org.uk/7041) to see them all. They include:

- sample schemes of work and lesson plans to help you plan your course with confidence
- sample question papers and mark schemes
- guidance about source material and teaching resources
- training courses to help you deliver AQA History qualifications.

Preparing for exams

Visit [aqa.org.uk/7041](https://www.aqa.org.uk/7041) for everything you need to prepare for our exams, including:

- past papers, mark schemes and examiners' reports
- sample papers and mark schemes for new courses
- example student answers with examiner commentaries.

Analyse your students' results with Enhanced Results Analysis (ERA)

Find out which questions were the most challenging, how the results compare to previous years and where your students need to improve. ERA, our free online results analysis tool, will help you see where to focus your teaching. Register at [aqa.org.uk/era](https://www.aqa.org.uk/era)

For information about results, including maintaining standards over time, grade boundaries and our post-results services, visit [aqa.org.uk/results](https://www.aqa.org.uk/results)

Keep your skills up to date with professional development

Wherever you are in your career, there's always something new to learn. As well as subject-specific training, we offer a range of courses to help boost your skills:

- improve your teaching skills in areas including differentiation, teaching literacy and meeting Ofsted requirements
- help you prepare for a new role with our leadership and management courses.

You can attend a course at venues around the country, in your school or online – whatever suits your needs and availability. Find out more at [coursesandevents.aqa.org.uk](https://www.coursesandevents.aqa.org.uk)

Get help and support

Visit our website for information, guidance, support and resources at [aqa.org.uk/7201](https://www.aqa.org.uk/7201)

You can talk directly to the History subject team:

E: history@aqa.org.uk

T: 0161 958 3865

2 Specification at a glance

AS students must take assessments in both of the following components, in the same series.

- Component 1: Breadth study
- Component 2: Depth study

Students must:

- study the history of more than one country
- study a British history option for Component 1 or 2
- study a non-British history option for Component 1 or 2

Subject content

Component 1: Breadth Study

[1A The Age of the Crusades, c1071–1149](#) (page 13)

[1C The Tudors: England, 1485–1547](#) (page 14)

[1D Stuart Britain and the Crisis of Monarchy, 1603–1649](#) (page 14)

[1F Industrialisation and the People: Britain, c1783–1832](#) (page 15)

[1G Challenge and Transformation: Britain, c1851–1914](#) (page 16)

[1H Tsarist and Communist Russia, 1855–1917](#) (page 17)

[1J The British Empire, c1857–1914](#) (page 18)

[1K The Making of a Superpower: USA, 1865–1920](#) (page 19)

[1L The Quest for Political Stability: Germany, 1871–1929](#) (page 20)

Component 2: Depth Study

[2A Royal Authority and the Angevin Kings, 1154–1189](#) (page 21)

[2B The Wars of the Roses, 1450–1471](#) (page 22)

[2D Religious Conflict and the Church in England, c1529–c1547](#) (page 23)

[2E The English Revolution, 1625–1642](#) (page 24)

[2G The Birth of the USA, 1760–1776](#) (page 24)

[2J America: A Nation Divided, c1845–1861](#) (page 25)

[2L Italy and Fascism, c1900–1926](#) (page 26)

[2M Wars and Welfare: Britain in Transition, 1906–1929](#) (page 27)

[2N Revolution and Dictatorship: Russia and the Soviet Union, 1917–1929](#) (page 28)

[2O Democracy and Nazism: Germany, 1918–1933](#) (page 29)

[2P The Transformation of China, 1936–1962](#) (page 30)

[2Q The American Dream: Reality and Illusion, 1945–1963](#) (page 31)

[2R The Cold War, c1945–1963](#) (page 32)

[2S The Making of Modern Britain, 1951–1979](#) (page 33)

Assessments

Component 1: Breadth study
<p>What's assessed</p> <p>The first part of the corresponding full A-level option. This involves the study of significant historical developments over a period of around 50 years and associated historical interpretations.</p>
<p>Assessed</p> <ul style="list-style-type: none"> • written exam: 1 hour 30 minutes • Two questions (one compulsory) • 50 marks • 50% of AS
<p>Questions</p> <ul style="list-style-type: none"> • two sections • Section A – one compulsory question linked to interpretations (25 marks) • Section B – one question from two (25 marks)



Component 2: Depth study
<p>What's assessed</p> <p>The first part of the corresponding full A-level option. This involves the study in depth of a major historical change or development and associated primary evidence</p>
<p>Assessed</p> <ul style="list-style-type: none"> • written exam: 1 hour 30 minutes • Two questions (one compulsory) • 50 marks • 50% of AS
<p>Questions</p> <ul style="list-style-type: none"> • two sections • Section A – one compulsory question linked to primary sources or sources contemporary to the period (25 marks) • Section B – one question from two (25 marks)

Prohibited Combinations

Students must study a British history option for either Component 1 or Component 2. If a British history option is chosen for Component 1, it must be combined with a non-British option for Component 2. If a British history option is chosen for Component 2, it must be combined with a non-British option for Component 1. Any British option may be combined with any non-British option.

The following are designated British history options:

Component 1

- 1C The Tudors: England, 1485–1547
- 1D Stuart Britain and the Crisis of Monarchy, 1603–1649
- 1F Industrialisation and the People: Britain, c1783–1832
- 1G Challenge and Transformation: Britain, c1851–1914
- 1J The British Empire, c1857–1914

Component 2

- 2A Royal Authority and the Angevin Kings, 1154–1189
- 2B The Wars of the Roses, 1450–1471
- 2D Religious Conflict and the Church in England, c1529–c1547
- 2E The English Revolution, 1625–1642
- 2M Wars and Welfare: Britain in Transition, 1906–1929
- 2S The Making of Modern Britain, 1951–1979

3 Subject content

The AS component content is designed to be co-teachable with the first part of the corresponding full A-level component content – or it can be taught as a stand-alone course.

Introduction

The GCE AS and A-level Subject Content for History state that:

- AS and A-level specifications in History must provide sufficient depth and breadth to allow students to develop the knowledge, skills and understanding specified below, and must include a rationale for the specification of topics including periods and/or themes which indicate how the following criteria for content are addressed.
- AS and A-level specifications in History must provide a broad and coherent course of study for all students whether they progress to further study in the subject or not.
- There are no prior knowledge requirements for AS and A-level specifications in History.

Both AS and A level specifications must require students to study:

- the history of more than one country or state, including at least one outside the British Isles
- aspects of the past in breadth (through period and/or theme) and in depth
- significant individuals, societies, events, developments and issues within a broad historical context
- developments affecting different groups within the societies studied
- a range of appropriate historical perspectives, for example aesthetic, cultural, economic, ethnic, political, religious, scientific, social or technological.

Rationale

Assuring a broad and coherent course of study

The Subject Criteria require that, at AS and A-level, students follow a ‘broad and coherent’ course of study.

The specifications meet these requirements as follows.

- At both AS and A-level, an option from Component 1 and an option from Component 2 must be studied. This must include the history of more than one country or state, including at least one outside the British Isles.
- Coherence of study is achieved across the specification as a whole. Components 1 and 2 have similar perspectives in relation to, for example, the role of elites and the basis of legitimacy of power and decision-making, how the exercise of power changes over time when confronted with opposition, how ideas, social and economic or ideological developments influence and change the exercise of power. Any combination of components therefore, provides for a coherent and interrelated course of study enabling students to understand these perspectives in the context of breadth and depth.
- In addition, the choice of options within the components, irrespective of chronology, will allow students to draw conclusions about and make links in relation to, the various processes of historical change and continuity. The components chosen provide a coherent understanding of how change occurs, how the causes of change interrelate, of degrees of change and

continuity and of similarity, difference and significance. The components chosen also provide a coherent understanding of how individuals and groups bring about and react to broader social, economic, religious and cultural changes.

Not all combinations of Component 1 (the breadth study) with Component 2 (the depth study) ensure that a broad course of study is followed. The combinations which follow will be prohibited because their chronology is limited to predominantly a single century where there is also a strong conceptual emphasis which runs across both breadth and depth options:

- 1C The Tudors with 2C The Reformation in Europe
- 1D Stuart Britain and the Crisis of Monarchy with 2F The Sun King: Louis XIV, France and Europe

Component 1: Breadth study

Each Breadth Study requires the study of an extended period and enables students to develop secure understanding of the process of change over time.

Each Breadth Study is introduced by six key questions which identify issues and perspectives which are central to the period of study. They emphasise that the study of breadth requires students to develop an understanding of:

- The nature of causes and consequences, of change and continuity and of similarity and differences over a long period of time
- The links between perspectives, such as political, economic, social or religious as well as appreciating developments relating to the perspectives separately over time
- The role played by individuals, groups, ideas or ideology.

The content for each period of study is set out in chronological sections. An examination question may arise from one or more of these sections of specified content. There is an important interrelationship between the six key questions and the specified content. Study of the content enables students to develop a secure understanding and knowledge of the period. The key questions inform and guide how the content should be studied. This combination of historical content, informed by key questions, seeks to combine 'periods or themes' in a manner which is manageable and historically valid. Thus, 'understanding of the process of change over time' stems from secure knowledge of shorter periods which enable the development of a broader understanding as the study progresses.

Component 2: Depth study

Each Depth Study is focused on a significant period of historical change or development. Students will gain deep understanding of change and continuity through the study of the interrelationships of a variety of perspectives as indicated in the content. They will develop detailed knowledge and understanding of developments and the roles of individuals, groups, ideas and ideology. Depth Studies also promote an understanding of the complexity of the historical process through a detailed focus on a specific period of change.

Content is presented chronologically in sections as is most appropriate to the period of study. An examination question may arise from one, or more than one, section of specified content. To demonstrate depth of historical knowledge and understanding, students should be able to make links and comparisons between the aspects of the period studied. Therefore it is important that specified content should be studied both in its own right and holistically. In this way links and contrasts will be rooted in secure knowledge and understanding.

Each of the Depth Studies has an introductory commentary, setting out the focus of the study and the key concepts that apply to it. There is a close interrelationship between the commentary and the content that follows which enables students to appreciate the focus of the depth study.

1A The Age of the Crusades, c1071–1149

This option allows students to study in breadth issues of change, continuity, cause and consequence in this period through the following key questions:

- What were the motives of the crusaders and the counter-crusaders?
- What problems faced the states in Outremer and how successfully were these problems addressed?
- How important were faith and ideas for Christians and Muslims?
- What was the impact of the crusades on the Muslim Near East?
- How did the Byzantine Empire, Outremer and the Latin West change and what influenced relations between them?
- How important was the role of key individuals and groups and how were they affected by developments?

The Crusader States and Outremer, c1071–1149

The origins of conflict and the First Crusade, c1071–c1099

- Christianity in western Europe c1071; the role of the Church in the late 11th century; the rising influence of the Papacy
- Islam c1071: Muslim expansion and the rise of the Seljuk Turks
- The Byzantine Empire c1071: the internal problems of the Byzantine Empire; the impact of defeat in the Battle of Manzikert
- Urban II: the reasons for the calling of the First Crusade; responding to the call for help from the Byzantine Empire; the political and religious motives of the Papacy
- The motives of the crusaders; Raymond of Toulouse and the Frankish knights; popular movements
- The course and impact of the First Crusade and its impact on the Muslim Near East, the Byzantine Empire and the Latin West by 1099

The foundation of new states and the Second Crusade, c1099–1149

- Establishing the states of Outremer: Kings Baldwin I, II and Queen Melisende; expansion and conquest; trade and pilgrimage
- The foundation of the military orders: Templars and Hospitallers; their military, religious and economic roles
- Relations of the Crusader states with the Byzantine Empire, the Latin West, the Muslim Near East and indigenous peoples
- The Islamic response to the Crusader states: Islamic politics and the rise of ideas of jihad under Zengi
- The preaching of the Second Crusade; its course and outcome
- The impact of the Second Crusade on the Muslim Near East, the Byzantine Empire, the Latin West and Outremer by 1149

1C The Tudors: England, 1485–1547

This option allows students to study in breadth issues of change, continuity, cause and consequence in this period through the following key questions:

- How effectively did the Tudors restore and develop the powers of the monarchy?
- In what ways and how effectively was England governed during this period?
- How did relations with foreign powers change and how was the succession secured?
- How did English society and economy change and with what effects?
- How far did intellectual and religious ideas change and develop and with what effects?
- How important was the role of key individuals and groups and how were they affected by developments?

Consolidation of the Tudor Dynasty: England, 1485–1547

Henry VII, 1485–1509

- Henry Tudor's consolidation of power: character and aims; establishing the Tudor dynasty
- Government: councils, parliament, justice, royal finance, domestic policies
- Relationships with Scotland and other foreign powers; securing the succession; marriage alliances
- Society: churchmen, nobles and commoners; regional division; social discontent and rebellions
- Economic development: trade, exploration, prosperity and depression
- Religion; humanism; arts and learning

Henry VIII, 1509–1547

- Henry VIII: character and aims; addressing Henry VII's legacy
- Government: Crown and Parliament, ministers, domestic policies including the establishment of Royal Supremacy
- Relationships with Scotland and other foreign powers; securing the succession
- Society: elites and commoners; regional issues and the social impact of religious upheaval; rebellion
- Economic development: trade, exploration, prosperity and depression
- Religion: renaissance ideas; reform of the Church; continuity and change by 1547

1D Stuart Britain and the Crisis of Monarchy, 1603–1649

This option allows students to study in breadth issues of change, continuity, cause and consequence in this period through the following key questions:

- How far did the monarchy change?
- To what extent and why was power more widely shared during this period?
- Why and with what results were there disputes over religion?
- How effective was opposition?
- How important were ideas and ideology?
- How important was the role of key individuals and groups and how were they affected by developments?

Absolutism Challenged: Britain, 1603–1649

Monarchs and Parliaments, 1603–1629

- The Political Nation and the social basis of power: the importance of land ownership; rival forms of wealth including merchants
- James I: character and views on monarchy; court and favourites; Charles I: character and views on monarchy; court and favourites
- The financial weakness of the Crown and attempts to reform and strengthen royal finance
- Religion and religious divisions: challenges to the Church of England from Catholics and Puritans and the development of Arminianism
- Relations and disputes with parliaments: parliamentary privileges; finance; religion; foreign affairs
- The state of relations between Crown and Parliament by 1629 and the reaction of the Political Nation; the extent of breakdown between Crown and Parliament and the Political Nation

Revolution, 1629–1649

- Divisions over religion: Arminianism and Laudianism; Puritanism and the emergence of Millenarianism
- Political divisions: the Personal Rule and the extent of opposition to it in England, Scotland and Ireland; the Short and Long Parliaments and the leadership of Pym; divisions and the outbreak of Civil War
- The First and Second Civil Wars: England, Scotland, Ireland and the reasons for royalist defeat
- Social divisions: the emergence of political and religious radicalism in the 1640s; the Levellers and Millenarian groups
- Post-war divisions between Army and Parliament and the failure to secure a post-war settlement
- Regicide: the basis for regicide and the King's response

1F Industrialisation and the People: Britain, c1783–1832

This option allows students to study change, continuity, cause and consequence in this period through the following key questions:

- How was Britain governed and how did democracy and political organisations change and develop?
- What pressures did governments face and how did they respond to these?
- How and with what results did the economy develop and change?
- How and with what results did society and social policy develop?
- How important were ideas and ideology?
- How important was the role of individuals and groups and how were they affected by developments?

The Impact of Industrialisation: Britain, c1783–1832

Pressure for change, c1783–1812

- The British political system in 1783: government and representation; national and local democracy; Whigs and Tories
- Government: Pitt the Younger as Prime Minister and his successors; Pitt's relationship with the King; the 1784 election; reform of finance, administration and trade
- Economic developments: industrialisation; the growth of cotton and other industries; changes in power; the condition of agriculture
- Social developments: the middle class; the industrial workforce; landowners; agricultural labourers and the poor; working conditions; standards of living; the Combination Acts
- Pressures on government: the political influence of the French Revolution; Irish rebellion and union; radicalism and opposition; party splits; demands for parliamentary reform
- Pressures on government: the political, economic and social impact of war; the condition of Britain by 1812

Government and a changing society, 1812–1832

- Government: Lord Liverpool; the Corn Laws and other legislation; attitudes to reform and repression; the economy; the repeal of the Combination Acts
- Government: Canning, Goderich and Wellington; legislation including the repeal of the Test and Corporation Acts; the metropolitan police force; O'Connell and Catholic Emancipation
- Economic developments: continuing industrialisation and developments in key industries; agricultural change; economic policies and free trade
- Social developments: the effects of industrialisation; standards of living and working class discontent
- Pressures for change: Luddism and radical agitation; the anti-slavery movement; Methodism; early socialism and the ideas of Robert Owen
- Greater democracy: the election of the Whigs; pressure for parliamentary reform; the Great Reform Act and its impact; the state of Britain politically, economically and socially by 1832

1G Challenge and Transformation: Britain, c1851–1914

This option allows students to study in breadth issues of change, continuity, cause and consequence in this period through the following key questions:

- How did democracy and political organisations develop in Britain?
- How important were ideas and ideologies?
- How and with what effects did the economy develop?
- How and with what effects did society and social policy develop?
- How and why did Britain's relationship with Ireland change?
- How important was the role of key individuals and groups and how were they affected by developments?

Victorian and Edwardian Britain, c1851–1914

Reform and challenge, c1851–c1886

- The political system: parliament and the workings of mid-19th century democracy; ruling elites; prime ministers; parties and party realignment to 1867
- Political developments under Gladstone and Disraeli; liberalism, conservatism and the bases of their support; the extension of the franchise
- Economic developments: agriculture, trade and industry; economic ideologies; boom and 'the workshop of the world'; the onset of Depression
- Society and social changes: class and regional division; prosperity and poverty
- Social movements and policies; self-help; trade unions; education and social reform legislation
- The condition of Ireland and Anglo-Irish relations: land agitation and the political response; Home Rule

Challenges to the status quo, c1886–1914

- Political developments: the reasons for Conservative dominance to 1905; the problems of the Liberal Party; socialism, Fabianism and the emergence of the Labour Party
- Politics 1906–1914: the ideology of New Liberalism; political crises and constitutional change; development of the Labour Party
- Economic developments: the Great Depression and its aftermath; problems of British industry and agriculture; staples and new industries, foreign competition; invisible exports; debates over protectionism, tariff reform and free trade
- Social change; trade unions and new unionism; syndicalism; the issue of female emancipation; the growth of the urban population; the expansion of service industries; standards of living
- Social policies: government legislation and local initiatives; taxation and welfare reform by 1914
- The condition of Ireland and Anglo-Irish relations: the Home Rule movement, opposition and the Home Rule Bills

1H Tsarist and Communist Russia, 1855–1917

This option allows students to study in breadth issues of change, continuity, cause and consequence in this period through the following key questions:

- How was Russia governed and how and how did political authority change and develop?
- Why did opposition develop and how effective was it?
- How and with what results did the economy develop and change?
- What was the extent of social and cultural change?
- How important were ideas and ideology?
- How important was the role of individuals and groups and how were they affected by developments?

Autocracy, Reform and Revolution: Russia, 1855–1917

Trying to preserve autocracy, 1855–1894

- Political authority and the state of Russia: autocracy; the political, social and economic condition of Russia in 1855 and the impact of the Crimean War
- Political authority and attempts at reform: Alexander II; emancipation of the serfs and attempts at domestic and military reform
- Government and Tsars: Alexander II and Alexander III as rulers; attitudes to and imposition of autocracy; key developments
- Political authority in action: Russification; treatment of ethnic minorities and Jews
- Opposition: ideas and ideologies; individuals; liberals and radical groups and the Tsarist reaction
- Economic and social developments: industrial developments and the land issue; social divisions; nobles, landowners and position of the peasantry; the cultural influence of the Church

The collapse of autocracy, 1894–1917

- Political authority, government and Tsar; Nicholas II as ruler: political developments to 1914; 1905 Revolution; Duma government
- Economic developments to 1914: industrial and agricultural growth and change
- Social developments to 1914: change and conditions of working and living in towns and countryside; social divisions; cultural changes
- Opposition: ideas and ideologies, liberalism, socialism; Marxism; individuals and radical groups
- Political authority, opposition and the state of Russia in wartime: the political, economic and social problems of wartime; opposition and the collapse of autocracy; the political developments of 1917
- Political authority, opposition and government: the Bolshevik takeover and the establishment of Bolshevik government by December 1917; opposition

1J The British Empire, c1857–1914

This option allows students to study in breadth issues of change, continuity, cause and consequence in this period through the following key questions:

- Why did the British Empire grow and contract?
- What influenced imperial policy?
- What part did economic factors play in the development of the British Empire?
- How did the Empire influence British attitudes and culture?
- How did the indigenous peoples respond to British rule?
- How important was the role of key individuals and groups and how were they affected by developments?

The High Water Mark of the British Empire, c1857–1914

The development of Imperialism, c1857–c1890

- The expansion of the British Empire in Africa; the Suez Canal and Egypt
- Imperial and colonial policy; India's administration and defence; international relations, colonial policy and the scramble for Africa; informal empire
- Trade and commerce; the chartered companies
- The role and influence on attitudes to empire of explorers, missionaries, traders, colonial administrators
- Attitudes towards imperialism in Britain; the development of party political conflicts
- Relations with indigenous peoples; the Indian Mutiny and its impact; relations with Boers and Bantu peoples in southern Africa

Imperial consolidation and Liberal rule, c1890–1914

- The consolidation and expansion of the British Empire in Africa
- Imperial and colonial policy; the administration of India and Egypt; 'native policy'; international relations and colonial policy
- Trade and commerce
- The role and influence on attitudes to empire of: Joseph Chamberlain; Cecil Rhodes; colonial administration
- Imperialism: supporters and critics; National Efficiency; the British Empire and popular culture; representations of empire
- Relations with indigenous peoples; challenges to British rule; the Sudan; the causes and consequences of the Boer War

1K The Making of a Superpower: USA, 1865–1920

This option allows students to study in breadth issues of change, continuity, cause and consequence in this period through the following key questions:

- How did government, political authority and political parties change and develop?
- In what ways did the economy and society of the USA change and develop?
- How did the role of the USA in world affairs change?
- How important were ideas and ideology?
- How united was the USA during this period?
- How important was the role of key individuals and groups and how were they affected by developments?

From Civil War to World War, 1865–1920

The Era of Reconstruction and the Gilded Age, 1865–1890

- The weaknesses of Federal Government: Johnson, Grant and the failure of Radical Reconstruction
- The politics of the Gilded Age and the era of weak presidents; political corruption
- Social, regional and ethnic divisions: divisions within and between North, South and West; the position of African-Americans
- Economic growth and the rise of corporations: railways; oil; developments in agriculture; urbanisation

-
- Laissez-faire dominance and consequences; the impact of the ending of the frontier
 - The limits of foreign engagement and continuation of isolationism: the continuation of the Monroe Doctrine; territorial consolidation (Alaska) and tensions over Canada

Populism, progressivism and imperialism, 1890–1920

- Political tensions and divisions: the reaction against Big Business at national and state level
- The ideas and influence of Bryan, Roosevelt and Taft; Populism, Progressivism and Wilson's New Freedom
- Economic change and developments: the rise of US dominance as an economic and industrial power and the consequences of this
- Social developments: mass immigration and urbanisation and their consequences; the position of African-Americans
- Foreign affairs: imperialism; engagement in international affairs; Spain and the Philippines; the Panama Canal; the First World War, neutrality and entry
- The USA by 1920: economic power; social and ethnic divisions; political reaction and renewed isolationism

1L The Quest for Political Stability: Germany, 1871–1929

This option allows students to study in breadth issues of change, continuity, cause and consequence in this period through the following key questions:

- How was Germany governed and how did political authority change and develop?
- How effective was opposition?
- How and with what results did the economy develop and change?
- What was the extent of social and cultural change?
- How important were ideas and ideology?
- How important was the role of key individuals and groups and how were they affected by developments?

Empire to Democracy, 1871–1929

The Kaiserreich, 1871–1914

- Political authority: the extent and make-up of the German Empire in 1871; the 1871 constitution; the role of Emperor and Chancellor; political groupings and parties and their ideologies
- Government and opposition: Kaiser Wilhelm I and government under Bismarck; their personalities and policies; the role of the Reichstag; the struggle between autocracy and democracy; the development of parties and political opposition
- Government and opposition: Kaiser Wilhelm II and his chancellors; personalities and policies; the place of the Reichstag; the struggle between autocracy and democracy; the development of parties and political opposition
- Economic developments: industrial expansion; old and new industries; trade and wealth
- Social developments: the class hierarchy; elitism and the culture of militarism; the condition of the working people
- The political, economic and social condition of Germany by 1914

Empire to democracy, 1914–1929

- Political authority: the political impact of the First World War on Germany; political change and breakdown by 1918; the 1918 revolution; the establishment of democratic government in the Weimar constitution
- Government and opposition to 1924: post-war political problems; attempted coups and the opposition of left and right; the occupation of the Ruhr; the working of Weimar government; its strengths and weaknesses
- Government and opposition 1924–1929: the impact of the Ruhr invasion and the leadership of Stresemann; degree of governmental change; degree of opposition
- Economic developments: the impact of war; post-war economic problems and policies; reparations; hyperinflation; Dawes and Young Plans and foreign loans; industrial growth; agriculture
- Social developments: the effect of war on German society; social and cultural changes in Weimar Germany
- The political, economic and social condition of Germany by 1929

2A Royal Authority and the Angevin Kings, 1154–1189

This option provides for the study in depth of a period of turbulence in British history, during which the authority of the monarch was questioned and the relationship between Church, State and the baronage was readjusted. It develops concepts such as authority, dynastic ambition and rebellion and encourages students to reflect on issues such as territorial integrity and what makes a 'state'.

The Reign of Henry II, 1154–1189

The Restoration of Royal Authority, 1154–1166

- The political, economic and social condition of England in 1154; the character and aims of Henry II; the strengths and weaknesses of Henry II's position at his accession
- The restoration of royal authority under Henry II: the barons; royal finance; justice and the law
- The place of religion in society: the political role of the Church; ecclesiastical courts; the importance of the Church in finance and the economy
- Henry II and England's overseas territories; the lordship of Ireland; Normandy, Gascony and Aquitaine; relations with France

The crisis of Royal Authority, 1166–1174

- The conflict between Church and State: Thomas Becket and the crisis of 1170; the clash between Henry II and the Papacy
- Henry II and Ireland: the invasions of 1169 and 1171; relations with the Irish nobility
- The origins of the Great Rebellion: dynastic instability and Henry II's relations with the three rebellious sons, Eleanor of Aquitaine and their supporters; the role of Louis VII of France
- The course of the Great Rebellion: political instability; the barons; William I of Scotland; the re-establishment of Henry II's rule

The struggle for Royal Authority, 1174–1189

- Attempts to consolidate royal authority after the Great Rebellion: court and family tensions; the barons; the royal finances; justice and the law
- Relations between Church and State: Henry II and his bishops; reconciliation with the Papacy
- Social and economic developments: towns and trade, the social condition of England by 1189
- England's overseas territories: developments in Ireland after the 1175 Treaty of Windsor; the dynastic ambitions of Henry's sons; relations with Philip II of France; Henry's final military campaign; the death of the King

2B The Wars of the Roses, 1450–1471

This option provides for the study in depth of a period in which the English monarchy suffered instability and the country was subjected to a range of political, economic and social pressures. It develops concepts such as authority, hierarchy, faction and legitimacy. It also encourages students to reflect on the sources of power within a state, causes of political breakdown and the impact of dynastic instability on the 'common people'.

The Fall of the House of Lancaster, 1450–1471

The origins of conflict, 1450–1459

- English society and politics in 1450: the weakness of Henry VI's rule; baronial factions; Cade's rebellion; the loss of Normandy
- The impact on English politics of the emerging power and influence of Richard of York
- The outbreak of war: the first Battle of St Albans and the balance of military power in 1455
- The uneasy peace: the influence of Margaret of Anjou; factional rivalries and their impact on English society

The War of the Barons, 1459–1461

- The renewal of war: York's flight into exile; the emergence of Warwick 'the Kingmaker'; the capture of Henry VI at Northampton
- Filling the political vacuum: the rule of Richard of York as Protector of England
- Shifting loyalties and the Lancastrian revival: Wakefield; the second Battle of St Albans; the death of York and the restoration of Henry VI
- Proclamation of Edward IV as King; Yorkist victory at Towton; the strengths and weaknesses of the Yorkists by 1461

The triumph of the Yorkists, 1461–1471

- The personal rule of Edward IV and the political impact of his marriage to Elizabeth Woodville
- Factional rivalries: Warwick 'the Kingmaker'; attempts to restore Henry VI; Margaret of Anjou; Edward, Prince of Wales
- The crushing of the Lancastrian cause: Barnet and Tewkesbury; the destruction of the Lancastrian nobility
- The impact of the baronial wars on English society by 1471: the weakening of the aristocracy; the impact on trade and the economy

2D Religious Conflict and the Church in England, c1529–c1547

This option provides for the study in depth of a period of major change in the English Church and government, focusing on issues which led England to break with Rome and the problems surrounding the establishment of a new Anglican Church and faith. It explores concepts such as piety, humanism, Protestantism, Catholicism, authority and conformity and promotes an in-depth understanding of the relationship between Church and state, monarch and parliament, faith and pragmatism.

The Break with Rome, c1529–1547

The Church in c1529

- The political and social role of the Church: churchmen as royal advisers; church teachings on monarchical authority; wealth; church courts; monasteries and parish churches
- Popular piety and the Church's spiritual role: lay religious guilds; key beliefs such as purgatory; the role of the priesthood; the importance of printing
- Early Reformers and Humanists: the legacy of the Lollards and impact on religious belief and practice; Humanism in England as represented by Erasmus, More and Colet
- Abuses and criticisms of the Church: the extent and impact of simony, nepotism and absenteeism; anti-clericalism

The break from Rome, c1529–1536

- The King's 'Great Matter': Henry VIII, his religious beliefs and concern over the succession; the position and roles of Catherine of Aragon and her national and international supporters; the roles of Wolsey, Anne Boleyn and her supporters
- The Reformation Parliament: MPs and expression of grievances; pressures on the Papacy; legislation leading to the establishment of Royal Supremacy
- The influence of faction: Cromwell and the management of Parliament; the supporters and opponents of change and the King's responses; the Aragonese faction; More and Fisher; Elizabeth Barton and the Carthusian monks
- The doctrinal and political position of the Reformation by 1536: the degree of change and continuity in faith, belief and organisation of the Church

Change and reaction, 1536–1547

- The reformist and conservative factions: aims, influence and the reaction of the King; the impact of foreign affairs on changes to the Church
- The Dissolution of the Monasteries: political, religious, social and economic causes and consequences; the Pilgrimage of Grace
- Change and continuity in doctrine: liturgy, the eucharist and the Bible; doctrinal disputes as reflected in the Ten Articles and the Bishops' Book; the King's Book and the Six Articles
- The state of the Church and belief by 1547: disagreements over doctrine and practice; relations with France and Scotland and their impact; the growing influence of the Seymour faction and Cranmer; the importance of the succession

2E The English Revolution, 1625–1642

This option provides for the study in depth of the challenges faced by those in authority in the years before and during The English Civil War. It explores concepts such as Divine Right, arbitrary government, arminianism, and political and religious radicalism. It also encourages an in depth understanding of how government works, arbitrary government and consensus, authority and opposition and issues of settlement.

The Origins of the English Civil War, 1625–1642

The emergence of conflict and the end of consensus, 1625–1629

- The legacy of James I: religious issues and divisions; relations between Crown and Parliament; relations with foreign powers
- Monarchy and Divine Right: the character and aims of Charles I; the Queen and the court; the King's advisers; ideas of royal authority
- Challenges to the arbitrary government of Charles I: reactions against financial policies; conflict over Church; reactions against foreign policy and the role of Buckingham
- Parliamentary radicalism; personalities and policies of parliamentary opposition to the King; the Petition of Right; the dissolution of Parliament and the King's commitment to Personal Rule

An experiment in Absolutism, 1629–1640

- Charles I's Personal Rule: his chief ministers; methods of government; financial policies and the reaction against them
- Religious issues: Laud and Arminianism in England and Scotland; the growth of opposition from Puritans
- Political issues: the role of Wentworth; policies in Ireland and England; the reactions against the Crown; demands for the recall of Parliament
- Radicalism, dissent and the approach of war: the spread of religious radicalism; the Scottish Covenant and the Bishops' War; the Pacification of Berwick; the second Bishops' war

The crisis of Parliament and the outbreak of the First Civil War, 1640–1642

- The Political Nation 1640: the recall of Parliament; the strengths and weaknesses of Charles I; the strengths and divisions of parliamentary opposition
- Pym and the development of parliamentary radicalism: Pym's personality and aims; the Grand Remonstrance; the London mob; popular radicalism
- Conflicts between Crown and Parliament: failure of negotiations between the King and the Long Parliament; the execution of Strafford and its political consequences
- The slide into war: the impact of events in Ireland; the failed arrest of the Five Members; local grievances; attempts to impose royal authority and the development of a Royalist Party; military preparations for war

2G The Birth of the USA, 1760–1776

This option provides for the study in depth of the years in which 13 American colonies chose to sever their links with Great Britain and thus found the USA. This study explores the concepts of imperialism, mercantilism and legitimate government and encourages students to reflect upon the

interplay of forces from below and above, the importance of ideology and the economy in political development and the issues facing those who attempt to challenge an established authority.

The origins of the American Revolution, 1760–1776

Britain and the American Colonies, 1760–1763

- Britain and North America in 1760: British attitudes towards the colonies; the politics of Empire; rivalries with France
- The Thirteen Colonies: social, economic and political characteristics; divisions and rivalries within the colonies
- The price of victory: the impact on relations between Britain and the colonists of the successful outcome of the French and Indian War and the Seven Years War
- The dream of westward expansion: the expectations of the colonists; exploiting the territories acquired from French Canada

Enforcing the Colonial Relationship, 1763–1774

- British government legislation and policies towards the colonies; including the Proclamation of 1763; the Stamp Act and the Townshend Acts
- The reaction of the colonists: the attitude of the colonial elites
- The reaction of the colonists: pressure and reform movements from below
- Escalating tensions: the Boston Tea Party; the ‘intolerable’ Five Acts; the organisation of colonial opposition in Massachusetts

Ending the Colonial Relationship, 1774–1776

- The hardening of colonial opposition: the First Continental Congress; the creation of new state constitutions
- The ideology of revolution: Paine’s Common Sense; the influence of ideas on colonial leaders such as Samuel Adams and Thomas Jefferson; divisions between loyalists and rebels
- The escalation of conflict: British actions to maintain control including the Quebec Act and the assertion of military control under General Gage; colonial militias and the outbreak of hostilities in 1775
- The Declaration of Independence: its political origins and its impact on the revolutionary cause

2J America: A Nation Divided, c1845–1861

This option provides for the study of a period of major change in American history, which saw the disintegration of the country into Civil War, demanding a subsequent reconstruction. It explores concepts such as political authority, abolitionism and social justice. It also encourages students to consider what creates social tension and harmony, the idea of nationhood and the issues surrounding political compromise.

The origins of the American Civil War, c1845–1861

North and South in c1845

- The American Republic: the federal government and its relationships with the states; the role of the president; the US constitution and the Supreme Court
- The Northern states: social, economic and political characteristics
- The Southern states: social, economic and political characteristics
- The legacy of the past: the Missouri Compromise; the Nullification Crisis; southern fears of modernisation; the moving frontier

Attempts to maintain the Union, c1845–1854

- Westward expansion and its impact on North and South: the ideas of Manifest Destiny; controversy over the new territories acquired by victory over Mexico
- Attempts at political compromise: the Wilmot Proviso; the role of personalities such as Zachary Taylor, Stephen Douglas and Henry Clay; the Compromise of 1850; Texas and California; the Fugitive Slave Law
- The growth of abolitionist sentiment in the North: political leaders such as William Seward; activists such as John Brown; popular literature and the press; the cultural and economic influence of European immigrants arriving in the northern states
- Reactions against abolitionism in the South; political leaders such as Jefferson Davis; popular literature and the press

The outbreak of Civil War, 1854–1861

- ‘Bleeding Kansas’: the de-stabilisation of the balance between North and South
- The emergence of the Republican Party: the political impact of the controversy over the Kansas-Nebraska Act; the spread of Republican parties across northern states; the elections of 1856; key personalities including Lincoln, Seward and Chase
- Hardening of positions: the Dred Scott decision; the Lincoln-Douglas debates; Harper’s Ferry; local conflicts; the split in the Democratic Party
- The drive for secession of the South: the presidential election of 1860; southern political leaders and proclamation of the Confederacy; outbreak of hostilities

2L Italy and Fascism, c1900–1926

This option provides for the study in depth of a period of Italian history during which democracy gave way to Fascism. It requires an exploration of concepts such as liberalism, extremism, Fascism and authority. It also encourages students to reflect on the reasons for political change, the interaction of economic and governmental developments and the factors which promote and sustain dictatorship.

The Crisis of Liberal Italy and the Rise of Mussolini, c1900–1926

The Crisis of Liberal Italy, c1900–1915

- The political, economic and social condition of Italy c1900: the legacy of unification; divisions between North and South; the conflict between Church and State; class divisions
- The political system and Giolittianism: the role of the monarchy; the dominance of government by the liberal oligarchy; anticlericalism; the role of Giolitti

- Challenges to the ruling elites: industrialisation and social change; the rise of socialism and new political movements
- Italian foreign policies: the Triple Alliance; colonial ambitions in Abyssinia and Libya; Italy's decision to enter the war in 1915

The collapse of Liberal Italy and Mussolini's Rise to Power, 1915–1922

- Italy's war effort: aims and expectations; military campaigns; Caporetto; the impact of war and defeat on the Home Front
- Italy and the 'Mutilated Victory': reactions within Italy to the post-war peace settlement and treaties; the seizure of Fiume by d'Annunzio
- The post-war economic crisis and social unrest: unemployment and inflation; government instability; the rise of the PSI; the Popolari and the Fascist Party
- Political breakdown and the rise of extremism: strikes; political violence and the collapse of parliamentary government

Mussolini and the establishment of Fascist Italy, 1922–1926

- The appointment of Mussolini as prime minister: Mussolini's tactics and the March on Rome; the role of the King; compromises by the ruling elites
- The Fascist movement: the ideology of Fascist revolution; the different political factions within the Fascist Party; Fascist propaganda; Mussolini as leader
- Mussolini's consolidation of power: compromises with the elites; the use of terror and violence; constitutional change and moves towards a one-party state; exploitation of the popularity of Fascist economic and foreign policy successes
- The Fascist state by 1926: the extent of Mussolini's political control; the extent of popular support for Mussolini's regime; the extent of opposition and dissent

2M Wars and Welfare: Britain in Transition, 1906–1929

This option provides for the study of a transformative period of British history, during which democratically elected government faced a series of challenges, both internally and externally and British society underwent fundamental change. It develops concepts such as reform and retrenchment, patriotism and pacifism, social status and cultural values. It also encourages students to reflect on the process of economic and social change and the impact of that change for both governments and the people.

Society in Crisis, 1906–1929

The Liberal crisis, 1906–1914

- The Liberal governments: the 1906 election; New Liberalism; the influence of Campbell-Bannerman, Asquith, Lloyd George and Churchill; the position of Labour and the Conservatives
- The state of the economy: staples; 'new' industries; agriculture; trade and invisible earnings; economic concerns and external competition
- Social issues: class division; poverty; changes in taxation; the 'People's Budget'; Liberal social and welfare reforms; reasons for legislation and its effect
- Challenges and crises: the constitutional crisis; the issue of female emancipation; Irish Home Rule; industrial unrest

The impact of war, 1914–1922

- Politics in wartime: the 1915 coalition; Lloyd George and Bonar Law; Liberal division; the influence of the Labour Party and the 1918 constitution; the 1918 election and the Lloyd George coalition; policies, problems and Lloyd George's fall
- Economic issues: Britain's wartime economy; housing and austerity; trade unions; post-war industrial problems; the position of the staple industries and trade
- Social and cultural impact of war: role of women; reform of the franchise; unions and Labour; cultural change; issues of patriotism; conscientious objection; effect of trenches on soldiers; the war poets
- Ireland: the Easter Rising; the war of independence and the Anglo-Irish Treaty

The search for stability, 1922–1929

- Political developments: the decline of the Liberals; the 1923 election; the first Labour government: aims, reforms, international relations and collapse; the Conservative resurgence and government; the roles of Baldwin, Churchill and Chamberlain
- Economic issues: post-war re-adjustment and return to Gold Standard; the problems of the coal mines; industrial disputes and the General Strike
- Social and cultural change: unemployment and regional division; the post-war role of women; the growth of the media including newspapers and cinema; the cultural reaction to war
- The 1929 election: the franchise extension and 'flapper vote'; the new Labour government; MacDonald and Snowden and their aims; the state of Britain by 1929

2N Revolution and Dictatorship: Russia and the Soviet Union, 1917–1929

This option provides for the study in depth of the coming and practice of communism in Russia. It explores concepts such as Marxism, communism, Leninism, and Stalinism, ideological control and dictatorship. It also enables students to consider issues of political authority, the power of individuals and the inter-relationship of governmental and economic and social change.

The Russian Revolution and the Rise of Stalin, 1917–1929

Dissent and Revolution, 1917

- The condition of Russia before the revolution of February/March 1917: the Tsar and political authority; the war effort; the economic and social state of Russia; discontent
- The February/March revolution of 1917: causes and course of revolution; issues of leadership and the Tsar's abdication; the establishment of Provisional Government and the Petrograd Soviet; the workings of the Dual authority
- Developments between the revolutions including: the return of Lenin; Lenin's ideology and the April Theses; the July Days; the Kornilov coup and the roles of both the Provisional Government and Trotsky; Lenin and the Central Committee of the Bolshevik Party
- The October/November 1917 revolution: causes, course and extent of revolution; leadership and the establishment of Bolshevik authority; Sovnarkom and decrees and actions to December

Bolshevik consolidation, 1918–1924

- The consolidation of the Communist dictatorship: the establishment of one-party control; the removal of the Constituent Assembly; the ending of involvement in the First World War
- The Civil War: causes and course; the role of Trotsky; the murder of the Tsar; the reasons for the Red victory; government and control in wartime
- Economic and social developments: state capitalism; social change; conditions in cities and countryside during the Civil War; war communism; the Red Terror: revolts of 1920–1921 including the Tambov revolt and Kronstadt rising; the NEP and its political and economic impact
- Foreign relations and attitudes of foreign powers: foreign intervention in the Civil War; Comintern; the Russo-Polish War; discussions leading to the Rapallo Treaty; official recognition and the repercussions of the 'Zinoviev letter'; Lenin's rule by 1924

Stalin's rise to power, 1924–1929

- The power vacuum and power struggle: ideology and the nature of leadership; Lenin's testament; divisions and contenders for power: character, strengths and weaknesses of Stalin, Trotsky, Bukharin, Kamenev, Rykov, Tomsky and Zinoviev
- Ideological debates and issues in the leadership struggle: NEP and industrialisation; 'permanent revolution' versus 'Socialism in One Country'; how and why Stalin became party leader and the outcome for the other contenders
- Economic developments: reasons for and impact of the 'Great Turn'; the economic shift; the launch of the first Five Year Plan and the decision to collectivise
- Government, propaganda and the beginning of the Stalinist cult; Stalin's attitude to foreign powers: China; Germany and the Treaty of Berlin; changes in the Comintern

20 Democracy and Nazism: Germany, 1918–1933

This option provides for the study in depth of a period of German history during which a newly developed democratic form of government gave way to a dictatorial Nazi regime. It explores political concepts such as the 'right' and 'left', nationalism and liberalism as well as ideological concepts such as racialism, anti-Semitism and social Darwinism. It also encourages reflection on how governments work and the problems of democratic states as well as consideration of what creates and sustains dictatorship.

The Weimar Republic, 1918–1933

The Establishment and early years of Weimar, 1918–1924

- The impact of war and the political crises of October to November 1918; the context for the establishment of the Weimar Constitution; terms, strengths and weaknesses
- The Peace Settlement: expectations and reality; terms and problems; attitudes within Germany and abroad
- Economic and social issues: post-war legacy and the state of the German economy and society; reparations, inflation and hyperinflation; the invasion of the Ruhr and its economic impact; social welfare and the social impact of hyperinflation
- Political instability and extremism; risings on the left and right, including the Kapp Putsch; the political impact of the invasion of the Ruhr; the Munich Putsch; problems of coalition government and the state of the Republic by 1924

The 'Golden Age' of the Weimar Republic, 1924–1928

- Economic developments: Stresemann; the Dawes Plan; industry, agriculture and the extent of recovery; the reparations issue and the Young Plan
- Social developments: social welfare reforms; the development of Weimar culture; art, architecture, music, theatre, literature and film; living standards and lifestyles
- Political developments and the workings of democracy: President Hindenburg; parties ; elections and attitudes to the Republic from the elites and other social groups; the position of the extremists, including the Nazis and Communists; the extent of political stability
- Germany's international position; Stresemann's foreign policy aims and achievements including: Locarno; the League of Nations; the Treaty of Berlin; the end of allied occupation and the pursuit of disarmament

The Collapse of Democracy, 1928–1933

- The economic, social and political impact of the Depression: elections; governments and policies
- The appeal of Nazism and Communism; the tactics and fortunes of the extremist parties, including the role of propaganda
- Hindenburg, Papen, Schleicher and the 'backstairs intrigue' leading to Hitler's appointment as chancellor
- Political developments: the Reichstag Fire; parties and elections; the Enabling Act and the end of democracy; the state of Germany by March 1933

2P The Transformation of China, 1936–1962

This option provides for the study in depth of reasons for and the maintenance of Communist rule in China and focuses on the way in which the country was transformed into a modern state. It explores concepts such as authority, Maoism, mass mobilisation and economic control and encourages students to reflect on the relationships between ideology and political change. It also encourages reflection on the ways in which a state might be forced into change and whether economic modernisation is possible without a corresponding political shift.

The Emergence of the People's Republic of China, 1936–1962

The Origins of the Civil War, 1936–1946

- The condition of China in 1936: Japanese expansion in China; Jiang Jieshi and the Guomindang; leadership, ideology and policies
- The Chinese Communist Party: background; Mao's leadership; ideology and policies; hostility to the Guomindang
- The Sino-Japanese war: the Xi'an incident and the Second United Front; political and military co-operation and division in war; the impact of war on China, Jiang Jieshi and the GMD, Mao and the CCP
- The end of the Japanese war: the breakdown of Nationalist/Communist cooperation and outbreak of Civil War; the relative political and military strengths of the two sides

Communist victory and the consolidation of Mao's rule, 1946–1952

- Communist victory: reasons for Communist success; the state of China in the aftermath of war; regional and economic issues; industry and agriculture
- The People's Republic of China: Mao's position in government; the power structure and influence of the CCP; mass party membership; democratic centralism
- The consolidation of power: mass mobilisation campaigns and purges; the role of the PLA; the use of terror and propaganda; land reform; attacks on landlords and land redistribution
- PRC's international position and dealings with neighbours: Korea, Tibet, Taiwan and the USSR

The transition to Socialism, 1952–1962

- Political developments: issues of leadership and purges of the CCP; the 100 Flowers campaign; Mao's resignation as Chairman of PRC
- Economic developments: industry and agriculture; voluntary and compulsory collectivisation; the first Five Year Plan for industry and the Great Leap Forward; purge of Peng Dehuai; reasons for the failure of GLF and its aftermath; debates over economic policy
- Social developments: the destruction of rightists, class enemies and rectification campaigns; women's rights and welfare campaigns; the impact of collectivisation; the famine
- Foreign affairs: Korea; the Sino-Soviet split; clashes and the breakdown of relations between Khrushchev and Mao

2Q The American Dream: Reality and Illusion, 1945–1963

This option provides for a study in depth of the challenges faced by the USA at home and abroad as it emerged from the Second World War as a Superpower. For many Americans, post-war prosperity realised the 'American dream' but the prosperity was not shared by all and significant problems at home and abroad challenged the extent to which the 'American dream' was a reality. It explores concepts and ideas such as American identity at home and abroad, anti-communism, social equality, ethnic identities and federal versus states' rights. It also encourages students to reflect on the nature of democracy in a pluralist society, political protest and the power of the media.

Prosperity, Inequality and Superpower status, 1945–1963

Truman and Post-war America, 1945–1952

- The United States in 1945 and the legacies of the world war: the powers of the presidency; the main political parties; post-war prosperity; regional, ethnic and social divisions
- The USA as a Superpower: Truman's character and policies; post-war peace making; the Cold War and 'containment' in Europe and Asia; the response to the rise of Communism in Asia
- Truman and post-war reconstruction: the economy; political divisions and domestic problems; the rise of McCarthyism
- African-Americans in North and South: the impact of the Second World War; campaigns for Civil Rights; the responses of the federal and state authorities

Eisenhower: tranquility and crisis, 1952–1960

- The presidency: Eisenhower's personality and the policies of 'dynamic conservatism'; Nixon as Vice-President; the Republican Party; the end of McCarthyism
- The growth of the American economy in the 1950s and the impact of the 'consumer society'
- The USA and the Cold War: Superpower rivalry and conflict with the USSR; responses to developments in Western and Eastern Europe; reactions to the rise of Communism in Asia; responses to crises in the Middle East
- African-Americans in North and South: the emergence of the Civil Rights Movement; the policies and attitudes of the main political parties; the responses of the state and federal authorities

John F Kennedy and the 'New Frontier', 1960–1963

- The presidential election of 1960 and reasons for Kennedy's victory; the policies and personalities of the Kennedy administration; the ideas behind the 'New Frontier'
- Challenges to American power: the legacy of crises over Berlin and relations with Khrushchev; the challenge of Castro's Cuba; deepening involvement in Vietnam
- African-Americans in North and South: the rise of the Civil Rights Movement; the opponents of Civil Rights, including within the Democratic Party; Kennedy's policies in response to the pressures for change
- The United States by 1963: its position as a world power; economic prosperity; the growing pressures for social change from women and youth

2R The Cold War, c1945–1963

This option provides for the study in depth of the evolving course of international relations during an era of tension between communist and capitalist powers which threatened nuclear Armageddon. It explores concepts such as communism and anti-communism, aggression and détente and also encourages students to reflect on the power of modern military technology, what hastens confrontation and what forces promote peace in the modern world.

To the Brink of Nuclear War: International Relations, c1945–1963

The Origins of the Cold War, c1945–1949

- US, British and USSR relations in 1945: conflicting ideologies; tensions at Yalta; relations between Stalin, Roosevelt and Churchill; the breakdown of the Grand Alliance at Potsdam; relations between Stalin, Truman and Attlee
- Developing tensions: the Soviet Union occupation/control of eastern and southern Europe; Kennan's Long Telegram; the Iron Curtain speech; Cominform; the Greek Civil War and the Truman Doctrine on containment
- The USA's involvement in Europe: policy towards Britain and Europe; the launch of the Marshall Plan; US attitudes to Germany and Berlin
- Conflict over Germany: developments within the sectors, including Bizonia and currency reform; the Berlin blockade; the creation of East and West Germany; formation of NATO

The Widening of the Cold War, 1949–1955

- US containment in action in Asia: the reconstruction of Japan and US-Japanese relations; support for Jiang Jieshi and policy towards China and Taiwan; the defensive perimeter strategy; support for South Korea; NSC-68
- The Korean War: causes, position and aims of Kim Il Sung and Syngman Rhee; attitudes and actions of the UN, USA, USSR and China; military involvement and settlement
- Increasing Cold War tensions: McCarthyism in the USA and its influence in Britain and Europe; US dominance in the UN and role as 'world policeman'; the isolation of China
- Alliances and shifts: FRG and NATO; the Warsaw Pact; SEATO; Eisenhower, Dulles and 'brinkmanship'; the domino theory; attitude to French struggle in Indo-China; the Geneva Conference

The Global War, 1955–1963

- Khrushchev and East-West relations: impact of risings in Poland and Hungary and Soviet intervention; the degree of 'peaceful coexistence', including exchange of visits and Paris summit
- Cold War rivalries: the extension of the arms race including ICBMs; the space race; sputnik and space flight; the Berlin Crisis and the U2 affair; the significance and impact of the Berlin Wall
- Conflict in Asia: Indo-China under Ho Chi-Minh in the North and Diem in the South; formation of NLF; Kennedy's policies towards Indo-China and Diem's assassination
- Confrontation between the superpowers: US attitudes to Cuba and developments leading to the missile crisis; the 13 days; the significance of the crisis

2S The Making of Modern Britain, 1951–1979

This option provides for the study in depth of the key political, economic, social and international changes which helped to mould Britain in the second half of the 20th century. It explores concepts such as government and opposition, class, social division and cultural change. It encourages students to reflect on Britain's changing place in the world as well as the interrelationship between political policies, economic developments and political survival.

Building a new Britain, 1951–1979

The Affluent Society, 1951–1964

- Conservative governments and reasons for political dominance: Churchill, Eden, Macmillan and Home as political leaders; domestic policies; internal Labour divisions; reasons for Conservatives' fall from power
- Economic developments: post-war boom; balance of payments issues and 'stop-go' policies
- Social developments: rising living standards; the impact of affluence and consumerism; changing social attitudes and tensions; class and 'the Establishment'; the position of women; attitudes to immigration; racial violence; the emergence of the 'teenager' and youth culture
- Foreign relations: EFTA and attempts to join the EEC; relations with and policies towards USA and USSR; debates over the nuclear deterrent; Korean War; Suez; the 'Winds of Change' and decolonisation

The Sixties, 1964–1970

- Wilson and the Labour governments: Wilson's ideology and leadership; economic policies and problems; devaluation; industrial relations; the trade unions; other domestic policies; Labour divisions; the beginning of the 'troubles' in Northern Ireland; the end of post-war consensus; loss of 1970 election
- Liberal reforming legislation: private members' bills and the end of capital punishment; divorce reform; the legalisation of abortion; the legalisation of homosexual relations; educational reform
- Social and cultural change: the expansion of the mass media; growth in leisure activities; the impact of scientific developments; the reduction in censorship; progress towards female equality; changes in moral attitudes; youth culture and the 'permissive society'; anti-Vietnam war riots; issues of immigration and race
- Relations with and policies towards USA, particularly issue of Vietnam; response to world affairs and relations with Europe; decolonisation including 'withdrawal East of Suez' and Rhodesia.

The end of Post-War Consensus, 1970–1979

- Heath's government: Heath as leader; political and economic policies; industrial relations and the miners' strikes; the 'troubles' in Northern Ireland, including the Sunningdale Agreement
- Labour governments of Wilson and Callaghan: political, economic and industrial problems and policies; problems of Northern Ireland
- Society in the 1970s: progress of feminism; the Sex Discrimination Act; race and immigration; youth; environmentalism
- Britain's entry into and relations with Europe; the state of the 'special relationship' with USA; attitudes to USSR and China

4 Scheme of assessment

Find past papers and mark schemes, and sample papers for new courses, on our website at aqa.org.uk/pastpapers

This specification is designed to be taken over one or two years with all assessments taken at the end of the course.

AS exams and certification for this specification are available for the first time in May/June 2016 and then every May/June for the life of the specification.

This is a linear qualification. In order to achieve the award, students must complete all exams in May/June in a single year. All assessments must be taken in the same series.

Assessment is designed to elicit extended responses and offers the opportunity for students to draw together and demonstrate their understanding of historical terms, concepts and the skills of analysis and evaluation, developed across the full course of study.

All materials are available in English only.

4.1 Aims

Courses based on this specification should encourage students to:

- develop their interest in, and enthusiasm for, history and an understanding of its intrinsic value and significance
- acquire an understanding of different identities within society and an appreciation of aspects such as social, cultural, religious and ethnic diversity, as appropriate
- build on their understanding of the past through experiencing a broad and balanced course of study
- improve as effective and independent students and as critical and reflective thinkers with curious and enquiring minds
- develop the ability to ask relevant and significant questions about the past and to research them
- acquire an understanding of the nature of historical study, for example that history is concerned with judgements based on available evidence and that historical judgements are provisional
- develop their use and understanding of historical terms, concepts and skills
- make links and draw comparisons within and/or across different periods and aspects of the past
- organise and communicate their historical knowledge and understanding in different ways, arguing a case and reaching substantiated judgements.

4.2 Assessment objectives

Assessment objectives (AOs) are set by Ofqual and are the same across all AS History specifications and all exam boards.

The exams will measure how students have achieved the following assessment objectives:

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.

Weighting of assessment objectives for AS History

Assessment objectives (AOs)	Component weightings (approx %)		Overall weighting (approx %)
	Paper 1 (Breadth Study)	Paper 2 (Depth Study)	
AO1	25	25	50
AO2	0	25	25
AO3	25	0	25
Overall weighting of components	50	50	100

4.3 Assessment weightings

The marks awarded on the papers will be scaled to meet the weighting of the components. Students' final marks will be calculated by adding together the scaled marks for each component. Grade boundaries will be set using this total scaled mark. The scaling and total scaled marks are shown in the table below.

Component	Maximum raw mark	Scaling factor	Maximum scaled mark
Breadth Study	50	x1	50
Depth Study	50	x1	50
		Total scaled mark:	100

4.4 Structure of question papers

There are two components of assessment in this AS History specification. Component 1 assesses candidates' understanding of breadth and of historical interpretations. Component 2 assesses understanding of depth and of the value of primary sources.

Component 1

The examination paper for this component is designed to test students' ability in relation to AO1 and AO3. There are two sections to the paper.

In Section A there will be a compulsory question which tests students' ability to analyse and evaluate the views of historians (AO3). Two extracts will be provided, containing contrasting historical interpretations linked to a broad issue or development. In response to the question

students will be required to assess and arrive at a judgement about which interpretation is more convincing. In doing so, they must apply knowledge and understanding of the historical context to these arguments and interpretations; deployment of knowledge that does not relate to the extracts will, however, not be credited. The question is worth 25 marks.

In Section B, two questions will be set of which students answer one. Either question tests AO1 and is designed to test historical understanding over an extended period. The focus of these questions will be, as appropriate, on causation, change, continuity, similarity and significance over time. Either question will be in the form of a judgement about an issue or development and students are required to analyse and evaluate the judgement. The question carries 25 marks.

Component 2

The examination paper for this component is designed to test students' ability in relation to AO1 and AO2. There are two sections to the examination paper.

In Section A there will be a compulsory question which tests students' ability to analyse and evaluate the value of primary sources (AO2). Two primary sources will be provided. In response to the question, candidates will be required to make an assessment of the value of the sources in relation to an event or issue. The question is worth 25 marks.

In Section B, two questions will be set of which students answer one. Either question tests AO1 and is designed to test historical understanding in depth. The focus of these questions will be, as appropriate, on causation, change, continuity, similarity and significance in relation to a narrow issue or development. Either question will be in the form of a judgement about an issue or development and students are required to analyse and evaluate the judgement. The question carries 25 marks.

The questions in Section B, in order to test AO1 in its entirety, will have a range of foci both in any one paper and over time. Thus, in addition to targeting the generic qualities of organisation, analysis, evaluation and judgement, questions will also test the range of foci in the AO: cause, consequence, change, continuity, similarity, difference and significance. Consistent with the nature of historical analysis, a single question may require students to demonstrate understanding of more than one of these perspectives.

The knowledge, understanding, skills and abilities tested at AS reflect those tested at A-level, but are at a standard that reflects what can be expected from students at the end of the one year of study and comprises the first part of the equivalent specified A-level content. In this way co-teachability of the AS specification alongside the A-level specification is facilitated.

5 General administration

You can find information about all aspects of administration, as well as all the forms you need, at aqa.org.uk/examsadmin

5.1 Entries and codes

You only need to make one entry for each qualification – this will cover both question papers and certification.

Every specification is given a national discount (classification) code by the Department for Education (DfE), which indicates its subject area.

If a student takes two specifications with the same discount code, Further and Higher Education providers are likely to take the view that they have only achieved one of the two qualifications. Please check this before your students start their course.

Qualification title	AQA entry code	DfE discount code
AQA Advanced Subsidiary GCE in History	7041 + letters for components 1 and 2 (see below)	4010 (Post 16), DB (KS4)

The entry codes for History are dependent on the components studied by the student. They can be determined using the following rules.

For AS, the first part of the code is 7041.

The next letter is the component 1 option (A to L).

The next letter is the component 2 option (A to T).

For example, the entry code for AS Component 1A The Age of the Crusades c1071–1149 and AS Component 2E The English Revolution 1625–1642 would be 7041AE.

See aqa.org.uk/entries for a full list of all possible entry codes. Please also look at the prohibited combinations in Specification at a glance.

This specification complies with Ofqual's:

- *General Conditions of Recognition* that apply to all regulated qualifications
- GCE qualification level conditions that apply to all GCEs
- GCE subject level conditions that apply to all GCEs in this subject
- all relevant regulatory documents.

The Ofqual qualification accreditation number (QAN) is 601/4974/7

5.2 Overlaps with other qualifications

There is overlapping content in the AS and A-level History specifications. This helps you teach the AS and A-level together.

5.3 Awarding grades and reporting results

The AS qualification will be graded on a five-point scale: A, B, C, D and E.

Students who fail to reach the minimum standard for grade E will be recorded as U (unclassified) and will not receive a qualification certificate.

5.4 Re-sits and shelf life

Students can re-sit the qualification as many times as they wish, within the shelf life of the qualification.

5.5 Previous learning and prerequisites

There are no previous learning requirements. Any requirements for entry to a course based on this specification are at the discretion of schools and colleges.

However, we recommend that students should have the skills and knowledge associated with a GCSE History course or equivalent.

5.6 Access to assessment: diversity and inclusion

General qualifications are designed to prepare students for a wide range of occupations and further study. Therefore our qualifications must assess a wide range of competences.

The subject criteria have been assessed to see if any of the skills or knowledge required present any possible difficulty to any students, whatever their ethnic background, religion, sex, age, disability or sexuality. If any difficulties were encountered, the criteria were reviewed again to make sure that tests of specific competences were only included if they were important to the subject.

As members of the Joint Council for Qualifications (JCQ) we participate in the production of the JCQ document *Access Arrangements and Reasonable Adjustments: General and Vocational qualifications*. We follow these guidelines when assessing the needs of individual students who may require an access arrangement or reasonable adjustment. This document is published on the JCQ website at jcq.org.uk

Students with disabilities and special needs

We can make arrangements for disabled students and students with special needs to help them access the assessments, as long as the competences being tested are not changed. Access arrangements must be agreed **before** the assessment. For example, a Braille paper would be a reasonable adjustment for a Braille reader but not for a student who does not read Braille.

We are required by the Equality Act 2010 to make reasonable adjustments to remove or lessen any disadvantage that affects a disabled student.

If you have students who need access arrangements or reasonable adjustments, you can apply using the Access arrangements online service at aqa.org.uk/eaqa

Special consideration

We can give special consideration to students who have been disadvantaged at the time of the assessment through no fault of their own – for example a temporary illness, injury or serious problem such as the death of a relative. We can only do this **after** the assessment.

Your exams officer should apply online for special consideration at [aqa.org.uk/eaqa](https://www.aqa.org.uk/eaqa)

For more information and advice about access arrangements, reasonable adjustments and special consideration please see [aqa.org.uk/access](https://www.aqa.org.uk/access) or email accessarrangementsqueries@aca.org.uk

5.7 Working with AQA for the first time

If your school or college has not previously offered any AQA specification, you need to register as an AQA centre to offer our specifications to your students. Find out how at [aqa.org.uk/becomeacentre](https://www.aqa.org.uk/becomeacentre)

If your school or college is new to this specification, please let us know by completing an Intention to enter form. The easiest way to do this is via e-AQA at [aqa.org.uk/eaqa](https://www.aqa.org.uk/eaqa)

5.8 Private candidates

A private candidate is someone who enters for exams through an AQA-approved school or college but is not enrolled as a student there.

If you are a private candidate you may be self-taught, home-schooled or have private tuition, either with a tutor or through a distance learning organisation. You must be based in the UK.

If you have any queries as a private candidate, you can:

- speak to the exams officer at the school or college where you intend to take your exams
- visit our website at [aqa.org.uk/examsadmin](https://www.aqa.org.uk/examsadmin)
- email: privatecandidates@aca.org.uk

Get help and support

Visit our website for information, guidance, support and resources at

You can talk directly to the History subject team:

E: history@aqa.org.uk

T: 0161 958 3865