

GCE AS/A LEVEL



WJEC GCE AS/A LEVEL in HISTORY

ACCREDITED BY WELSH GOVERNMENT

SPECIFICATION

Teaching from 2015

For award from 2016 (AS)
For award from 2017 (A level)

Version 2 March 2019

This Welsh Government regulated qualification is not available to centres in England.



SUMMARY OF AMENDMENTS

Version	Description	Page number
2	'Making entries' section has been amended to clarify resit rules and the carry forward of NEA marks.	69



WJEC GCE AS and A Level in HISTORY
For teaching from 2015
For AS award from 2016
For A level award from 2017

This specification meets the GCE AS and A Level Qualification Principles which set out the requirements for all new or revised GCE specifications developed to be taught in Wales from September 2015.

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GCE AS and A Level HISTORY (Wales)

SUMMARY OF ASSESSMENT

This specification is divided into a total of five units, two AS units and three A2 units. Weightings noted below are expressed in terms of the full A level qualification.

AS (2 units)

AS Unit 1 Period Study Written examination: 1 hour 30 minutes 20% of qualification	60 marks
Open ended questions with a focus on relevant historical concepts. One choice of period study from eight options.	
AS Unit 2 Depth Study: Part 1 Written examination: 1 hour 45 minutes 20% of qualification	60 marks
Evidence based questions with focus on the evaluation of historical sources and different interpretations. One choice of depth study from eight options.	

A Level (the above plus a further 3 units)

A2 Unit 3 Breadth Study Written examination: 1 hour 45 minutes 20% of qualification	60 marks
Essays focused on relevant historical concepts and based on historical themes One choice of breadth study from ten options.	
A2 Unit 4 Depth Study: Part 2 Written examination: 1 hour 45 minutes 20% of qualification	60 marks
A source based question and an essay arising from further study of the depth study chosen for AS in Unit 2.	
A2 Unit 5 Historical Interpretations Non-examination assessment: 3000-4000 words 20% of qualification	60 marks
Focusing on a specific historical problem or issue. The question set must not duplicate the content or duration of the depth study chosen in Units 2 and 4.	

This is a unitised specification which allows for an element of staged assessment. Assessment opportunities will be available in the summer assessment period each year, until the end of the life of the specification.

Unit 1 and Unit 2 will be available for assessment in summer 2016 (and each year thereafter) and the AS qualification will be awarded for the first time in summer 2016.

Unit 3, Unit 4 and Unit 5 will be available for assessment in summer 2017 (and each year thereafter) and the A level qualification will be awarded for the first time in summer 2017.

Qualification Number
 listed on [The Register](#):
GCE AS: 601/5830/X
GCE A level: 601/5817/7

Qualifications Wales Approval Number
 listed on [QiW](#):
GCE AS: C00/0724/2
GCE A level: C00/0724/1

GCE AS and A LEVEL HISTORY

1

INTRODUCTION

1.1 Aims and objectives

The WJEC AS and A level in History encourages learners 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 learners 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.

The WJEC AS and A level in History is both distinctive and attractive, giving learners the opportunity to:

- study the history of more than one country or state including both British and at least one outside the British Isles
- study specific aspects of the past in breadth and in depth
- study change and/or development over a period of time both long term (at least 100 years) and short term
- study the nature and purpose of history as a discipline and how historians work.

1.2 Prior learning and progression

There are no prior learning requirements. Any requirements set for entry to a course following this specification are at the discretion of centres. It is reasonable to assume that many learners will have achieved qualifications equivalent to Level 2 at KS4. Skills in Numeracy/Mathematics, Literacy/English and Information Communication Technology will provide a good basis for progression to this Level 3 qualification.

Some learners will have already gained knowledge, understanding, and skills through their study of history at GCSE.

This specification provides a suitable foundation for the study of history or a related area through a range of higher education courses, progression to the next level of vocational qualifications or employment. In addition, the specification provides a coherent, satisfying and worthwhile course of study for learners who do not progress to further study in this subject.

This specification is not age specific and, as such, provides opportunities for learners to extend their life-long learning.

1.3 Equality and fair assessment

This specification may be followed by any learner, irrespective of gender, ethnic, religious or cultural background. This specification is not age-specific and, as such, provides opportunities for candidates to extend their life-long learning. It has been designed to avoid, where possible, features that could, without justification, make it more difficult for a learner to achieve because they have a particular protected characteristic.

The protected characteristics under the Equality Act 2010 are age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The specification has been discussed with groups who represent the interests of a diverse range of learners, and the specification will be kept under review.

Reasonable adjustments are made for certain learners in order to enable them to access the assessments (e.g. application for extra time in a GCE subject where extended writing is required). Information on reasonable adjustments is found in the following document from the Joint Council for Qualifications (JCQ): *Access Arrangements and Reasonable Adjustments: General and Vocational Qualifications*. This document is available on the JCQ website (www.jcq.org.uk).

We will be following the principles set out in this document and, as a consequence of provision for reasonable adjustments, very few learners will have a complete barrier to any part of the assessment.

1.4 Welsh Baccalaureate

In following this specification, learners should be given opportunities, where appropriate, to develop the skills that are being assessed through the Core of the Welsh Baccalaureate:

- Literacy
- Numeracy
- Digital Literacy
- Critical Thinking and Problem Solving
- Planning and Organisation
- Creativity and Innovation
- Personal Effectiveness.

For example:

- The skills developed in Unit 2 and Unit 4 can be transferred by learners for use in their individual projects
- Preparing for Unit 5 (NEA) will enhance skills in planning and organisation

1.5 Welsh perspective

In following this specification, learners should be given opportunities, where appropriate, to consider a Welsh perspective if the opportunity arises naturally from the subject matter and if its inclusion would enrich learners' understanding of the world around them as citizens of Wales as well as the UK, Europe and the world.

Learners should also be given access to primary source material and historical interpretations which reflect a Welsh perspective where appropriate.

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SUBJECT CONTENT

This specification promotes the integrated study of history. It enables learners to study history through several scales and dimensions, including period, depth and breadth. This will encourage the acquisition of a wide range of historical knowledge and a full range of skills. Each dimension offers a different perspective to their studies and ensures breadth and coherence. An important aspect of the specification is that learners have to study history in breadth and depth at both AS and A2 level.

AS Units

Unit 1: Period Study

Written examination: 1 hour 30 minutes

20% of qualification

Learners study one period of around 100 years. The focus of study in this unit is on developments and changes over a broader timescale and learners study a range of significant topics each spanning a substantial duration. This unit encourages learners to appreciate a range of historical perspectives including political, social, economic, religious or cultural, where appropriate.

The nominated topics studied will allow learners to develop their interest in, and understanding of, important developments across the whole period. The specified content and suggested issues for debate will allow learners at AS level to access and address key questions relating to the content studied. The suggested issues for debate are sufficiently broad and balanced and have sufficient chronological range to provide for the study of cause and consequence as well as change and continuity within the specified content.

This unit is assessed by essay-style questions which allow learners to demonstrate their understanding of historical concepts and skills. The questions will vary from being sharply focused on specified content to being based on developments over a longer part of the period studied. This differentiates Unit 1 from Unit 3 at A2 level where a key focus is historical change over a duration of at least 100 years and where studying historical change over this longer duration involves investigation into more challenging and complex issues. The assessment of this unit will require learners to demonstrate knowledge and understanding of relevant historical terms and concepts. Learners will be required to recall, select and deploy appropriate knowledge and to communicate this clearly and effectively. Learners will be expected to explain, analyse and evaluate key features of the period studied in order to reach substantiated judgements.

Unit 2: Depth Study Part 1

Written examination: 1 hour 45 minutes

20% of qualification

Unit 2 comprises the first half of a complete depth study which is continued in Unit 4. Learners study the earlier part of one depth study, focusing on the complexity of issues affecting society. The depth study requires candidates to study a shorter aspect of history in much greater depth. This unit encourages learners to use a wide range of different types of historical evidence. These should include appropriate source material, primary and/or contemporary to the period, and historical interpretations. A compulsory question will expect learners to analyse and evaluate three sources which will be fully attributed and only edited for accessibility.

Learners should also study the issues specified in the content section and how these have been debated by historians. A further compulsory question will expect learners to analyse and evaluate different interpretations of an historical issue that they will have studied, explaining how and why different interpretations have been formed about this issue.

Learners who choose to base their Unit 1 period study on aspects of the history of Wales and England must choose a depth study on the history of a country outside Wales and England for Unit 2. Conversely, learners who choose to base their period study on aspects of the history of a country outside Wales and England must base their depth study on the history of Wales and England.

A2 Units

Unit 3: Breadth Study

Written examination: 1 hour 45 minutes

20% of qualification

Learners will be required to study a range of two nominated themes each of which will cover around 100 years of historical change and development.

This unit is essential in providing breadth to the whole of the specification. Learners will be required to analyse and evaluate the pace and extent of historical change over at least 100 years. The new content studied in this unit and the clear emphasis on historical change over the whole period differentiates this unit from Unit 1 at AS. Learners will be required to consider the diverse nature of society at this time and the origins, nature and impact of political, social, economic, cultural and religious developments, if appropriate.

This unit seeks to develop an understanding of connections between different aspects of the themes studied and allow learners to draw together knowledge, understanding and skills centred on these themes. The nominated themes within this unit are based on an extended period of at least 100 years with a focus on change, continuity and development. The assessment will be essay based and will cover more complex and challenging issues. One compulsory essay will expect learners to cover the whole period studied and to make links and comparisons between different aspects of the topics studied. A further essay will focus on a narrower part of another of the themes studied allowing learners to focus on other relevant concepts such as causation or significance.

Unit 4: Depth Study Part 2

Written examination: 1 hour 45 minutes
20% of qualification

This is the second half of the chosen depth study, the first half of which has been studied in Unit 2. Knowledge and understanding previously learnt in Unit 2 should be utilised when addressing the study of Unit 4. This unit encourages learners to use a wide range of different types of historical evidence. These should include appropriate source material, primary and/or contemporary to the period. A compulsory question will expect learners to analyse and evaluate three sources which will be fully attributed and only edited for accessibility. This question represents progression from that available in Unit 2 at AS in that it requires analysis of source material of greater range, depth and complexity. In analysing and evaluating the source material, learners may deploy knowledge and understanding from their previous learning to help put the material in its historical context. Learners should study specific historical topics related to the later part of the depth study. They will answer an essay type question which will require learners to recall, select and deploy appropriate knowledge and to communicate this clearly and effectively. Learners will be expected to explain, analyse and evaluate key features associated with the later part of the depth study in order to reach substantiated judgements. They will also be able to demonstrate and use knowledge from the entire depth study (Parts 1 and 2) where appropriate.

Unit 5: Historical interpretations

Non-examination assessment (60 marks)
20% of qualification

Learners investigate an issue of historical debate through a study of different historical interpretations. This unit encourages learners to use a range of evidence, both contemporary and made later to explain how and why different historical interpretations are formed. The issue chosen will allow learners to extend and enhance their understanding of aspects of the history studied in the broader parts of the specification or it can come from an area of history not studied elsewhere in the specification. **However, the issue chosen must not duplicate the content of the depth studies chosen in Units 2 and 4.**

UNIT 1 (AS)

PERIOD STUDIES

Learners will be required to study **one** of the following period studies:

1. **GOVERNMENT, REBELLION AND SOCIETY IN WALES AND ENGLAND c.1485-1603**
2. **GOVERNMENT, REVOLUTION AND SOCIETY IN WALES AND ENGLAND c.1603-1715**
3. **POLITICS, PROTEST AND REFORM IN WALES AND ENGLAND c.1780-1880**
4. **POLITICS, PEOPLE AND PROGRESS IN WALES AND ENGLAND c.1880-1980**
5. **POLITICAL AND RELIGIOUS CHANGE IN EUROPE c.1500-1598**
6. **EUROPE IN THE AGE OF ABSOLUTISM AND REVOLUTION c.1682-1815**
7. **REVOLUTION AND NEW IDEAS IN EUROPE c.1780-1881**
8. **EUROPE IN AN AGE OF CONFLICT AND CO-OPERATION c.1890-1991**

UNIT 2 (AS) AND UNIT 4 (A2)

HISTORY IN DEPTH

Learners will be required to study **one** of the following depth studies. This will be studied at both AS and A2 levels, giving a sequential approach to the depth study.

In the chosen depth study, learners will build upon the knowledge and skills they have acquired at AS level in the second year of the course (A2).

1. THE MID TUDOR CRISIS IN WALES AND ENGLAND c.1529-1570

Unit 2 (AS): Part 1: PROBLEMS, THREATS AND CHALLENGES c.1529-1553

Unit 4 (A2): Part 2: CHALLENGES FACING MARY AND ELIZABETH c.1553-1570

2. ROYALTY, REBELLION AND REPUBLIC c.1625-1660

Unit 2 (AS): Part 1: THE PRESSURE ON THE MONARCHY AND THE DRIFT TO CIVIL WAR, c.1625-1642

Unit 4 (A2): Part 2: CIVIL WAR, COMMONWEALTH AND PROTECTORATE c.1642-1660

3. REFORM AND PROTEST IN WALES AND ENGLAND c.1783-1848

Unit 2 (AS): Part 1: RADICALISM AND THE FIGHT FOR PARLIAMENTARY REFORM, c.1783-1832

Unit 4 (A2): Part 2: PROTEST AND CAMPAIGNS FOR SOCIAL REFORM c.1832-1848

4. POLITICS AND SOCIETY IN WALES AND ENGLAND c.1900-1939

Unit 2 (AS): Part 1: POLITICS, SOCIETY AND THE WAR: WALES AND ENGLAND c.1900 -1918

Unit 4 (A2): Part 2: ECONOMIC AND SOCIAL CHALLENGES IN WALES AND ENGLAND c.1918 -1939

5. RELIGIOUS REFORMATION IN EUROPE c.1500-1567

Unit 2 (AS): Part 1: THE OUTBREAK AND SPREAD OF THE REFORMATION IN GERMANY c.1500- 1531

Unit 4 (A2): Part 2: THE SPREAD OF PROTESTANTISM AND COUNTER-REFORMATION c.1531-1564

6. FRANCE IN REVOLUTION c.1774-1815

Unit 2 (AS): Part 1: FRANCE: THE CAUSES AND COURSE OF REVOLUTION c.1774-1792

Unit 4 (A2): Part 2: FRANCE: REPUBLIC AND NAPOLEON c.1792- 1815

7. THE CRISIS OF THE AMERICAN REPUBLIC c.1840-1877

Unit 2 (AS): Part 1: SECTIONAL DIFFERENCES AND THE ROAD TO CIVIL WAR c.1840-1861

Unit 4 (A2): Part 2: CIVIL WAR AND RECONSTRUCTION c.1861-1877

8. GERMANY: DEMOCRACY TO DICTATORSHIP c.1918-1945

Unit 2 (AS): Part 1: WEIMAR AND ITS CHALLENGES c.1918-1933

Unit 4 (A2): Part 2: NAZI GERMANY c.1933-1945

Centres should note the following restrictions which refer to combinations of options in Units 1, 2 and 4:

Learners choosing their Period Study from options 1-4 (History of Wales and England) must choose their Depth Study from options 5-8 (non-British History).

Learners choosing their Period Study from options 5-8 (non-British History) must choose their Depth Study from options 1-4 (History of Wales and England)

UNIT 3 (A2)

BREADTH STUDIES

Learners will be required to study **one** of the following breadth studies.

1. **WALES: RESISTANCE, CONQUEST AND REBELLION c.1240 -1415**
2. **POVERTY, PROTEST AND REBELLION IN WALES AND ENGLAND, c.1485-1603**
3. **REFORMATION AND DISCOVERY: EUROPE c.1492-1610**
4. **ROYALTY, REVOLUTION AND RESTORATION IN WALES AND ENGLAND, c.1603- 1715**
5. **FRANCE: ANCIEN RÉGIME TO NAPOLEON c. 1715-1815**
6. **PARLIAMENTARY REFORM AND PROTEST IN WALES AND ENGLAND, c.1780-1885**
7. **SOCIAL CHANGE AND REFORM IN WALES AND ENGLAND c. 1890-1990**
8. **THE AMERICAN CENTURY c.1890-1990**
9. **CHANGING LEADERSHIP AND SOCIETY IN GERMANY, c.1871-1989**
10. **CHANGING LEADERSHIP AND SOCIETY IN RUSSIA c.1881-1989**

Centres must note that there are rules of combination regarding the selection of an appropriate breadth study. Please see pages 16-17 for more advice.

UNIT 5 (A2)

HISTORICAL INTERPRETATIONS

Unit 5 is a non-examination assessment (NEA). Learners investigate an issue of historical debate through a study of different historical interpretations. This unit encourages learners to use a range of sources, both contemporary and later to explain how and why different historical interpretations are formed. The issue chosen will allow learners to extend and enhance their understanding of aspects of the history studied in the broader parts of the specification or it can come from an area of history not studied elsewhere in the specification. **However, the issue chosen must not duplicate the content of the depth studies chosen in Units 2 and 4.**

Further details regarding Unit 5 can be found in Section 3.2.

RATIONALE FOR COVERAGE OF WELSH HISTORY

In following this specification, learners should be given opportunities, where appropriate, to consider a Welsh perspective if the opportunity arises naturally from the subject matter and if its inclusion would enrich learners' understanding of the world around them as citizens of Wales as well as the UK, Europe and the world.

Each of the options in Units 1-4 which cover the history of Wales and England have a distinctive focus on key issues and content of the history of Wales. Teachers should be aware of the importance of integrating, where appropriate, the key issues and content of the history of Wales within the overall programme of learning.

Learners should also be given access to primary source material and historical interpretations which reflect a Welsh perspective, where appropriate.

RATIONALE FOR SPECIFICATION OF TOPICS

The WJEC A level History specification provides a broad and coherent course of study. It is designed to give learners the opportunity to build on the knowledge and skills gained in the first year of study (AS) into the second year of the course (A2).

The specification ensures study of:

- the history of more than one country or state
- aspects of the past in breadth and in depth
- significant individuals, societies, events and developments
- a range of appropriate historical perspectives.

The breadth of the specification is ensured by the factors above and also the further requirement that learners study:

- topics from a chronological range of at least 200 years
- a substantial and coherent element of Welsh / English history
- change and development over both the long term and the short term.

Coherence of study is achieved across the specification as a whole. As there is no core content specified for AS or A level History, the course offers an opportunity for history teachers to approach the subject through a variety of options which will lead to a broad, balanced and coherent course. All permitted combinations of options allow centres to construct a specification which is broad and coherent for learners. The structure of the specification also enables centres to develop a course which fits their specialisms and has an obvious degree of coherence without being too prescriptive.

In Unit 1, learners are given the opportunity to study topics from a substantial and coherent period of British or European history with an emphasis on developing knowledge and understanding and reaching substantiated judgements about aspects of the history studied.

In Units 2 and 4, learners are given the opportunity to study a shorter and coherent element of history in greater depth. The emphasis is on analysis and evaluation of contemporary sources together with understanding of how and why different interpretations of history are formed. To further ensure coherence, learners continue their study of this aspect from AS into A2.

In Unit 3, learners are given the opportunity to experience history in breadth as they focus on change and development over a substantial period of time (at least 100 years) through the study of two distinct and connected themes. The thematic nature of the content in this unit means that learners will study more complex and challenging issues over a long period of time.

In Unit 5, learners are given the opportunity to complete an extended and independently researched piece of writing which brings together many of the skills developed in other units of the specification.

As well as the broad and coherent nature of the overall specification as outlined above, the coherence of the course is further enhanced by a number of central themes and issues which run through each option. These include issues such as changes in political control, the influence of economic factors and the impact of social and cultural change. Coverage and discussion of these factors will inform the approach to all options in this specification. These central themes further emphasise the coherence of the course regardless of which optional route is chosen. All permitted combinations of options therefore provide for a coherent and interrelated course of study enabling learners to understand historical perspectives in the context of breadth and depth.

In addition, the choice of options within the units will allow learners to draw conclusions about, and make links in relation to, the various processes of historical change and continuity. The options 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 options chosen also provide an understanding of how individuals and groups bring about and react to broader social, economic, religious and cultural changes.

All permitted combinations of options in this specification are equal in demand. The specification also ensures that topics studied cover a chronological range of at least 200 years. **This means that the earliest date studied in any examined unit must be separated by at least 200 years from the latest date studied in any examined unit.** The topic areas chosen for Unit 5 (NEA) do not count in ensuring this chronological range of historical topics.

Breadth and coherence is achieved through the structure of the specification and the nature of the units. However, in order to ensure this breadth, certain restrictions on choice of options need to be clarified.

PERMITTED COMBINATIONS

The broad nature of Unit 3 means that there are certain combinations of options with Units 1, 2 and 4 that are prohibited due to overlap of content and failure to cover topics from a chronological range of 200 years. **To clarify the situation for centres, the table below shows which combinations of option are permitted.** By following these combinations of options centres will:

- guarantee the specified percentage of British history
- ensure coverage of topics from a chronological range of at least 200 years
- prevent overlap of coverage
- study change and development over a continuous period of time of at least 100 years.
- guarantee an appropriate balance of historical coverage from particular countries

The numbers of each option below refer to the titles which are listed on pages 10-13 of the specification.

PERIOD STUDY UNIT 1	DEPTH STUDIES UNITS 2 and 4	BREADTH STUDIES UNIT 3
1	5	1, 4, 5, 6, 7, 8, 9, 10
	6	1, 3, 4, 6, 7, 8, 9, 10
	7	1, 3, 4, 5, 6, 7, 9, 10
	8	1, 3, 4, 5, 6, 7, 8, 10
2	5	1, 5, 6, 7, 8, 9, 10
	6	1, 2, 3, 6, 7, 8, 9, 10
	7	1, 2, 3, 6, 7, 9, 10
	8	1, 2, 3, 6, 7, 8, 10
3	5	1, 4, 5, 7, 8, 9, 10
	6	1, 2, 3, 4, 7, 8, 9, 10
	7	1, 2, 3, 4, 7, 9, 10
	8	1, 2, 3, 4, 5, 7, 8, 10
4	5	1, 4, 5, 6, 8, 9, 10
	6	1, 2, 3, 4, 6, 8, 9, 10
	7	1, 2, 3, 4, 5, 6
	8	1, 2, 3, 4, 5, 6
5	1	1, 4, 5, 6, 7, 8, 9, 10
	2	1, 5, 6, 7, 8, 9, 10
	3	1, 4, 5, 6, 7, 8, 9, 10
	4	1, 4, 5, 6, 8, 9, 10
6	1	1, 3, 4, 6, 7, 8, 9, 10
	2	1, 2, 3, 6, 7, 8, 9, 10
	3	1, 2, 3, 4, 7, 8, 9, 10
	4	1, 2, 3, 4, 6, 8, 9, 10
7	1	1, 3, 4, 5, 6, 7, 8, 9, 10
	2	1, 2, 3, 4, 7, 8, 9, 10
	3	1, 2, 3, 4, 7, 8, 9, 10
	4	1, 2, 3, 4, 6, 8, 9, 10
8	1	1, 3, 4, 5, 6, 7, 8
	2	1, 2, 3, 5, 6, 7, 8
	3	1, 2, 3, 4, 5, 7, 8
	4	1, 2, 3, 4, 5, 6

2.1 AS UNITS**UNIT 1 - PERIOD STUDIES****UNIT 1 - OPTION 1****GOVERNMENT, REBELLION AND SOCIETY IN WALES AND ENGLAND c.1485-1603**

This option provides an opportunity to study government, rebellion and society in Wales and England c.1485-1603.

This option will enable learners to consider how various developments affected government, society and religion at this time. The focus of study in this unit is on developments and changes over a broader timescale and learners study a range of significant topics spanning a substantial duration. Learners will demonstrate their understanding by making links and comparisons between different aspects of the period studied. They will analyse and explain the causes and consequences of historical events and situations and evaluate and reach substantiated judgements regarding the significance of individuals, groups, events, developments and ideas across this period.

This option allows learners to study relevant historical concepts through investigating and evaluating a range of key issues and content. Learners will address a range of appropriate historical perspectives and demonstrate their understanding by making links and comparisons between different aspects of the period studied. The concepts and perspectives and associated key issues and content are shown below:

Concepts and perspectives	Key issues and content
The significance of the main changes in politics and government 1485-1603	<i>the methods used by Henry VII to establish the Tudor dynasty the extent of the revolution in government under Henry VIII the role and effectiveness of Tudor chief ministers including Wolsey, Cromwell and Cecil Elizabeth's changing relationship with her privy council and Parliament</i>
The significance of the main developments in religion 1529-1588	<i>the main features and effects of the Henrician Reformation the impact of the religious policies of Edward VI the impact of the Catholic counter-reformation in the reign of Mary the Elizabethan Church Settlement and its effects</i>
The significance of the main protests and rebellions against the Tudor monarchs 1509-1569	<i>the Pilgrimage of Grace, the Western Rebellion, the rebellions of Kett, Wyatt and the Northern Earls: the causes and features of these rebellions and protests the extent of the threat posed by these rebellions and protests the reasons for the failure of these rebellions and protests</i>
The extent of social and economic change in the sixteenth century	<i>the growth of trade and industry the growth of the gentry the development of towns and the merchant classes attitude to and treatment of poor and vagrants</i>
The changing relationship between Wales and England after 1530	<i>the reasons for and the impact on Wales and England of the Acts of Union 1536 and 1543 the work and impact of the Council in Wales and the Marches the impact of social change in Wales on her relationship with England the impact of religious policy on Wales including the translation of the Scriptures into Welsh</i>

UNIT 1 - OPTION 2

GOVERNMENT, REVOLUTION AND SOCIETY IN WALES AND ENGLAND c.1603-1715

This option provides an opportunity to study government, revolution and society in Wales and England c.1603-1715.

This option will enable learners to consider how various developments affected government and society at this time. The focus of study in this unit is on developments and changes over a broader timescale and learners study a range of significant topics spanning a substantial duration. Learners will demonstrate their understanding by making links and comparisons between different aspects of the period studied. They will analyse and explain the causes and consequences of historical events and situations and evaluate and reach substantiated judgements regarding the significance of individuals, groups, events, developments and ideas across this period.

This option allows learners to study relevant historical concepts through investigating and evaluating a range of key issues and content. Learners will address a range of appropriate historical perspectives and demonstrate their understanding by making links and comparisons between different aspects of the period studied. The concepts and perspectives and associated key issues and content are shown below:

Concepts and perspectives	Key issues and content
The significance of the main challenges facing the Stuart monarchy 1603-1642	<i>the methods used by James I to establish and maintain the Stuart dynasty in Wales and England 1603-1625</i> <i>the effectiveness of Charles I in dealing with the challenges he faced up to 1642</i> <i>problems and disputes between Crown and Parliament up to 1642</i>
The impact of civil war on the nation 1640-1649	<i>the reasons why civil war had broken out by 1642</i> <i>the effect of the Civil War on the lives of people in Wales and England</i> <i>reasons for the Parliamentary victory in the Civil War</i> <i>the reasons for and importance of the Regicide</i>
The impact of experiments in Parliamentary government 1649-1660	<i>Cromwell's response to the challenges faced by Parliamentary government in Wales and England</i> <i>the Major-Generals, the Instrument of Government and the Lord Protectorate</i> <i>the impact of the Commonwealth on the lives of the people of Wales and England</i> <i>the ultimate failure of republicanism and its rejection in Wales</i>
Changing pressures after Restoration 1660-1685	<i>the reasons for the restoration of the monarchy and its popularity in Wales</i> <i>the political and religious policies of Charles II in Wales and England</i> <i>relations between King and Parliament</i> <i>issues of succession</i>
The significance of the Glorious Revolution and the Revolutionary Settlement	<i>the reasons for conflict between James II and Parliament</i> <i>the accession of William and Mary and the Glorious Revolution in Wales and England</i> <i>the impact of the Bill of Rights and the Revolutionary Settlement on Wales and England</i> <i>the development of party politics in Wales and England after 1689</i>

UNIT 1 - OPTION 3

POLITICS, PROTEST AND REFORM IN WALES AND ENGLAND c.1780-1880

This option provides an opportunity to study aspects of politics, protest and reform in Wales and England c.1780-1880.

This option will enable learners to consider how various developments affected government and society at this time. The focus of study in this unit is on developments and changes over a broader timescale and learners study a range of significant topics spanning a substantial duration. Learners will demonstrate their understanding by making links and comparisons between different aspects of the period studied. They will analyse and explain the causes and consequences of historical events and situations and evaluate and reach substantiated judgements regarding the significance of individuals, groups, events, developments and ideas across this period.

This option allows learners to study relevant historical concepts through investigating and evaluating a range of key issues and content. Learners will address a range of appropriate historical perspectives and demonstrate their understanding by making links and comparisons between different aspects of the period studied. The concepts and perspectives and associated key issues and content are shown below:

Concepts and perspectives	Key issues and content
The growing pressure for parliamentary reform 1780-1832	<i>early attempts at Parliamentary reform in the 1780s</i> <i>the challenge of the French revolution after 1789</i> <i>the main reasons for demands for parliamentary reform</i> <i>the significance of the Reform Act crisis 1830-1832</i>
The changing response of the government to political and social pressures 1812-1830	<i>the development of radical discontent and protest in Wales and England after 1812</i> <i>the response of Lord Liverpool's governments 1812-1822</i> <i>the reasons for and importance of the Liberal Tory reforms 1822-1830</i>
The significance of the threat from rural and urban protest 1830-1848	<i>the causes and impact of the Merthyr Rising</i> <i>the causes and impact of rural protests in Wales and England in the 1830s and 1840s</i> <i>the causes and impact of the Chartist movement in Wales and England</i> <i>Government responses to these protests</i>
The extent and impact of social and economic reforms 1833-1848	<i>the motives and pressure for social reform</i> <i>the importance of the Whig reforms 1833-1841</i> <i>the Anti-Corn Law League and the repeal of the Corn Laws</i> <i>reform in factories and mines, public health, education and poor law</i>
The changing fortunes of political parties and leaders 1830-1880	<i>Sir Robert Peel, the Conservative party and the effectiveness of his reforms 1834-1846</i> <i>the reasons for the formation of the Liberal party</i> <i>the main features of Gladstone's first ministry, 1868-1874</i> <i>Disraeli, the Second Reform Act of 1867 and Conservatism in action, 1874-1880</i>

UNIT 1 - OPTION 4

POLITICS, PEOPLE AND PROGRESS: WALES AND ENGLAND c.1880-1980

This option provides an opportunity to study aspects of politics and society in Wales and England c.1880-1980.

This option will enable learners to consider how various developments affected government and society at this time. The focus of study in this unit is on developments and changes over a broader timescale and learners study a range of significant topics spanning a substantial duration. Learners will demonstrate their understanding by making links and comparisons between different aspects of the period studied. They will analyse and explain the causes and consequences of historical events and situations and evaluate and reach substantiated judgements regarding the significance of individuals, groups, events, developments and ideas across this period.

This option allows learners to study relevant historical concepts through investigating and evaluating a range of key issues and content. Learners will address a range of appropriate historical perspectives and demonstrate their understanding by making links and comparisons between different aspects of the period studied. The concepts and perspectives and associated key issues and content are shown below:

Concepts and perspectives	Key issues and content
The extent of change in society 1880-1951	<i>the Liberal Governments response to the challenges facing Wales and England 1906-1914</i> <i>causes, extent and responses to economic problems in Wales and England in the 1920s and 1930s</i> <i>the effectiveness of the reforms of the Labour governments, 1945-1951</i>
The changing position of political parties 1880-1951	<i>the changing fortunes of the Liberal Party in Wales and England in this period</i> <i>the changing position of the Conservative Party in Wales and England in this period</i> <i>the growth of the Labour Party in Wales and England in this period</i> <i>the record of coalition governments: during wartime and in the 1930s</i>
The impact of war on society in Wales and England 1902-1951	<i>the social and economic impact of the Boer War</i> <i>the social and economic impact of the First World War</i> <i>the social and economic impact of the Second World War</i>
The significance of the main developments in Wales and England 1918-1980	<i>the changing nature of the economy, work and employment in Wales and England</i> <i>changing attitudes to the Welsh language and culture</i> <i>demands for political change in Wales and England</i> <i>the extent of social, religious and cultural change in Wales and England</i>
The changing role and status of women 1880-1980	<i>the campaign for women's suffrage in Wales and England before 1918</i> <i>the reasons for the extension of the franchise in 1918 and 1929</i> <i>the impact of war on the changing role and status of women 1914 - 1951</i> <i>social and employment opportunities and legislative change after 1945</i>

UNIT 1 - OPTION 5

POLITICAL AND RELIGIOUS CHANGE IN EUROPE c.1500-1598

This option provides an opportunity to study political and religious change in Europe c.1500-1598.

This option will enable learners to consider how various developments affected government and society in Europe. The focus of study in this unit is on developments and changes over a broader timescale and learners study a range of significant topics spanning a substantial duration. Learners will demonstrate their understanding by making links and comparisons between different aspects of the period studied. They will analyse and explain the causes and consequences of historical events and situations and evaluate and reach substantiated judgements regarding the significance of individuals, groups, events, developments and ideas across this period.

This option allows learners to study relevant historical concepts through investigating and evaluating a range of key issues and content. Learners will address a range of appropriate historical perspectives and demonstrate their understanding by making links and comparisons between different aspects of the period studied. The concepts and perspectives and associated key issues and content are shown below:

Concepts and perspectives	Key issues and content
The significance of the main influences on Europe in the early sixteenth century	<i>the position of the Catholic Church in the early sixteenth century</i> <i>the growth of exploration and discovery</i> <i>the growing power of the nation states</i> <i>the influence of Renaissance culture</i>
The impact of religious change 1517-1564	<i>the impact of Martin Luther on the development of the German Reformation</i> <i>the reasons for the dissemination of Lutheranism: critical tracts, the use of the printing press, the influence of towns and cities, social pressures</i> <i>the importance of the Peace of Augsburg, 1555</i> <i>the beginning of the Counter-Reformation</i>
The impact of the main challenges facing France in the mid-sixteenth century	<i>the development of absolute monarchy in France under Francis I;</i> <i>the effectiveness of Francis I's religious, cultural, financial and economic policies</i> <i>the main features of Hapsburg / Valois rivalry</i>
The impact of the main challenges facing Spain to 1598	<i>Charles V and the challenges of ruling the Holy Roman Empire</i> <i>the social and economic impact of the exploration of the New World</i> <i>the success of the economic and financial policies of Philip II</i> <i>Philip II's foreign policy including the Netherlands</i>
The extent of the threat posed by the Ottoman Empire in the sixteenth century	<i>the reign of Suleiman the Magnificent and Ottoman expansion into eastern Europe</i> <i>the nature of the Hapsburg reaction to the Ottoman threat</i> <i>the effectiveness of the French reaction to the Ottoman threat</i> <i>the importance of the battle of Lepanto</i>

UNIT 1 - OPTION 6

EUROPE IN THE AGE OF ABSOLUTISM AND REVOLUTION c.1682-1815

This option provides an opportunity to study Europe during the age of absolutism and revolution c.1682-1815.

This option will enable learners to consider how various developments affected government and society in Europe. The focus of study in this unit is on developments and changes over a broader timescale and learners study a range of significant topics spanning a substantial duration. Learners will demonstrate their understanding by making links and comparisons between different aspects of the period studied. They will analyse and explain the causes and consequences of historical events and situations and evaluate and reach substantiated judgements regarding the significance of individuals, groups, events, developments and ideas across this period.

This option allows learners to study relevant historical concepts through investigating and evaluating a range of key issues and content. Learners will address a range of appropriate historical perspectives and demonstrate their understanding by making links and comparisons between different aspects of the period studied. The concepts and perspectives and associated key issues and content are shown below:

Concepts and perspectives	Key issues and content
The significance of the main developments in Russia under Peter the Great	<i>the impact of Peter's domestic policies on society, economy and religion reform and expansion of the armed forces the influence of westernisation on Russia extent of success in foreign policy and war</i>
The significance of the main changes in Prussia under Frederick the Great	<i>the main challenges facing Frederick the Great on his accession the effectiveness of Frederick the Great's reforms to the domestic structure of the Prussian state the extent of success in Frederick the Great's foreign policy the extent to which Frederick the Great can be considered an 'Enlightened Despot'</i>
The extent of change in France to 1789	<i>the ancien régime during the reign of Louis XV, 1715-1774 the structure of the state - political, financial and religious Louis XVI and the causes of the French Revolution, 1774-1789</i>
The extent of change in the Great Power relations up to 1756	<i>changing power in the Baltic after the Great Northern War the impact of the War of the Austrian Succession on relations between the Great Powers the effects of the Diplomatic Revolution</i>
The significance of diplomacy and conflict in Europe 1756-1815	<i>the origins, development and impact of the Seven Years War the effect of the French Revolutionary and Napoleonic Wars on Great Power relations</i>

UNIT 1 - OPTION 7

REVOLUTION AND NEW IDEAS IN EUROPE c.1780-1881

This option provides an opportunity to study Europe in an age of revolution and new ideas c.1780-1881.

This option will enable learners to consider how various developments posed challenges to governments and society at this time and what responses were made. Learners will demonstrate their understanding by making links and comparisons between different aspects of the period studied. They will analyse and explain the causes and consequences of historical events and situations and evaluate and reach substantiated judgements regarding the significance of individuals, groups, events, developments and ideas across this period.

This option allows learners to study relevant historical concepts through investigating and evaluating a range of key issues and content. Learners will address a range of appropriate historical perspectives and demonstrate their understanding by making links and comparisons between different aspects of the period studied. The concepts and perspectives and associated key issues and content are shown below:

Concepts and perspectives	Key issues and content
The impact of war and revolution 1780-1856	<p><i>the effect of the French Revolutionary and Napoleonic Wars on Great Power relations</i></p> <p><i>reasons for and effectiveness of the attempts at international co-operation 1815-1822</i></p> <p><i>the causes of revolution in Europe in 1830-1848</i></p> <p><i>the effect of the Eastern Question on relations between the Great Powers between 1780-1856</i></p>
The growth of nationalism in Italy 1815-1871	<p><i>the main factors that stimulated and hindered Italian nationalism after 1815</i></p> <p><i>the impact of the 1848 revolutions on the process of Italian unification</i></p> <p><i>the contribution of key personalities to Italian unification</i></p> <p><i>the role of the Great Powers in the unification of Italy</i></p>
The growth of nationalism in Germany 1815-1871	<p><i>the main factors that stimulated and / or hindered German nationalism after 1815</i></p> <p><i>the impact of the 1848 revolutions on the process of German unification</i></p> <p><i>the contribution of key personalities to German unification</i></p> <p><i>moves to unification in the 1860s: the roles of war and diplomacy</i></p>
The significance of the main challenges facing France 1848-1871	<p><i>revolution in 1848, the coup d'état and the establishment of the Second Empire</i></p> <p><i>the character and aims of Napoleon III</i></p> <p><i>the impact of the domestic and foreign policies of Napoleon III</i></p> <p><i>reasons for the collapse of the Second Empire</i></p>
The extent of political and social change in Russia 1825-1881	<p><i>the effectiveness of the rule of Nicholas I</i></p> <p><i>Alexander II and the emancipation of the serfs</i></p> <p><i>the extent of success of other reforms under Alexander II</i></p> <p><i>the growth of opposition by 1881</i></p>

UNIT 1 - OPTION 8

EUROPE IN AN AGE OF CONFLICT AND CO-OPERATION c.1890-1991

This option provides an opportunity to study aspects of the history of Europe in an age of conflict and co-operation c.1890-1991.

This option will enable learners to consider how Europe was affected by a century of conflict and co-operation. The focus of study in this unit is on developments and changes over a broader timescale and learners study a range of significant topics spanning a substantial duration. Learners will demonstrate their understanding by making links and comparisons between different aspects of the period studied. They will analyse and explain the causes and consequences of historical events and situations and evaluate and reach substantiated judgements regarding the significance of individuals, groups, events, developments and ideas across this period.

This option allows learners to study relevant historical concepts through investigating and evaluating a range of key issues and content. Learners will address a range of appropriate historical perspectives and demonstrate their understanding by making links and comparisons between different aspects of the period studied. The concepts and perspectives and associated key issues and content are shown below:

Concepts and perspectives	Key issues and content
The significance of the main changes in international relations 1890-1939	<i>the establishment of Alliances and Ententes before 1914 and the causes of the First World War Great Power reconciliation and rivalry post-1918 including the effectiveness of international agreements and the League of Nations the background to and causes of the Second World War</i>
The extent of political, social and economic change in Italy 1918-1945	<i>the main threats to the stability of the Liberal governments in Italy after 1918 the reasons for the establishment of dictatorship in Italy in the 1920s the impact of fascist domestic policies on Italy to 1945 the effectiveness of resistance and opposition in Fascist Italy</i>
The extent of political, social and economic change in Germany 1918-1945	<i>the main threats to the stability of the Weimar Republic in Germany the establishment of dictatorship in Germany in the 1930s the impact of Nazi domestic policies on Germany to 1945 the effectiveness of resistance and opposition in Nazi Germany</i>
The impact of revolution in Russia 1905-1945	<i>the main causes and effects of the 1905 revolution the reasons for revolution in 1917 Civil War and the Bolshevik consolidation of power 1917-1924 the impact of Stalin's political, social and economic changes to 1945</i>
The significance of changing relations in Europe 1945-1991	<i>the post-war division of Europe the origins and effects of the Cold War in Europe after 1945 the drive for European economic co-operation and moves towards integration in the 1960s moves towards co-existence and détente from the 1970s</i>

UNIT 2 - DEPTH STUDIES: Part 1**UNIT 2 - OPTION 1****THE MID TUDOR CRISIS IN WALES AND ENGLAND c.1529-1570****PART 1: PROBLEMS, THREATS AND CHALLENGES c.1529-1553**

Learners will be required to study in depth a range of historical topics relating to the main problems, threats and challenges facing Tudor Wales and England c.1529-1553. **This is the earlier part of the whole depth study continued in Unit 4.**

Learners will be required to understand the connections and complexities which influenced life in this period. This will be primarily achieved by analysing and evaluating a range of different types of primary and/or contemporary sources and extracts from historians. Where appropriate, these will contain material from Welsh sources. In addition, learners will be expected to discuss historical debates and how and why different historical interpretations have been formed in relation to the content specified below.

When studying this option, learners should debate and cover the following:

Concepts and perspectives	Key issues and content
The extent of change in the control of Wales	<i>the political and social condition of Wales, including the extent of lawlessness; Englefield and Lee; the role of the Council of Wales and the Marches; the protest of Rhys ap Gruffudd; reasons for union between Wales and England; the Acts of Union, 1536-1543</i>
The reasons for and impact of religious change	<i>the King's 'Great Matter'; religious legislation in the 1530s and 1540s; the dissolution of the monasteries; religious and ecclesiastical policies 1547-1553, including the Prayer Books and Acts of Uniformity; opposition to religious change;</i>
The impact of political changes	<i>the rise and fall of Thomas Cromwell; political change and legislation under Henry VIII; issues connected with Edward VI's accession and minority government; faction and its impact during the rule of Somerset and Northumberland</i>
The significance of the threat from protest and disorder	<i>causes of rebellion and unrest; the Pilgrimage of Grace; the rebellions of 1549 (Western and Kett); the response of authority</i>
Historical interpretations of key issues from this period	<i>different historical interpretations of key issues in this period covering a range of developments including: the extent of change in Wales in the 1530s and 1540s the causes and impact of religious changes on Wales and England the impact of the Henrician Reformation the causes of and threats posed by the major rebellions in this period</i>

UNIT 2 – OPTION 2

ROYALTY, REBELLION AND REPUBLIC c.1625-1660

PART 1: THE PRESSURE ON THE MONARCHY AND THE DRIFT TO CIVIL WAR
c.1625-1642

Learners will be required to study in depth a range of historical topics relating to the period of Royal rule and advent of the Civil War c.1625-1642. **This is the earlier part of the whole depth study continued in Unit 4.**

Learners will be required to understand the connections and complexities which influenced politics and society in this period. This will be primarily achieved by analysing and evaluating a range of different types of primary and/or contemporary sources and extracts from historians. Where appropriate, these will contain material from Welsh sources. In addition, learners will be expected to discuss historical debates and how and why different historical interpretations have been formed in relation to the content specified below.

When studying this option, learners should debate and cover the following:

Concepts and perspectives	Key issues and content
The significance of early disputes between King and Parliament to 1629	<i>the legacy of James I; monarchy and Divine Right: the character and aims of Charles I; challenges to the government of Charles I; growth of parliamentary opposition to the King; the Petition of Right; the dissolution of Parliament and the King's commitment to Personal Rule</i>
The impact of Personal Rule after 1629	<i>Charles I's Personal Rule: his chief ministers; methods of government; financial policies and the reaction against them; religious issues: Laud and Arminianism; the growth of opposition from Puritans</i>
The growth of tension and pressure in the early 1640s	<i>the recall of Parliament; the strengths and divisions of parliamentary opposition; Pym and the development of parliamentary radicalism; the Grand Remonstrance; attempts to impose royal authority; the execution of Strafford; the impact of events in Ireland; the failed arrest of the Five Members; military preparations for war; the outbreak of civil war in 1642</i>
The impact of growing pressure on Wales, Scotland and Ireland	<i>the Bishops War and its impact; political reaction in Wales and role of Welsh MPs; the impact of events in Ireland on increasing tension</i>
Historical interpretations of key issues from this period	<i>different historical interpretations of key issues in this period covering a range of developments including: the attitude and policies of Charles I Personal Rule and the recall of Parliament reasons and responsibility for the outbreak of war the impact of developments in Scotland, Ireland and Wales</i>

UNIT 2 - OPTION 3

REFORM AND PROTEST IN WALES AND ENGLAND c.1783-1848

PART 1: RADICALISM AND THE FIGHT FOR PARLIAMENTARY REFORM c.1783-1832

Learners will be required to study in depth a range of historical topics and problems relating to the period of reform and protest in Wales and England c.1783-1832. **This is the earlier part of the whole Depth study continued in Unit 4.**

Learners will be required to understand the connections and complexities which influenced life in this period. This will be primarily achieved by analysing and evaluating a range of different types of primary and/or contemporary sources and extracts from historians. Where appropriate, these will contain material from Welsh sources. In addition, learners will be expected to discuss historical debates and how and why different historical interpretations have been formed in relation to the content specified below.

When studying this option, learners should debate and cover the following:

Concepts and perspectives	Key issues and content
The impact of the challenge from reform and protest movements 1783-1822	<i>early attempts at parliamentary reform under Pitt the Younger; reaction to the outbreak of revolution in France; corresponding societies; popular protest 1812-1831: Luddism; radical protest and including Spa Fields, March of the Blanketeers, Peterloo and the Cato St conspiracy</i>
The reaction of government to the challenge of protest 1812-1822	<i>Lord Liverpool's governments 1812-1822: the Corn Laws; repressive legislation including the suspension of Habeas Corpus and the Six Acts 1819; Sidmouth and Home Office policies</i>
The significance of the Liberal Tory reforms 1822-1829	<i>attitudes towards reform; financial and economic policy; Liberal Tory reforms 1822-1830 including financial and economic policy, law and order, repeal of the Combination Acts, repeal of the Test and Corporation Acts ; the Catholic Emancipation Act 1829</i>
The growing crises in reform and protest 1828-1832	<i>the unreformed electoral system; impact of Catholic Emancipation and the fall of the Tory government in 1830; reasons and pressure for parliamentary reform and radical protest; the election of the Whigs in 1830; the Merthyr rising 1831; rural protest and Captain Swing 1830-1831; the Reform Bill crisis 1830-1832; aims and terms of the Great Reform Act 1832</i>
Historical interpretations of key issues from this period	<i>different historical interpretations of key issues in this period covering a range of developments including: the effectiveness of the policies of Pitt and Lord Liverpool the extent of the Liberal Tory reforms the growth of working class movements and consciousness the Reform Act crisis 1828-1832</i>

UNIT 2 - OPTION 4

POLITICS AND SOCIETY IN WALES AND ENGLAND c.1900-1939

PART 1: POLITICS, SOCIETY AND THE WAR: WALES AND ENGLAND c.1900-1918

Learners will be required to study in depth a range of historical topics and problems relating to Wales and England in the early twentieth century c.1900-1918. **This is the earlier part of the whole Depth study continued in Unit 4.**

Learners will be required to understand the connections and complexities which influenced life in this period. This will be primarily achieved by analysing and evaluating a range of different types of primary and/or contemporary sources and extracts from historians. Where appropriate, these will contain material from Welsh sources. In addition, learners will be expected to discuss historical debates and how and why different historical interpretations have been formed in relation to the content specified below.

When studying this option, learners should debate and cover the following:

Concepts and perspectives	Key issues and content
The extent of social change	<i>demographic change and its effects; the influence of Booth and Rowntree; Liberal social and welfare reforms 1906-1914; educational, religious and cultural change in Wales 1900-1918</i>
The significance of economic change and conflict	<i>the Workshop of the World: heavy industry in Wales; agriculture and the rural economy; growth and impact of trade unions; the causes of industrial unrest and conflict in Wales; outbreaks of industrial unrest in Wales: Llanelli, Tonypandy and the Penrhyn lockout</i>
The significance of political change	<i>Conservative Government reforms to 1905; the 1906 election; the Liberal ascendancy; the growing influence of the Labour Party; women and the campaign for political emancipation; the 'People's Budget'; the Constitutional Crisis and the Parliament Act 1911</i>
The impact of war	<i>the consequences of the Boer War; Wales and its role in the Great War; voluntarism, conscription and conscientious objection; the impact of total war; Lloyd George's coalition 1916-1918; the social and cultural impact of war; women and war work; Representation of the People Act 1918</i>
Historical interpretations of key issues from this period	<i>different historical interpretations of key issues in this period covering a range of developments including: the extent of social change in Wales and England the causes and extent of industrial conflict the changing political fortunes of the major parties the impact of war on society</i>

UNIT 2 – OPTION 5

RELIGIOUS REFORMATION IN EUROPE c.1500-1564

PART 1: THE OUTBREAK AND SPREAD OF THE REFORMATION IN GERMANY
c.1500- 1531

Learners will be required to study in depth a range of historical topics relating to the outbreak and spread of the Reformation in Germany c.1500-1531. **This is the earlier part of the whole depth study continued in Unit 4.**

Learners will be required to understand the connections and complexities which led to the outbreak and spread of the Reformation in Germany by 1531. This will be primarily achieved by analysing and evaluating a range of different types of primary and/or contemporary sources and extracts from historians. In addition, learners will be expected to discuss historical debates and how and why different historical interpretations have been formed in relation to the content specified below.

When studying this option, learners should debate and cover the following:

Concepts and perspectives	Key issues and content
The influence of the Church in the early sixteenth century	<i>the Church: secular power and influence on daily life; religious power and influence; papal and clerical corruption; criticism of the Church; the role of the humanists such as Erasmus; heresies and anti-clericalism</i>
Reasons for the outbreak of the Reformation	<i>indulgences and the Tetzal mission; the early role of Martin Luther; the impact of the 95 Theses and his critical tracts; the importance of the Diet of Worms and Luther's excommunication; the development of Lutheran thought; publications and the influence of printing</i>
The significance of the outbreak of the Reformation	<i>attitude of Catholic Church hierarchy; Emperor and Princes; the imperial edict and the protection of Frederick the Wise; Luther's relations with radicals and humanists; the development of Protestant doctrine: Luther, Melancthon and Zwingli; the revolt of the Imperial Knights; the Peasants' War: causes and outcomes</i>
The reaction to the spread of the Reformation	<i>reasons for the dissemination of Lutheranism; use of the printing press and Luther's pamphlets; imperial diets, princes and cities; Lutheran-Catholic negotiations including the 1530 Augsburg Confession; the state of the Church by 1531</i>
Historical interpretations of key issues from this period	<i>different historical interpretations of key issues in this period covering a range of developments including: the reasons for the outbreak of the Reformation the role played by Luther the reasons for the spread and dissemination of the Reformation the causes and effects of the Peasants War</i>

UNIT 2 - OPTION 6

FRANCE IN REVOLUTION c.1774-1815

PART 1: FRANCE: THE CAUSES AND COURSE OF REVOLUTION c.1774-1792

Learners will be required to study in depth a range of historical topics relating to France, c.1774-1792. **This is the earlier part of the whole depth study continued in Unit 4.**

Learners will be required to understand the connections and complexities which influenced France in this period. This will be primarily achieved by analysing and evaluating a range of different types of primary and/or contemporary sources and extracts from historians. In addition, learners will be expected to discuss historical debates and how and why different historical interpretations have been formed in relation to the content specified below.

When studying this option, learners should debate and cover the following:

Concepts and perspectives	Key issues and content
Strengths and weaknesses of Ancien Régime France	<i>the Ancien Régime in France: the Three Estates - privileges and burdens; strengths and weaknesses in government, society and finance; the ideas of the philosophes; the political and financial impact of the American War of Independence</i>
The significance of the King's reform programme in the 1770s and 1780s	<i>the domestic and financial policies of Turgot and Necker; Calonne and the attempted reform of France, 1783-1788; the Assembly of Notables 1787; Necker's financial and political proposals; the calling of the Estates General; cahiers; the election and meeting of the Estates General</i>
The extent and impact of Revolutionary changes	<i>the formation of the National Assembly; storming of the Bastille; the Great Fear; the formation of the National Guard; the October Days; the main events and reforms until the Constitution of 1791; refractory priests; active and passive citizens; Louis XVI and the Flight to Varennes</i>
The impact of war and internal conflict	<i>the Legislative Assembly; émigrés; sans-culottes; political clubs and factions; the Champ de Mars massacre; the growth of republicanism; the causes of the War of 1792; the military and political crisis of the summer of 1792; storming the Tuileries Palace; the overthrow of the Monarchy; the September Massacres; fédérés; Valmy</i>
Historical interpretations of key issues from this period	<i>different historical interpretations of key issues in this period covering a range of developments including: the effectiveness of the Ancien Régime and attempts at reform the causes of the Revolution in France the extent and success of changes made by the National Assembly the causes and consequences of internal and external conflicts</i>

UNIT 2 - OPTION 7

THE CRISIS OF THE AMERICAN REPUBLIC c.1840-1877

PART 1: SECTIONAL DIFFERENCES AND THE ROAD TO CIVIL WAR c.1840-1861

Learners will be required to study in depth a range of historical topics and problems relating to the origins of and background to the American Civil War c.1840-1861. **This is the earlier part of the whole depth study continued in Unit 4.**

Learners will be required to understand the connections and complexities which influenced life in this period. This will be primarily achieved by analysing and evaluating a range of different types of primary and/or contemporary sources and extracts from historians. In addition, learners will be expected to discuss historical debates and how and why different historical interpretations have been formed in relation to the content specified below.

When studying this option, learners should debate and cover the following:

Concepts and perspectives	Key issues and content
The significance of slavery and Western expansion	<i>social, political and economic characteristics of northern and southern states ; the institution of slavery; the problem of Western expansion and the idea of Manifest Destiny; the Mexican War 1846-1848; the acquisition of the new territories; the Wilmot proviso</i>
The significance of the attempts at compromise 1850-1854	<i>the roles of Henry Clay, John Calhoun and Stephen Douglas; the Compromise of 1850 and its effects; the Fugitive Slave Law; the abolitionist movement and its impact; the roles of Harriet Beecher Stowe, William Garrison and John Brown</i>
The impact of political breakdown 1854-1859	<i>“Bleeding Kansas” and the Kansas-Nebraska Bill; reasons for the growth of the Republican party; importance of the Sumner incident; the Dred Scott case 1857; the role of Abraham Lincoln and the development of his ideas; the Lincoln –Douglas debates and their impact</i>
The reasons for the outbreak of civil war 1859-1861	<i>John Brown’s raid on Harper’s Ferry and its impact; the Presidential election of 1860; the drive for secession in the southern states; the secession of South Carolina; creation of the Confederacy and the reasons for the outbreak of civil war</i>
Historical interpretations of key issues from this period	<i>different historical interpretations of key issues in this period covering a range of developments including: the institution of slavery and the impact of the abolitionist movement the reasons for the failure to achieve compromise the role of key individuals such as Calhoun, Clay, Douglas and Lincoln the causes of the Civil War</i>

UNIT 2 – OPTION 8

GERMANY: DEMOCRACY AND DICTATORSHIP c.1918-1945**PART 1: WEIMAR AND ITS CHALLENGES c.1918-1933**

Learners will be required to study in depth a range of historical topics relating to the period of the Weimar government in Germany c.1918-1933. **This is the earlier part of the whole depth study continued in Unit 4.**

Learners will be required to understand the connections and complexities which led to the transformation of Germany by 1933. This will be primarily achieved by analysing and evaluating a range of different types of primary and/or contemporary sources and extracts from historians. In addition, learners will be expected to discuss historical debates and how and why different historical interpretations have been formed in relation to the content specified below.

When studying this option, learners should debate and cover the following:

Concepts and perspectives	Key issues and content
The challenges facing the Weimar republic 1918-1923	<i>the Treaty of Versailles and how it affected Germany; the Weimar Constitution; risings on the left and right, including the Spartacists; the Kapp Putsch; the formation of the NSDAP; Nazi beliefs and tactics in the period 1920-1923; the Munich Putsch; economic instability, reparations and the invasion of the Ruhr; hyperinflation</i>
The extent of change in foreign and economic policy 1924-1929	<i>the role of Gustav Stresemann in the period 1924-1929 in economic policy; the Dawes Plan and the Young Plan; Stresemann's foreign policy aims and achievements including Locarno</i>
The changing fortunes of the Nazi party 1924-1933	<i>the aims and tactics of the Nazis in the period 1924-1929; the changing fortunes of the Nazi Party by November 1932; the reasons for the growth in support for National Socialism</i>
The crisis of the Weimar republic 1929-1933	<i>the economic, social and political impact of the Depression; coalition government and the 1932 elections; roles and attitude of Hindenburg, Papen, Strasser and Schleicher; Hindenburg's relationship with the Nazis; political intrigue leading to Hitler's appointment as Chancellor in January 1933</i>
Historical interpretations of key issues from this period	<i>different historical interpretations of key issues in this period covering a range of developments including: the political and economic instability of the early Weimar period 1918-1923 domestic and foreign policy developments 1924-1929 the impact of the Depression on Germany the Nazi rise to power 1923-1933</i>

2.2 A2 UNITS

UNIT 3 - BREADTH STUDIES

UNIT 3 - OPTION 1

WALES: RESISTANCE, CONQUEST AND REBELLION c.1240 - 1415

Learners will be required to study issues connected with resistance, conquest and rebellion in Wales c.1240-1415.

The historical topics in this breadth unit are based on themes covering an extended period of at least 100 years with a focus on change, continuity, similarity and difference. Learners are expected to show understanding of the main developments and turning points relevant to the broad themes studied. The emphasis is on developing and interpreting a broad overview of the period studied.

In their study, learners will be required to consider the process of historical change and its causes, consequences and significance, both in the long term and the short term. Learners will also be required to consider the diverse nature of society and the origins, nature and impact of political, social, economic, cultural and religious change, where appropriate. Learners should focus on making links and comparisons between different aspects of the topics studied and of testing hypotheses before reaching substantiated judgements on specific issues related to the history of Wales over this broad period.

In studying resistance, conquest and rebellion in Wales, learners should consider the following themes across the whole period:

Theme 1 Society, culture and the economy c.1240-1415	
Change and continuity in the Wales of the Princes 1240-1282	<i>Welsh laws and the legal system under the Welsh princes; Marcher law; the rural economy; the Church in Wales; towns in Wales before 1282; poets of the Welsh princes, musicians and literature before 1282; bards, story-telling and poetry in Wales</i>
The impact of the Edwardian Conquest	<i>Edwardian castles and towns and their role in Wales; Statute of Rhuddlan 1284 and the divisions of Wales; changes to Welsh and Marcher law; the treatment of the Welsh after conquest; trade and commerce in Wales; the Penal Laws 1402; the Marcher Lordships</i>
The significance of social, cultural and economic change	<i>the Black Death and its effects in Wales; the rise of the gentry; the growth and management of estates in Wales the extent of change in society, culture and the economy across the period</i>
Similarity and difference c.1240-1415	<i>the extent and pace of change in Welsh society, culture and the economy across the whole period</i>

Theme 2 Governance and rebellion c.1240-1415	
Change and continuity in the governance of Wales 1240-1282	<i>death of Llywelyn the Great; The Welsh princes and Wales 1240-1282; Gwynedd, Powys and Deheubarth; Marcher lands and lordship; Dafydd and Henry III; the Peace of Woodstock 1247; Llywelyn ap Gruffudd and the establishment of the native principality of Wales 1255-1258; relations between Llywelyn and Henry III; the Treaty of Montgomery 1267 and the Treaty of Aberconwy 1277; Dafydd's rebellion 1282</i>
The impact of the Edwardian Conquest	<i>Llywelyn and the Edwardian Conquest 1282-1283: the Statute of Rhuddlan 1284; the colonial settlement of Wales: castle building and plantation towns; the Marches of Wales</i>
The extent of resistance and rebellion 1294-1415	<i>the resistance of Madog ap Llywelyn, Llywelyn Bren, Owain Lawgoch and Owain Glyndwr</i>
Similarity and difference c.1240-1415	<i>the extent and pace of change in the governance of Wales across the whole period</i>

UNIT 3 - OPTION 2

POVERTY, PROTEST AND REBELLION IN WALES AND ENGLAND c.1485-1603

Learners will be required to study issues connected with poverty, protest and rebellion in Wales and England c.1485-1603.

The historical topics in this breadth unit are based on themes covering an extended period of at least 100 years with a focus on change, continuity, similarity and difference. Learners are expected to show understanding of the main developments and turning points relevant to the broad themes studied. The emphasis is on developing and interpreting a broad overview of the period studied.

In their study, learners will be required to consider the process of historical change and its causes, consequences and significance, both in the long term and the short term. Learners will also be required to consider the diverse nature of society and the origins, nature and impact of political, social, economic, cultural and religious change, where appropriate. Learners should focus on making links and comparisons between different aspects of the topics studied and of testing hypotheses before reaching substantiated judgements on specific issues related to social and economic change in Wales and England over this broad period.

In studying poverty, protest and rebellion in Wales and England, learners should consider the following themes across the whole period:

Theme 1 Poverty, vagrancy and the poor in Wales and England, c.1485-1603	
The general reasons for the growth of poverty and vagrancy	<i>economic problems leading to social distress; the effects of enclosure and estate consolidation; impact of famine and bad harvests</i>
The effectiveness of the treatment and relief of poverty	<i>municipal and charitable provision and local initiatives for relief of the poor; the role of the Church and the merchant classes in providing relief</i>
Changing official attitudes to poverty and vagrancy	<i>poverty and vagrancy as crime and its punishment; the varying impact of government legislation from 1495 to the Poor Law of 1601</i>
Similarity and difference c.1485-1603	<i>the extent and pace of change in the treatment of poverty and vagrancy across the whole period</i>

Theme 2 Threats, protest and rebellion, c.1485-1603	
The effectiveness of the Tudor consolidation of power	<i>Henry Tudor and measures to secure his throne; the nature and extent of the challenges of Lambert Simnel and Perkin Warbeck; Rhys ap Gruffydd and the marcher lordships; the impact of Henrician religious changes, 1529-1540; the causes and impact of the Pilgrimage of Grace</i>
The impact of the threats in the 1540s and 1550s	<i>the challenges posed to Edward VI by the Western Rebellion and by Kett's rebellion; challenges to Mary Tudor: the nine days queen and the Wyatt rebellion of 1554</i>
Increasing pressure later in the century	<i>the problems posed by Mary, Queen of Scots; economic and religious relations with the Catholic powers and insecurities of the northern nobility and their rebellion in 1569; plots and threats to Elizabeth; the Essex rebellion, 1601</i>
Similarity and difference c.1485-1603	<i>the changing focus of and extent of the threat posed by protest and rebellion across the whole period</i>

UNIT 3 - OPTION 3

REFORMATION AND DISCOVERY: EUROPE c.1492-1610

Learners will be required to study issues connected with Reformation and discovery in Europe c.1492-1610.

The historical topics in this breadth unit are based on themes covering an extended period of at least 100 years with a focus on change, continuity, similarity and difference. Learners are expected to show understanding of the main developments and turning points relevant to the broad themes studied. The emphasis is on developing and interpreting a broad overview of the period studied.

In their study, learners will be required to consider the process of historical change and its causes, consequences and significance, both in the long term and the short term. Learners will also be required to consider the diverse nature of society and the origins, nature and impact of political, social, economic, cultural and religious change, where appropriate. Learners should focus on making links and comparisons between different aspects of the topics studied and of testing hypotheses before reaching substantiated judgements on specific issues related to religious, political and economic change in Europe over this broad period.

In studying Reformation and discovery in Europe, learners should consider the following themes across the whole period:

Theme 1 Religious change and its impact, c.1500-1600	
The significance of early challenges to the Catholic Church	<i>the condition of the Catholic Church in the early sixteenth century; the challenges of Luther and the early reformers; the early reaction of the Catholic Church</i>
The extent of the spread and dissemination of the Reformation	<i>the spread of the Reformation in the 1520s and 1530s; the influence of Zwingli and Calvin</i>
The growth of counter-reformation and conflict	<i>the Council of Trent and the Counter-Reformation: new orders and the inquisition; religious war and schism: France, the Dutch provinces and central Europe</i>
Similarity and difference c.1500-1600	<i>the extent and pace of religious change on European politics and society across the whole period</i>

Theme 2 Exploration and discovery, c.1492-1610	
The motives for exploration and discovery	<i>motives for exploration and discovery including economic, political and religious incentives; the role of powerful monarchs</i>
The nature and extent of attempts at discovery and exploration	<i>the early explorers, including Columbus, da Gama, Cabot and Magellan; the specific roles and interests of Spain, Portugal, England and the Netherlands in exploration; later exploration and areas of conflict including the Spanish Main and South America</i>
The impact of increasing discoveries and exploration	<i>the growth and influence of the merchant classes in western Europe; stimulus for scientific and technological inventions; early examples of colonisation in the Americas; the impact on indigenous peoples</i>
Similarity and difference c.1492-1610	<i>the pace and impact of exploration and discovery across the whole period</i>

UNIT 3 - OPTION 4

ROYALTY, REVOLUTION AND RESTORATION IN WALES AND ENGLAND c.1603-1715

Learners will be required to study issues connected with royalty, revolution and restoration in Wales and England c.1603-1715.

The historical topics in this broad unit are based on themes covering an extended period of at least 100 years with a focus on change, continuity, similarity and difference. Learners are expected to show understanding of the main developments and turning points relevant to the broad themes studied. The emphasis is on developing and interpreting a broad overview of the period studied.

In their study, learners will be required to consider the process of historical change and its causes, consequences and significance, both in the long term and the short term. Learners will also be required to consider the diverse nature of society and the origins, nature and impact of political, social, economic, cultural and religious change, where appropriate. Learners should focus on making links and comparisons between different aspects of the topics studied and of testing hypotheses before reaching substantiated judgements on specific issues related to political change and the development of new ideas in Wales and England over this broad period.

In studying royalty, revolution and restoration in Wales and England, learners should consider the following themes across the whole period:

Theme 1 The quest for political stability, c.1603-1715	
Increasing tension on the Stuart monarchs	<i>the status and power of monarchy; divine right; nature of monarchical government at the beginning of the century; James I and his attitude to monarchy and rule; the Petition of Right and the Personal Rule; Charles I and worsening relations with Parliament, up to 1642</i>
The impact of the Civil War on the governance of the country	<i>Civil War and its impact, 1640-1649; Republican rule and its failure to provide stability 1649-1660: from Restoration to Revolution, 1660-1688</i>
The impact of further developments in government after 1688	<i>the Glorious Revolution, the Bill of Rights and impact of the Revolutionary Settlement; the growth of party politics after 1689</i>
Similarity and difference c.1603-1715	<i>the extent and pace of political change and governance across the whole period</i>

Theme 2 Changing attitudes and ideas: radicalism, dissent and intellectual issues, c.1603-1715	
Increasing pressure on established religion	<i>challenges to the authority and influence of the Church; Anglicanism and the downfall of Laud and Laudianism; the Restoration and the restored church</i>
The growth and impact of radicalism	<i>the development of radical political ideas, Puritanism and radicalism during the Civil War and Commonwealth; the growth of dissenting sects and their importance; dissent in Wales; radical groups including the Levellers and the Diggers</i>
The impact of developments in science and enlightenment	<i>the significance of the ideas of Hobbes and Locke; the scientific revolution and the significance of the Royal Society</i>
Similarity and difference c.1603-1715	<i>the impact and pace of changing attitudes and ideas across the period</i>

UNIT 3 - OPTION 5

FRANCE: ANCIÉN REGIME TO NAPOLEON c. 1715-1815

Learners will be required to study issues connected with political, social and economic change in France c.1715-1815.

The historical topics in this broad unit are based on themes covering an extended period of at least 100 years with a focus on change, continuity, similarity and difference. Learners are expected to show understanding of the main developments and turning points relevant to the broad themes studied. The emphasis is on developing and interpreting a broad overview of the period studied.

In their study, learners will be required to consider the process of historical change and its causes, consequences and significance, both in the long term and the short term. Learners will also be required to consider the diverse nature of society and the origins, nature and impact of political, social, economic, cultural and religious change, where appropriate. Learners should focus on making links and comparisons between different aspects of the topics studied and of testing hypotheses before reaching substantiated judgements on specific issues related to political, social and economic change in France over this broad period.

In studying political, social and economic change in France, learners should consider the following themes across the whole period:

Theme 1 French society and economy in transition, c.1715-1815	
Change and continuity in Ancien Régime France 1715-1789	<i>the nature of society: the Three Estates; finances and taxation; noble privilege; the obligations of the peasantry; the impact of the Enlightenment on French society; changes in the economy from mercantilism to capitalism; the growth of the bourgeoisie; the power of the Church and clergy before 1789</i>
The impact of the Revolution 1789-1799	<i>the people as citizens; émigrés; the influence and power of the sans-culottes; changes in the relationship between Church and State 1789 and 1801; the economic impact of the Revolution on France by 1815</i>
The significance of Napoleon 1799-1815	<i>the social and economic changes under Napoleon, 1799-1815</i>
Similarity and difference c.1715-1815	<i>the extent and pace of change in French society and economy across the whole period</i>

Theme 2 Politics and government in France, c.1715-1815	
The nature of absolute government in France	<i>Louis XV and the theory of absolutism; the structure of the state; the role of the court at Versailles; the reforms of Fleury; relations with the Church; the War of the Austrian Succession and the Seven Years War and their impact on France; colonial rivalry</i>
The significance of revolution in France	<i>Louis XVI and the causes of the French Revolution, 1774-1789; the political and economic impact of the Revolution on France – from monarchy to republic, and Terror 1792 - 1795</i>
The impact of imperial rule on France	<i>Napoleon and the establishment of the Empire in France; Napoleon and his main reforms to the administration and government of France; the Napoleonic codes; Concordat; financial and economic reforms the impact of war and the Continental System on France under Napoleon;</i>
Similarity and difference c.1715-1815	<i>the extent and pace of change in the politics and government of France across the whole period</i>

UNIT 3 - OPTION 6

PARLIAMENTARY REFORM AND PROTEST IN WALES AND ENGLAND c. 1780-1885

Learners will be required to study issues connected with parliamentary reform and protest in Wales and England c.1780-1885.

The historical topics in this broad unit are based on themes covering an extended period of at least 100 years with a focus on change, continuity, similarity and difference. Learners are expected to show understanding of the main developments and turning points relevant to the broad themes studied. The emphasis is on developing and interpreting a broad overview of the period studied.

In their study, learners will be required to consider the process of historical change and its causes, consequences and significance, both in the long term and the short term. Learners will also be required to consider the diverse nature of society and the origins, nature and impact of political, social, economic, cultural and religious change, where appropriate. Learners should focus on making links and comparisons between different aspects of the topics studied and of testing hypotheses before reaching substantiated judgements on specific issues related to parliamentary reform and protest in Wales and England over this broad period.

In studying parliamentary reform and protest in Wales and England, learners should consider the following themes across the whole period:

Theme 1 Parliamentary Reform 1780-1885	
Changes in parliamentary reform 1780-1830	<i>the early parliamentary reform movement in the 1780s; the role of the Younger Pitt; the impact of the French Revolution and the reasons for opposition to reform; the unreformed parliamentary system</i>
The causes and consequences of parliamentary reform 1830-1867	<i>the campaign for parliamentary reform; reasons for the Reform Bill crisis 1830-1832; aims and terms of the 1832 Reform Act; impact of the 1832 Reform Act</i>
The significance of parliamentary reform 1867-1885	<i>the revival of the reform movement in the 1860s; the struggle for the Second Reform Act and its aims, terms and impact; parliamentary reform 1872-1885</i>
Similarity and difference c.1780-1885	<i>the extent and pace of change achieved in parliamentary reform across the whole period</i>

Theme 2 Popular Protest 1780-1885	
The growth of popular protest 1780-1822	<i>the aims and impact of the London Corresponding Society 1792-1793; Pitt's repressive legislation and policies; social effects of industrialisation and changes in agriculture; the Luddite movement; popular protest from 1815-1822 and its repression</i>
The causes and consequences of popular protest 1822-1848	<i>the early trade union movement: Robert Owen and Tolpuddle; urban protests: the Merthyr rising 1831; the aims of the Chartist movement; Chartist activities and actions; the roles of Lovett and O'Connor; the reasons for the failure of the Chartist movement; rural protest 1830-1831; the Rebecca riots 1839-1843 and their impact</i>
The significance of popular protest in the mid Victorian period 1848-1885	<i>public order in the 1850s and 1860s; the revival of radical agitation in the 1860s; the growth of new model unionism by 1885</i>
Similarity and difference c.1780-1885	<i>the extent of the threat and the achievements of popular protest across the whole period</i>

UNIT 3 - OPTION 7

SOCIAL CHANGE AND REFORM IN WALES AND ENGLAND c. 1890-1990

Learners will be required to study issues connected with social change and reform in Wales and England c.1890-1990.

The historical topics in this broad unit are based on themes covering an extended period of at least 100 years with a focus on change, continuity, similarity and difference.. Learners are expected to show understanding of the main developments and turning points relevant to the broad themes studied. The emphasis is on developing and interpreting a broad overview of the period studied.

In their study, candidates will be required to consider the process of historical change and its causes, consequences and significance, both in the long term and the short term. Learners will also be required to consider the diverse nature of society and the origins, nature and impact of political, social, economic, cultural and religious change, where appropriate. Learners should focus on making links and comparisons between different aspects of the topics studied and of testing hypotheses before reaching substantiated judgements on specific issues related to social change and reform in Wales and England over this broad period.

In studying social change and reform in Wales and England, learners should consider the following themes across the whole period:

Theme 1 Tackling poverty and unemployment, c.1890-1990	
Change and continuity before the First World War	<i>the condition of the working classes c.1890; regional variation; causes of unemployment before 1914; self-help and the debate over poverty (Booth and Rowntree); the Liberal reforms 1906-1914</i>
The impact of the economic crises 1918-1939	<i>the post war slump and the introduction of the dole; unemployment in Wales during the Depression - causes, extent and regional variations; the effect of the Depression on families and communities; the policies of the National Government: success and limitations</i>
Consensus and challenge 1945-1990	<i>the reforms of the Labour government, 1945-1951; poverty and unemployment 1951-1979; the impact of the Thatcher governments 1979 -1990 on poverty and unemployment</i>
Similarity and difference c.1890- 1990-	<i>the extent and pace of change in the treatment of the unemployed and the alleviation of poverty across the whole period</i>

Theme 2 Society in transition, c.1890-1990	
Change and continuity in education, health and welfare to 1945	<i>the impact of the Welsh Intermediate Education Act 1889; the development of education in the Acts of 1902, 1906, 1918 and 1944; legislation and reforms in housing; health and welfare 1918-1939</i>
The impact of the Second World War on British society	<i>the influence of the Beveridge Report; the growth and impact of the Welfare State 1945-1990; the changing role and status of women after the Second World War; the growth of a consumer society after 1951</i>
The significance of social and cultural change	<i>popular culture, leisure and entertainment 1920-1990; changes in holiday patterns and entertainment 1945-1990; the impact of government policies on race relations and immigration, 1958-1990</i>
Similarity and difference c.1890-1990	<i>the extent and pace of change in society across the whole period.</i>

UNIT 3 - OPTION 8

THE AMERICAN CENTURY c.1890-1990

Learners will be required to study issues connected with domestic change and foreign affairs in the USA c.1890-1990.

The historical topics in this broad unit are based on themes covering an extended period of at least 100 years with a focus change, continuity, similarity and difference. Learners are expected to show understanding of the main developments and turning points relevant to the broad themes studied. The emphasis is on developing and interpreting a broad overview of the period studied.

In their study, learners will be required to consider the process of historical change and its causes, consequences and significance, both in the long term and the short term. Learners will also be required to consider the diverse nature of society and the origins, nature and impact of political, social, economic, cultural and religious change, where appropriate. Learners should focus on making links and comparisons between different aspects of the topics studied and of testing hypotheses before reaching substantiated judgements on specific issues related to domestic change and foreign affairs in the USA over this broad period.

In studying domestic change and foreign affairs in the USA, learners should consider the following themes across the whole period:

Theme 1 The struggle for Civil Rights, c.1890-1990	
The development of changing attitudes towards civil rights 1890-1945	<i>impact of Jim Crow laws and the erosion of Black freedom; the NAACP and the roles of Booker T Washington and W E B Dubois; migration South to North; impact of the New Deal and Second World War on civil rights</i>
Changing developments in the demand for civil rights 1945-1968	<i>Supreme Court activism in the 1950s: Brown v Topeka Board of Education 1954; peaceful protest: the Montgomery bus boycott and Freedom riders; the role of Martin Luther King; the policies of the Eisenhower, Kennedy and Johnson administrations; the emergence of Black power movements in the north; urban riots and the assassination of Martin Luther King 1968</i>
The consequences of the civil rights movement 1968-1990	<i>the new South and de-segregation to 1990; the African American experience in modern USA; relations between ethnic communities</i>
Similarity and difference c.1890-1990	<i>the impact and pace of the struggle for Civil Rights across the whole period</i>

Theme 2 Making of a superpower, c.1890-1990	
Change and continuity in US foreign policy 1890-1941	<i>American imperialism in the late nineteenth century; the Spanish American war and the Panama canal; the problem of neutrality and entry into the First World War; American contribution to victory 1917-1918; USA and the peace treaties; isolationism in the 1920s and 1930s</i>
The impact of US involvement in the Second World war and the Cold War 1941-75	<i>F D Roosevelt and the entry into the Second World War; the USA and the Second World War; the Cold War and relations with the USSR and China 1945-1972; the Vietnam war and its impact</i>
The significance of détente and the end of the Cold War 1975-1990	<i>détente and the end of the Cold War 1975-1990; disarmament talks and the significance of Reagan's foreign policy; impact of the fall of communism on US foreign policy</i>
Similarity and difference c.1890-1990	<i>the extent and pace of change in US foreign policy across the whole period</i>

UNIT 3 - OPTION 9

CHANGING LEADERSHIP AND SOCIETY IN GERMANY c.1871-1989

Learners will be required to study issues connected with changing leadership and society in Germany c.1871-1989.

The historical topics in this broad unit are based on themes covering an extended period of at least 100 years with a focus on change, continuity, similarity and difference. Learners are expected to show understanding of the main developments and turning points relevant to the broad themes studied. The emphasis is on developing and interpreting a broad overview of the period studied.

In their study, learners will be required to consider the process of historical change and its causes, consequences and significance, both in the long term and the short term. Learners will also be required to consider the diverse nature of society and the origins, nature and impact of political, social, economic, cultural and religious change, where appropriate. Learners should focus on making links and comparisons between different aspects of the topics studied and of testing hypotheses before reaching substantiated judgements on specific issues related to changing leadership and society in Germany over this broad period.

In studying changing leadership and society in Germany, learners should consider the following themes across the whole period:

Theme 1 Changing leaderships and regimes in Germany, c.1871-1989	
Change and continuity in the leadership of Imperial Germany 1871-1918	<i>the nature of the Bismarckian State; the constitution and the Reichstag; the Bundesrat and the Emperor; Bismarck's relationship with political parties; the Kaiserreich 1890-1914; the appeal of social democracy</i>
The impact of political change in Germany 1918-1945	<i>the impact of the First World War on German politics; the political instability of the Weimar Republic; The Nazi political system and organisation</i>
The significance of political change and leadership in Germany 1945-1989	<i>the contrasting political development of and East and West Germany up to 1989; moves towards reunification in 1989</i>
Similarity and difference c.1871-1989	<i>the extent and pace of change in leadership and within regimes across the whole period</i>

Theme 2 Social and economic impact on the lives of the German people, c.1871-1989	
Change and continuity in German society and economy 1871-1918	<i>German economic development in the 1870s and 1880s ; the economic depression and the introduction of protectionism; the Kulturkampf; German economic growth by the First World War; the impact of the First World War on German society</i>
The impact of social and economic change in Germany 1918-1945	<i>Weimar society; the economic crises of the Weimar Republic; the social and economic changes of the Nazi Regime and their impact on different groups in society;</i>
The significance of social and economic change in Germany 1945-1989	<i>the contrasting social and economic development of East and West Germany up to 1989; the impact of moves towards reunification</i>
Similarity and difference c.1871-1989	<i>the extent and pace of change in the lives of German people across the whole period</i>

UNIT 3 - OPTION 10

CHANGING LEADERSHIP AND SOCIETY IN RUSSIA c.1881-1989

Learners will be required to study issues connected with changing leadership and society in Russia c.1881-1989.

The historical topics in this broad unit are based on themes covering an extended period of at least 100 years with a focus on change, continuity, similarity and difference. Learners are expected to show understanding of the main developments and turning points relevant to the broad themes studied. The emphasis is on developing and interpreting a broad overview of the period studied.

In their study, learners will be required to consider the process of historical change and its causes, consequences and significance, both in the long term and the short term. Learners will also be required to consider the diverse nature of society and the origins, nature and impact of political, social, economic, cultural and religious change, where appropriate. Learners should focus on making links and comparisons between different aspects of the topics studied and of testing hypotheses before reaching substantiated judgements on specific issues related to changing leadership and society in Russia over this broad period.

In studying changing leadership and society in Russia, learners should consider the following themes across the whole period:

Theme 1 Changing leaderships and regimes in Russia, c.1881-1989	
Change and continuity in Russia 1881-1917	<i>Alexander III and a return to political reaction 1882-1892; the growth in political opposition to the Tsarist regime before 1914; the Revolution of 1905; the Provisional government and the Bolshevik revolution of 1917</i>
The consequences of Revolution 1917-1953	<i>the consolidation of the Bolshevik revolution by 1924; the emergence of Stalin as sole leader of Russia; the nature and extent of the changes in Russian government under Lenin and Stalin</i>
Changing regimes from Stalinism to Gorbachev	<i>Khrushchev: democratisation and decentralisation the cult of personality under Brezhnev; Andropov and the attack on political corruption and bureaucracy; political reform under Gorbachev</i>
Similarity and difference c.1881-1989	<i>the extent of pace and change in leadership and within regimes across the whole period</i>

Theme 2 Social and economic impact on the lives of the Russian people, c.1881-1989	
Change and continuity in Russia 1881-1924	<i>the extent of Russian economic growth and social change before 1914; Lenin, War Communism and the New Economic Policy</i>
The impact of Stalin's economic and social policies	<i>Stalin and the abandonment of the NEP; the planned economy: collectivisation and the Five Year Plans; the nature and extent of the social and economic changes of the Communist Regime and their impact on different groups in society</i>
The significance of policies from de-Stalinisation to Gorbachev	<i>agricultural reform under Khrushchev; the stagnation of the economy under Brezhnev; Andropov and the emphasis on flexibility and initiative; Glasnost and Perestroika under Gorbachev and gradual economic reform</i>
Similarity and difference c.1881-1989	<i>the extent and pace of change in the lives of the Russian people across the whole period</i>

UNIT 4 (A2)

DEPTH STUDIES (CONTINUATION OF THOSE STUDIED FOR UNIT 2)

UNIT 4 - OPTION 1

THE MID TUDOR CRISIS IN WALES AND ENGLAND c.1529-1570

Part 2: CHALLENGES FACING MARY AND ELIZABETH c.1553-1570

Learners will be required to study in depth a range of historical topics relating to the main challenges facing Mary and Elizabeth c.1553-1570. **This is a continuation of the earlier part of the depth study studied for Unit 2.** Knowledge and understanding previously learnt in Unit 2 should be utilised when addressing the content of Unit 4. **Unit 4 also provides an opportunity to assess both the skills and knowledge gained in Unit 2, where appropriate.** This ensures progression from AS and shows a strong element of synoptic learning in the overall depth study.

Learners will be required to understand the connections and complexities which influenced life in this period. This will be primarily achieved by analysing and evaluating a range of different types of primary and/or contemporary sources. Where appropriate, these will contain material from Welsh sources. In addition, learners will be expected to discuss a range of key issues and relevant concepts arising from the latter part of the depth study.

To support the consideration of these key issues, learners should be taught about the following:

Concepts and perspectives	Key issues and content <i>This should build on knowledge and understanding from Unit 2</i>
Further developments in the society and the economy of Wales and England 1554-1570	<i>social and economic developments, including inflation, poverty, price rises and enclosure and their link to unrest; new concepts of gentility and opportunities for social advancement; the changing role of the Welsh gentry after the Acts of Union; the growth of towns, trade and industry; developments in land holding and the creation of landed estates</i>
The significance of the pressures on Mary Tudor	<i>issues of Mary Tudor's gender; marriage of Mary Tudor and Philip; factional conflict between Paget and Gardiner under Mary; the extent and results of religious change under Mary; support for, and opposition to, the religious changes at a local level Catholic restoration and persecution; causes and nature of rebellion and unrest; 1553 (Lady Jane Grey) and 1554 (Wyatt)</i>
The impact of the Church Settlement and the growth of Puritanism	<i>the religious situation in 1558; the Elizabethan Church Settlement; the moves to translate the Scriptures into Welsh; the Puritan challenge and aims, support for Puritanism, the influence of Puritan leaders, the attitude of Elizabeth's archbishops</i>
The extent of the Catholic threat up to 1570	<i>the Catholic threat and its nature, the increased threat after 1568, government reaction to the Rebellion of the Northern Earls (1569), Papal excommunication (1570)</i>

UNIT 4 - OPTION 2

ROYALTY, REBELLION AND REPUBLIC c.1625-1660

PART 2: CIVIL WAR, COMMONWEALTH AND PROTECTORATE c.1642-1660

Learners will be required to study in depth a range of historical topics relating to the period of Civil War and Republic c.1642-1660. **This is a continuation of the earlier part of the depth study studied for Unit 2.** Knowledge and understanding previously learnt in Unit 2 should be utilised when addressing the content of Unit 4. **Unit 4 also provides an opportunity to assess both the skills and knowledge gained in Unit 2, where appropriate.** This ensures progression from AS and shows a strong element of synoptic learning in the overall depth study.

Learners will be required to understand the connections and complexities which influenced life in this period. This will be primarily achieved by analysing and evaluating a range of different types of primary and/or contemporary sources. Where appropriate, these will contain material from Welsh sources. In addition, learners will be expected to discuss a range of key issues and relevant concepts arising from the content of the latter part of the depth study.

To support the consideration of these key issues, learners should be taught about the following:

Concepts and perspectives	Key issues and content <i>This should build on knowledge and understanding from Unit 2</i>
The further development of Civil War	<i>the strengths and weaknesses of the leadership of the Royalist cause; the strengths and weaknesses of the leadership of the Parliamentary forces; the emergence of the New Model Army; the attitude and actions of Charles I; the failure of attempts to reach a political settlement; the Second Civil War and the reasons for the victory of Parliament</i>
The impact of the growth of ideas and dissent during the Civil War	<i>the emergence of political and religious radicalism; Lilburne and the Levellers; Fifth Monarchists; Ranters and other radical groups; political and religious divisions; the reaction in Wales to religious change</i>
The significance of the end of monarchy and new experiments in government	<i>the reasons for and impact of the trial and execution of the King; Rump Parliament as an experiment in radical republicanism; Oliver Cromwell and the Protectorate; Cromwell's personality and approach to government and his refusal of the Crown; the limits of religious toleration; the role and impact of the Major Generals; the problem of the succession to Cromwell; political vacuum after the death of Cromwell</i>
The significance of the restoration of the monarchy	<i>negotiations for the return of the monarchy under Charles II; the reasons for restoration; the legacy of the English Revolution by 1660</i>

UNIT 4 - OPTION 3

REFORM AND PROTEST IN WALES AND ENGLAND c.1783-1848

PART 2: PROTEST AND CAMPAIGNS FOR SOCIAL REFORM c.1832-1848

Learners will be required to study in depth a range of historical topics relating to Reform and Protest c.1832-1848. **This is a continuation of the earlier part of the depth study studied for Unit 2.** Knowledge and understanding previously learnt in Unit 2 should be utilised when addressing the content of Unit 4. **Unit 4 also provides an opportunity to assess both the skills and knowledge gained in Unit 2, where appropriate.** This ensures progression from AS and shows a strong element of synoptic learning in the overall depth study.

Learners will be required to understand the connections and complexities which influenced life in this period. This will be primarily achieved by analysing and evaluating a range of different types of primary and/or contemporary sources. Where appropriate, these will contain material from Welsh sources. In addition, learners will be expected to discuss a range of key issues and relevant concepts arising from the latter part of the depth study.

To support the consideration of these key issues, learners should be taught about the following:

Concepts and perspectives	Key issues and content <i>This should build on knowledge and understanding from Unit 2</i>
Further developments in urban and rural protest 1832-1848	<i>opposition to the New Poor Law; the Chartist movement in Wales and England 1836-1848; the roles of Lovett and O'Connor, the petitions, unrest in Llanidloes and Newport in 1839, the Plug Plot 1842, the 1848 demonstration and the reasons for failure of the movement; the Rebecca riots 1839-1843 and their impact on rural Wales; the Anti-Corn Law League and the reasons for its success</i>
The transformation and fortunes of the Conservative party 1834-1846	<i>the transformation of the Conservative party by 1834; Sir Robert Peel as a party leader 1834-1841; the response of the 1841-1846 ministries to finance, administration and the economy; the Bank Charter Act and business reform; the repeal of the Corn Laws</i>
The significance of the Whig governments and their reforms 1833-1841	<i>the grant to education 1833; the Factory Act 1833; the Poor Law Amendment Act 1834; the Municipal Corporations Act 1835; the Registration of Births, Marriages and Deaths 1836; rural police forces</i>
The causes and impact of social reform 1833-1848	<i>Parliamentary committees and royal commissions; the role of Shaftesbury; factory and mines reform including the 1833 Act, Mines Act 1842 and the 1844 Act; education grants after 1833; reform of the poor law including its operation to 1847; conditions in industrial towns; Edwin Chadwick and public health reforms; the Public Health Act of 1848</i>

UNIT 4 - OPTION 4

POLITICS AND SOCIETY IN WALES AND ENGLAND c.1900-1939

PART 2: ECONOMIC AND SOCIAL CHALLENGES IN WALES AND ENGLAND, c.1918 - 1939

Learners will be required to study in depth a range of historical topics relating to the period of economic decline and social hardship in Wales and England c.1918-1939. **This is a continuation of the earlier part of the depth study studied for Unit 2.** Knowledge and understanding previously learnt in Unit 2 should be utilised when addressing the content of Unit 4. **Unit 4 also provides an opportunity to assess both the skills and knowledge gained in Unit 2, where appropriate.** This ensures progression from AS and shows a strong element of synoptic learning in the overall depth study.

Learners will be required to understand the connections and complexities which influenced life in this period. This will be primarily achieved by analysing and evaluating a range of different types of primary and/or contemporary sources. Where appropriate, these will contain material from Welsh sources. In addition, learners will be expected to discuss a range of key issues and relevant concepts arising from the latter part of the depth study.

To support the consideration of these key issues, learners should be taught about the following:

Concepts and perspectives	Key issues and content <i>This should build on knowledge and understanding from Unit 2</i>
Further social and economic changes in Wales and England after 1918	<i>the reasons for, and consequences of, industrial change and changing industrial relations after the First World War; the decline of the heavy industries; industrial disputes in the coal industry and the General Strike, 1926; government action to deal with the declining economic situation 1918-1929</i>
Causes and consequences of the Depression	<i>reasons for the onset of the Depression; unemployment in Wales during the Depression: causes, extent and regional variations; the effect of the Depression on families and communities; migration from Wales; government policies to deal with the depression: success and limitations</i>
Political change and its challenges	<i>the election, policies and reasons for the fall of the Lloyd George coalition 1918-1922; the Labour government 1924; the formation of Plaid Cymru; Baldwin and the Conservative resurgence; changes to the electorate 1918-1928; the Labour government 1929-1932; the reasons for the formation of the National Government; the Abdication Crisis; reaction to appeasement and preparation for war</i>
Social, cultural and leisure developments	<i>the extent and nature of social welfare provision in education, housing and health; increased leisure time: tourism, the impact of the car and the growth of spectator sports; introduction of holiday pay; popular culture: the impact of the cinema, radio and music; the decline of the Welsh language; the changing role and status of women</i>

UNIT 4 - OPTION 5

THE RELIGIOUS REFORMATION IN EUROPE c.1500-1564

PART 2: SPREAD OF PROTESTANTISM AND COUNTER-REFORMATION
c.1531-1564

Learners will be required to study in depth a range of historical topics relating to the spread of Protestantism and counter-reformation c.1531-1564. **This is a continuation of the earlier part of the depth study studied for Unit 2.** Knowledge and understanding previously learnt in Unit 2 should be utilised when addressing the content of Unit 4. **Unit 4 also provides an opportunity to assess both the skills and knowledge gained in Unit 2, where appropriate.** This ensures progression from AS and shows a strong element of synoptic learning in the overall depth study.

Learners will be required to understand the connections and complexities which influenced life in this period. This will be primarily achieved by analysing and evaluating a range of different types of primary and/or contemporary sources. In addition, learners will be expected to discuss a range of key issues and relevant concepts arising from the latter part of the depth study.

To support the consideration of these key issues, learners should be taught about the following:

Concepts and perspectives	Key issues and content <i>This should build on knowledge and understanding from Unit 2</i>
Further geographical and social expansion of Lutheranism after 1531	<i>the position and problems of Charles V; the development of the radical reformation; Anabaptism and the Münster rebellion; religious division in Germany and the formation of the Schmalkaldic league; the Diet of Regensburg and the state of the Church by 1541; the death of Luther; the Peace of Augsburg and the abdication of Charles V</i>
The ideas and influence of Calvin	<i>John Calvin: influences on early life and the evolution of doctrine; publications; early reform work and ministry in Strasbourg; the practice of Calvinism in Geneva: support and opposition; Calvin and Luther: attitudes, similarities and differences; Calvin's authority and concordat with Zurich and Geneva churches; the spread of Calvinism into France, Netherlands, Germany, Poland and eastern Europe</i>
The growth of counter-reformation	<i>principles and problems of the Peace of Augsburg; Papal revival: Paul III; report into the state of the Church; the Roman Inquisition; Paul IV and Pius IV; spiritual regeneration: the Council of Trent; geographical variations; the spiritual and political role of the Church</i>
The significance of the reforming religious orders	<i>the response of monarchy, clergy and laity; new religious orders; Loyola and the Jesuits; beliefs, discipline and influence; the impact of reform by 1564</i>

UNIT 4 - OPTION 6

FRANCE IN REVOLUTION c.1774-1815

PART 2: FRANCE: REPUBLIC AND NAPOLEON c.1792-1815

Learners will be required to study in depth a range of historical topics relating to the period of revolution in France c.1792-1815. **This is a continuation of the earlier part of the depth study studied for Unit 2.** Knowledge and understanding previously learnt in Unit 2 should be utilised when addressing the content of Unit 4. **Unit 4 also provides an opportunity to assess both the skills and knowledge gained in Unit 2, where appropriate.** This ensures progression from AS and shows a strong element of synoptic learning in the overall depth study.

Learners will be required to understand the connections and complexities which influenced life in this period. This will be primarily achieved by analysing and evaluating a range of different types of primary and/or contemporary sources. In addition, learners will be expected to discuss a range of key issues and relevant concepts arising from the latter part of the depth study.

To support the consideration of these key issues, learners should be taught about the following:

Concepts and perspectives	Key issues and content <i>This should build on knowledge and understanding from Unit 2</i>
Further developments following the overthrow of the Monarchy	<i>the National Convention; the establishment of the Republic; the execution of Louis; the impact of war and invasion; internal uprisings - the Vendée; the levée en masse</i>
The reasons for and impact of the Terror 1793 - 1794	<i>the organisation and instruments of Terror; the Laws of Suspects and Frimaire; the role of Robespierre; the fall of the Girondins and the Federalist revolt; the power of the sans-culottes; the purge of the Hébertists and Indulgents; the Great Terror 1794, Robespierre's fall and the collapse of the Terror</i>
The significance of political change from Terror to the Consulate	<i>the Thermidorian reaction and White Terror; the establishment of the Directory: financial and political problems and policies of the Directory; Napoleon's military leadership in the Italian campaign and in Egypt; the coup of Brumaire and the Consulate; Napoleon's reforms as Consul, including the constitutional, legal, financial, educational changes</i>
The impact of Napoleon as Emperor	<i>Napoleon and the establishment of the Empire in France; class distinctions and titles; the position of the Church; the Concordat; the Napoleonic codes; taxation and the central economy; the impact of war and the Continental System; the reasons for Napoleon's military successes after 1799; the war in Spain and the Peninsular War; the Russian Campaign; the campaigns of 1813-1815 and abdication</i>

UNIT 4 - OPTION 7

THE CRISIS OF THE AMERICAN REPUBLIC c.1840-1877

PART 2: CIVIL WAR AND RECONSTRUCTION c.1861-1877

Learners will be required to study in depth a range of historical topics relating to the American Civil War and the period of Reconstruction c.1861-1877. **This is a continuation of the earlier part of the depth study studied for Unit 2.** Knowledge and understanding previously learnt in Unit 2 should be utilised when addressing the content of Unit 4. **Unit 4 also provides an opportunity to assess both the skills and knowledge gained in Unit 2, where appropriate.** This ensures progression from AS and shows a strong element of synoptic learning in the overall depth study.

Learners will be required to understand the connections and complexities which influenced life in this period. This will be primarily achieved by analysing and evaluating a range of different types of primary and/or contemporary sources. In addition, learners will be expected to discuss a range of key issues and relevant concepts arising from the latter part of the depth study.

To support the consideration of these key issues, learners should be taught about the following:

Concepts and perspectives	Key issues and content <i>This should build on knowledge and understanding from Unit 2</i>
The further development of the American Civil War 1861-1865	<i>the relative strengths and weaknesses of the north and south; the effectiveness of leading commanders such as McClellan, Grant, Sherman, Lee and Jackson ; methods of warfare and strategies; major campaigns and battles such as Antietam, Vicksburg, Gettysburg, naval blockade; morale and the Home Fronts; economic and financial factors in the outcome of the civil war; reasons for the victory of the north</i>
The significance of the Presidency of Abraham Lincoln 1861-1865	<i>Abraham Lincoln's changing war aims; his grasp of strategy; political skills in managing his cabinet and Congress; relations with foreign powers; the decision for emancipation; policy towards the defeated confederacy; impact of Lincoln's assassination</i>
Changing attitudes to emancipation and reconstruction 1863-1867	<i>the impact of the Emancipation Proclamation; the Thirteenth Amendment and its impact; the Fourteenth Amendment and the role of Thaddeus Stevens; radical republicans and the Reconstruction Acts; Andrew Johnson and his conflicts with Congress</i>
The impact of Reconstruction 1868-1877	<i>the election of 1868; the policies of Ulysses Grant; radical reconstruction in the south; the impact of the Reconstruction Acts; resistance to radical reconstruction; the Ku Klux Klan; the social and economic position of African-Americans by 1877; the end of radical reconstruction</i>

UNIT 4 - OPTION 8

GERMANY: DEMOCRACY AND DICTATORSHIP c.1918-1945**PART 2: NAZI GERMANY c.1933-1945**

Learners will be required to study in depth a range of historical topics relating to the policies and impact of Nazi Germany c.1933-1945. **This is a continuation of the earlier part of the depth study studied for Unit 2.** Knowledge and understanding previously learnt in Unit 2 should be utilised when addressing the content of Unit 4. **Unit 4 also provides an opportunity to assess both the skills and knowledge gained in Unit 2, where appropriate.** This ensures progression from AS and shows a strong element of synoptic learning in the overall depth study.

Learners will be required to understand the connections and complexities which influenced life in this period. This will be primarily achieved by analysing and evaluating a range of different types of primary and/or contemporary sources. In addition, learners will be expected to discuss a range of key issues and relevant concepts arising from the latter part of the depth study.

To support the consideration of these key issues, learners should be taught about the following:

Concepts and perspectives	Key issues and content <i>This should build on knowledge and understanding from Unit 2</i>
Further developments in the Nazi control of Germany after 1933	<i>Hitler's consolidation of power, 1933-1934; Reichstag Fire; Enabling Act; the Night of the Long Knives and the impact of the death of President Hindenburg; propaganda, indoctrination and terror; the Nazi political system and the extent of totalitarian control; the extent of support, opposition and resistance to Nazi control</i>
The impact of Nazi racial, social and religious policies 1933-1945	<i>Nazi racial ideology; anti-Semitism: policies and actions towards the Jews, the Nuremberg Laws; Kristallnacht; emigration; policies towards asocials; social policies: young people; women; workers; the churches; the degree of Volksgemeinschaft</i>
The effectiveness of Nazi economic policy 1933-1945	<i>the performance of the economy under the Nazis: recovery, rearmament and the wartime economy; the roles of Schacht, Goering and Speer; the banning of Trade Unions and the introduction of the German Labour Front; Strength Through Joy; the New Plan and tackling unemployment; the Four Year Plans</i>
Changing Nazi foreign policy and the Second World War 1933-1945	<i>the aims and objectives of Nazi foreign policy up to 1939; the outbreak of war; the reorganisation of the economy to meet the needs of total war; German successes in Western Europe; the invasion of the Soviet Union; the Wannsee Conference and the Final Solution; the factors leading to the defeat of Germany by 1945; the impact of war on different sections of society</i>

UNIT 5

Unit 5 is a non-examination assessment (NEA).

Learners investigate an issue of historical debate through a study of different historical interpretations. This component encourages learners to explain how and why different historical interpretations have been formed. The issue chosen will allow learners to extend and enhance their understanding of aspects of the history studied in the broader parts of the specification or it can come from an area of history not studied elsewhere in the specification. **However, the issue chosen must not duplicate the content of the depth studies chosen in Units 2 and 4.**

The selection of appropriate topics can add coherence and a broadening of knowledge to the overall course by allowing:

- learners to extend and enhance their knowledge of aspects of the history studied in the broader units of the course;
- learners to study a topic that extends or changes the range or scale of their historical knowledge;
- learners to study a different type of history;
- learners to complement their learning in other areas

Further details regarding Unit 5 can be found in Section 3.2.

3

ASSESSMENT**3.1 Assessment objectives and weightings**

Below are the assessment objectives for this specification. Learners must:

- 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 materials, 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

Assessment objective weightings are shown below as a percentage of the full A level, with AS weightings in brackets.

Unit	Unit Weighting	AO1	AO2	AO3
AS Unit 1	20% (50%)	20% (50%)		
AS Unit 2	20% (50%)		10% (25%)	10% (25%)
A2 Unit 3	20%	20%		
A2 Unit 4	20%	10%	10%	
A2 Unit 5	20%	5%	5%	10%
Total	100%	55%	25%	20%

3.2 Arrangements for non-examination assessment

All A level specifications in history must have internal assessment comprising 20% of the total marks. In the WJEC A level in History the internal assessment will be covered in Unit 5.

Learners investigate an issue through a study of different historical interpretations. This encourages learners to research, analyse, evaluate and deploy a range of sources, both contemporary and later, to explain how and why different historical interpretations are formed. It will allow learners to demonstrate the skills and understanding developed in the course to show an understanding of the method and work of historians and of their debates. Learners are required to demonstrate how source material can be used to support the forming of different or contrasting interpretations.

The issue chosen will allow learners to extend and enhance their understanding of aspects of the history studied in the broader parts of the specification or it can come from an area of history not studied elsewhere in the specification. **However, the issue chosen must not duplicate the content of the depth studies chosen in Units 2 and 4.**

Learners may choose their own essay title or the centre may provide one or a choice of approved titles to learners. The selection of appropriate topics can add coherence and a broadening of knowledge to the overall course by allowing:

- learners to extend and enhance their knowledge of aspects of the history studied in the broader units parts of the course. For example, learners studying the Tudor dynasty in Unit 1 may look at interpretations of the changing nature of monarchy or learners studying developments in nineteenth century Europe may look at interpretations of the relationship between Cavour and Garibaldi
- learners to study a topic that extends the range of their historical knowledge. For example, learners studying nineteenth and twentieth century history in their examined units may investigate an issue from the medieval period, from local or regional history, or from a different geographical area
- learners to study a different type or scale of history. For example they may investigate a specific theme such as gender, technological, cultural or military history
- learners to complement their learning in other areas. For example learners of literature, music or languages may choose to study an appropriate development, such as cultural changes in nineteenth century Germany or France before 1815; learners studying science could look at the impact of scientific development or the development of medical knowledge over a period, for example, the Renaissance.

Approving the internal assessment proposals

All enquiries set for non-examination assessment will need to be approved by WJEC. Centres will need to submit a Proposal Form (available on the WJEC website) containing details of each of the proposed enquiry title(s) together with details of their course, to WJEC. Further administrative details will be provided in the Teacher Guide on the WJEC website. Centres must submit a new Proposal Form every series if the enquiry titles have not been approved previously: approved enquiry titles will need to be changed after three years. There is no restriction on the number of candidates choosing the same enquiry title, however centres must ensure that work of each learner is independent.

Centres must ensure that they submit the Proposal Form and that they have received confirmation from WJEC that the chosen enquiry title(s) are suitable at least ten weeks before commencement of the exercise.

Learners must not start any work on their enquiries until **formal written approval has been given by WJEC.**

GUIDANCE FOR THE CONDUCT AND ASSESSMENT OF UNIT 5**1. Defining the task**

All enquiry titles chosen must be proposed by the centre and approved by WJEC. All historical enquiries will be marked by the centre and moderated by an external moderator. All historical enquiries **should take the form of an extended piece of writing which addresses the historical issue set.**

2. The length of the response to the historical enquiry

The response to all historical enquiries should be between 3000 and 4000 words in length, excluding extracts from historical sources and those which are interpretations.

3. Specific skills to be assessed and their weighting

Unit 5 is focused on all three assessment objectives. The use of knowledge and understanding is assessed, as is the evaluation and analysis of source material in order to explain how and why different interpretations are formed particularly in relation to the historical context.

	Assessment objectives	Weighting %
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.	25% of component
AO2	Analyse and evaluate appropriate source materials, primary and/or contemporary to the period, within its historical context	25% of component
AO3	Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted	50% of component

4. The setting of the historical enquiry

Centres and individual learners must develop their own historical enquiries. The following points should be noted when setting an appropriate historical enquiry.

- All historical enquiries must be set on a contentious issue which is capable of being evaluated for its validity.
- Centres may set up to a maximum of four different historical enquiries for each cohort of learners.
- Individual learners may set their own historical enquiry.
- All historical enquiries set by a centre or a learner must focus on an issue of significant historical debate.
- All historical enquiries must allow learners to discuss the development of historians' debates regarding this issue.
- All historical enquiries must allow learners to discuss and explain the development of at least two differing or contrasting historical interpretations.
- The historical enquiry should take the form of an issue and a related question which traces the development of that issue; examples of such historical enquiries could be based on the following types of questions:
 - Chamberlain deserves to be judged as a guilty man for his policy of appeasement towards Germany 1937-1939. How valid is this assessment of Chamberlain's foreign policy up to the declaration of war in September 1939?
 - Historians disagree about the impact of the Black Death in the period 1348 – 1400 in Wales and England. How far do you agree that the main impact of the Black Death was on the economy of Wales and England in the period 1348 – 1400?
 - Do you agree with the view that the main reason for the survival of the Welsh language in the twentieth century was the influence of Welsh medium education?
 - Do you agree that Mao Zedong improved life for the people of China in the period 1949 to 1976?

Learners must research and provide their own range of contemporary sources and extracts from historical interpretations. A 'range' is considered to be 8 to 10 in total.

All historical enquiries set by a centre and approved by WJEC may be used for up to a maximum of three years.

Further guidance on the setting of historical enquiries will be provided in the Teacher Guide available on the WJEC website.

5. The role of the teacher in introducing the non-examination assessment

The procedures detailed below should be followed by teachers.

All historical enquiries should focus on an historical question or issue which has been interpreted differently by historians.

Teachers are permitted to provide a short skills-based course of study that covers the work of historians in creating interpretations and approaches to the analysis and evaluation of different historical interpretations. This course should also help students to develop enquiry skills, for example, effective record keeping and referencing, planning skills and making effective use of a library and the internet.

Teachers are expected to have supervision over the work of the learner to enable them to confidently authenticate that the essay submitted can be regarded as the individual's own work. Teachers must therefore be able to oversee the work as it progresses from the initial planning, through the research, drafting and to final submission.

Further guidance on the role of teachers in introducing and conducting the historical enquiry will be provided in the Teacher Guide available on the WJEC website.

6. Researching the historical enquiry

Learners must progress to investigate the historical issue chosen through analysis and evaluation of a range of individually researched source material and interpretations. These must be identified independently by the learners.

This research of materials relating to the issue or problem might include:

- historical descriptions and analyses of the issue
- contemporary first-hand descriptions or accounts
- contemporary analysis or opinion
- other accounts, including more than one view or interpretation of the historical issue
- the use of video, film or museum representations.

It is essential that learners consider the historiographical context of at least two differing, different or contrasting historical interpretations in their response. This will need to be individually researched by the learner.

Learners must use ICT in their research and in the presentation of their response to the task.

7. Writing the response to the historical enquiry

7.1 The conditions under which the response is written

All historical enquiries must be written by learners over a period of time deemed sufficient by the centre. Centres are to ensure that the work of learners is monitored by teachers and that the teachers have oversight of the developing responses. The emphasis that learners undertake independent research and utilise ICT means that learners will have to research, develop and write their response outside the formal classroom situation. However, it is essential that the teacher retains a monitoring and oversight role over the work for this exercise to ensure the authenticity of the response.

Learners must retain any rough notes and materials as evidence of work done independently. Teachers and learners will be expected to sign a declaration stating that the work produced is entirely the work of the learner.

Further guidance on the role of the teacher will be provided in the Teacher Guide available on the WJEC website.

7.2 Structuring the response to the historical enquiry

Centres are encouraged to advise learners to consider certain aspects when creating their responses:

- responses must address the exact historical enquiry set
- the debate on the issue must be set in its historical context
- analysis and evaluation of a variety of source material should be integrated into explaining how and why there are differences in historical interpretations
- explanation of relevant historiographical issues
- responses must build to a substantiated judgement in its historical context
- responses should be coherent, lucid, integrated and concise.

Centres should also ensure that learners are advised that:

- a range of different types of source material is used in the responses
- every page of the response is numbered
- the sources provided by the learners are inserted in the appropriate position in the body of the response
- there is clear reference to the origin and provenance of each of the sources and interpretations provided
- a bibliography is required
- a word count must be provided.

8. Marking the response

The response will be marked within the centre. The teacher marking the work will apply the criteria and band descriptors as laid down in the mark scheme provided by the WJEC (see Appendix A in the specification). If there is more than one teaching group within a centre, internal standardisation must be carried out in line with WJEC guidelines. WJEC will issue instructions to centres on the process that should be used in selecting candidates' work to send to a nominated moderator.

Teachers are required to show clearly by annotation on the text or in the margin area and by summative comments how marks have been awarded against the marking criteria in this specification in Appendix A. The annotation and comments should be designed to enable the Moderator to clearly recognise how far the learner has met the demands of the marking criteria. Further guidance on applying the marking criteria, the marking and annotation of the essays will be provided in the Teacher Guide available on the WJEC website.

9. The moderation process

All work submitted for this unit must be appropriately assessed by the centre and where there is more than one teacher appropriate internal moderation must take place. External moderation will take the form of sampling of a range of learners' work by a WJEC moderator. The moderator will determine whether the approved mark scheme has been applied accurately and consistently and make appropriate recommendations to WJEC.

Further guidance on the moderation and sampling process will be provided in the Teacher Guide available on the WJEC website.

10. Validation

It is important that non-examination assessment is rigorously monitored by centres to ensure that candidates' work is their own. All candidates are required to sign a statement endorsing the originality of their assignment(s) and centres must countersign that they have taken all reasonable steps to validate this. The non-examination assessment coversheet should be completed for all candidates, not just for those candidates selected for the sample to be sent to the moderator. The forms can be downloaded from the website. Validity can be further enhanced by careful attention to the following details:

Acknowledgements

References to the interpretations of identified historians must always be clearly acknowledged and a bibliography is required. Learners must acknowledge all sources used and identify the origin of the source in such a way that the Moderator can check the source's origin e.g. *this source is from General Heinz Guderian, a leading tank expert, commenting at the time, quoted in Years of Weimar and the Third Reich, by David Evans & Jane Jenkins, Hodder Murray, 2005, p. 318.*

Drafting

Guidance may be given by teachers in the re-drafting of assignments but this must only consist of general observations. Once an assignment is finally submitted and marked the work may not be further revised. Further guidance on the role of the teacher is above in Section 6 and also in the Teacher Guide available on the WJEC website and also in the *JCQ instructions for conducting coursework*.

Plagiarism

Centres are required to be vigilant and to refuse to award marks or submit for moderation any work which they consider to be not the candidate's own. Candidates will be penalised for any attempt to plagiarise. General advice and guidance on how to proceed if plagiarism is suspected can be found on the website.

4 TECHNICAL INFORMATION

4.1 Making entries

This is a unitised specification which allows for an element of staged assessment.

Assessment opportunities will be available in the summer assessment period each year, until the end of the life of the specification.

Unit 1 and Unit 2 will be available in 2016 (and each year thereafter) and the AS qualification will be awarded for the first time in summer 2016.

Unit 3, Unit 4 and Unit 5 will be available in 2017 (and each year thereafter) and the A level qualification will be awarded for the first time in summer 2017.

A qualification may be taken more than once. However, if any unit has been attempted twice and a candidate wishes to enter the unit for the third time, then the candidate will have to re-enter all units and the appropriate cash-in(s). This is referred to as a 'fresh start'. When retaking a qualification (fresh start), a candidate may have up to two attempts at each unit. However, no results from units taken prior to the fresh start can be used in aggregating the new grade(s).

Marks for NEA units may be carried forward for the life of the specification.

If a candidate has been entered for but is absent for a unit, the absence does not count as an attempt. The candidate would, however, qualify as a resit candidate.

A list of entry codes appears in Appendix B.

The current edition of our *Entry Procedures and Coding Information* gives up-to-date entry procedures.

There is no restriction on entry for this specification with any other WJEC AS or A level specification.

4.2 Grading, awarding and reporting

The overall grades for the GCE AS qualification will be recorded as a grade on a scale A to E. The overall grades for the GCE A level qualification will be recorded as a grade on a scale A* to E. Results not attaining the minimum standard for the award will be reported as U (unclassified). Unit grades will be reported as a lower case letter a to e on results slips but not on certificates.

The Uniform Mark Scale (UMS) is used in unitised specifications as a device for reporting, recording and aggregating candidates' unit assessment outcomes. The UMS is used so that candidates who achieve the same standard will have the same uniform mark, irrespective of when the unit was taken. Individual unit results and the overall subject award will be expressed as a uniform mark on a scale common to all GCE qualifications. An AS GCE has a total of 200 uniform marks and an A level GCE has a total of 500 uniform marks. The maximum uniform mark for any unit depends on that unit's weighting in the specification.

Uniform marks correspond to unit grades as follows:

Unit Weightings	Maximum unit uniform mark	Unit grade				
		a	b	c	d	e
Unit 1 (20%)	100	80	70	60	50	40
Unit 2 (20%)	100	80	70	60	50	40
Unit 3 (20%)	100	80	70	60	50	40
Unit 4 (20%)	100	80	70	60	50	40
Unit 5 (20%)	100	80	70	60	50	40

The uniform marks obtained for each unit are added up and the subject grade is based on this total.

	Maximum uniform marks	Qualification grade				
		A	B	C	D	E
GCE AS	200	160	140	120	100	80
GCE A level	500	400	350	300	250	200

At A level, Grade A* will be awarded to candidates who have achieved a Grade A (400 uniform marks) in the overall A level qualification and at least 90% of the total uniform marks for the A2 units (270 uniform marks).

APPENDIX A

WJEC GCE A LEVEL HISTORY
GENERIC MARKING SCHEME FOR UNIT 5

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.

Band 6	13-15 marks	The learner is able to effectively analyse and evaluate the key issues in relation to the set question. A focused, sustained and substantiated judgement is reached. The learner is able to demonstrate, organise and communicate accurate knowledge which shows clear understanding of the period studied. The learner is able to communicate clearly and fluently, using appropriate language and structure with a high degree of accuracy in a response which is coherent, lucid, concise and well-constructed.
Band 5	10-12 marks	The learner is able to clearly analyse and evaluate the key issues in relation to the set question. There is a clear attempt to reach a substantiated judgement which is supported. The learner is able to demonstrate and organise accurate and relevant historical knowledge of the period studied. The learner is able to communicate accurately and fluently using appropriate language and structure with a high degree of accuracy.
Band 4	7-9 marks	The learner is able to show understanding of the key issues demonstrating sound analysis and evaluation. A judgement is seen but lacks some support or substantiation. There is evidence of accurate deployment of knowledge and a good level of quality of written communication with a reasonable degree of accuracy
Band 3	5-6 marks	The learner is able to show understanding through some analysis and evaluation of the key issues. There is an attempt to reach a judgement but it is not firmly supported and balanced. Some relevant knowledge is demonstrated and there is reasonable quality of written communication which conveys meaning clearly though there may be errors in spelling, punctuation and grammar.
Band 2	3-4 marks	The learner provides some relevant knowledge about the set question which is selected and deployed appropriately. There is an attempt to provide a judgement in the question set. There is reasonable quality of written communication which conveys meaning though there may be errors.
Band 1	1-2 marks	The learner provides limited knowledge about the issue. There is little attempt to provide a judgement on the question set. There is an attempt to convey meaning though there may be errors.
Award 0 marks for an irrelevant or inaccurate response.		

AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context

Band 6	13-15 marks	The learner shows clear understanding of the strengths and limitations of the selected sources. The sources will clearly be analysed and evaluated in the historical context of the set enquiry. The learner will make a sustained and developed attempt to utilise the sources to directly answer the particular question set.
Band 5	10-12 marks	The learner is able to show clear understanding by analysing and evaluating the selected sources in their historical context, including considering the strengths and limitations in terms of the particular enquiry. The learner deploys the sources appropriately to support the judgement reached about the particular enquiry.
Band 4	7-9 marks	The learner is able to analyse and evaluate the selected sources to develop a response which begins to discuss the strengths and weaknesses of the sources in the context of the particular enquiry. The learner also shows awareness of the wider historical context deploying the sources to support the judgement reached about the particular enquiry.
Band 3	5-6 marks	The learner is able to analyse and evaluate most of the selected sources to develop a response which begins to discuss their use in the context of the particular enquiry.
Band 2	3-4 marks	The learner begins to analyse and evaluate the selected sources to develop a response which attempts to comments on their use in the particular enquiry. The evaluation of the sources is largely mechanical and lacks context.
Band 1	1-2 marks	The candidate uses the sources for their content only. There is limited evidence of the use of a range of sources.
Award 0 marks for an irrelevant response.		

AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted

Band 6	26-30 marks	The learner is able to discuss the question set in the context of alternative interpretations. The learner is able to consider the validity of the interpretations in terms of the development of the historiographical context, and is able to demonstrate an understanding of how and why this issue has been interpreted in different ways. The learner is able to discuss why a particular historian or school of history would form an interpretation based on the evidence in the sources used.
Band 5	21-25 marks	The learner is able to discuss the question set in the context of alternative interpretations, and in particular discuss the work of different historians and/or schools of history to show an understanding of the development of the historical debate. The learner is able to analyse and explain the key issues in the question set when considering the interpretation in the question.
Band 4	16 - 20 marks	The learner is able to consider the question set in terms of the development of the historical debate that has taken place. There is some attempt to explain why different interpretations have been formed and consideration of a counter-argument to that presented in the question.
Band 3	11-15 marks	The learner is able to discuss the question set in the context of the development of the historical debate that has taken place. There is some attempt to explain why different interpretations have been formed.
Band 2	6-10 marks	The learner is able to show understanding of the question set. There is an attempt to reach a judgement about the set question but it is not firmly supported or balanced. The candidate's discussion of the interpretation is valid, with reference to alternate interpretations.
Band 1	1-5 marks	The learner attempts to discuss the interpretation by tending to agree or disagree with it. Any judgement reached is limited and unsupported.
Award 0 marks for an irrelevant response.		

APPENDIX B

The entry codes appear below. **It is essential that centres refer to the permitted combinations on page 17 of this specification when making entries**, to ensure that the combinations comply with the regulations for GCE History.

		Title	Entry codes	
			English-medium	Welsh-medium
AS Unit 1	Study 1	Government, Rebellion and Society in Wales and England c.1485-1603	2100UA	2100NA
	Study 2	Government, Revolution and Society in Wales and England c.1603- 1715	2100UB	2100NB
	Study 3	Politics, Protest and Reform in Wales and England c.1780-1880	2100UC	2100NC
	Study 4	Politics, People and Progress in Wales and England c.1880-1980	2100UD	2100ND
	Study 5	Political and Religious Change in Europe c.1500-1598	2100UE	2100NE
	Study 6	Europe in the Age of Absolutism and Revolution c.1682-1815	2100UF	2100NF
	Study 7	Revolution and New Ideas in Europe c.1780-1881	2100UG	2100NG
	Study 8	Europe in an Age of Conflict and Co-operation c.1890-1991	2100UH	2100NH
AS Unit 2	Study 1	Part 1: Problems, Threats and Challenges c.1529-1553	2100U1	2100N1
	Study 2	Part 1: The Pressure on the Monarchy and the Drift to Civil War c.1625-1642	2100U2	2100N2
	Study 3	Part 1: Radicalism and the Fight for Parliamentary Reform, c.1783-1832	2100U3	2100N3
	Study 4	Part 1: Politics, Society and the War: Wales and England c.1900 -1918	2100U4	2100N4
	Study 5	Part 1: The Outbreak and Spread of the Reformation in Germany c.1500-1531	2100U5	2100N5
	Study 6	Part 1: France: The Causes and Course of Revolution c.1774-1792	2100U6	2100N6
	Study 7	Part 1: Sectional Differences and the Road to Civil War c.1840-1861	2100U7	2100N7
	Study 8	Part 1: Weimar and its Challenges c.1918-1933	2100U8	2100N8

A2 Unit 3	Study 1	Wales: Resistance, Conquest and Rebellion c.1240 -1415	1100UA	1100NA
	Study 2	Poverty, Protest and Rebellion in Wales and England, c.1485- 1603	1100UB	1100NB
	Study 3	Reformation and Discovery: Europe c.1492-1610	1100UC	1100NC
	Study 4	Royalty, Revolution and Restoration in Wales and England c.1603- 1715	1100UD	1100ND
	Study 5	France: Ancien Régime to Napoleon c. 1715-1815	1100UE	1100NE
	Study 6	Parliamentary Reform and Protest in Wales and England c.1780-1885	1100UF	1100NF
	Study 7	Social Change and Reform in Wales and England c. 1890-1990	1100UG	1100NG
	Study 8	The American Century c.1890-1990	1100UH	1100NH
	Study 9	Changing Leadership and Society in Germany, c.1871-1989	1100UJ	1100NJ
	Study 10	Changing Leadership and Society in Russia c.1881-1989	1100UK	1100NK
A2 Unit 4	Study 1	Part 2: Challenges Facing Mary and Elizabeth c.1553-1570	1100U1	1100N1
	Study 2	Part 2: Civil War, Commonwealth and Protectorate c.1642-1660	1100U2	1100N2
	Study 3	Part 2: Protest and Campaigns for Social Reform c.1832-1848	1100U3	1100N3
	Study 4	Part 2: Economic and Social Challenges in Wales and England c.1918 -1939	1100U4	1100N4
	Study 5	Part 2: The Spread of Protestantism and Counterreformation c.1531-1564	1100U5	1100N5
	Study 6	Part 2: France: Republic and Napoleon c.1792- 1815	1100U6	1100N6
	Study 7	Part 2: Civil War and Reconstruction c.1861-1877	1100U7	1100N7
	Study 8	Part 2: Nazi Germany c.1933-1945	1100U8	1100N8
A2 Unit 5	NEA	Historical Interpretations	1100UN	1100NN
AS Qualification cash-in			2100QS	2100CS
A level Qualification cash-in			1100QS	1100CS