

## CCEA GCE Specification in History

For first teaching from September 2008

For first award of AS Level in Summer 2009

For first award of A Level in Summer 2010

Subject Code: 4010

# History



## Foreword

This booklet contains CCEA's Advanced Subsidiary (AS) and Advanced GCE History specification for first teaching from September 2008.

The AS is the first part of the full advanced GCE course and will be assessed at a standard appropriate for candidates who have completed the first half of the full Advanced GCE course.

The full Advanced GCE comprises the AS and the second half of the Advanced GCE course referred to as A2. However, the AS can be taken as a "stand-alone" qualification without progression to A2.

The A2 will be assessed at a standard appropriate for candidates who have completed a full advanced GCE course and will include synoptic assessment and an element of stretch and challenge.

The Advanced GCE award will be based on aggregation of the marks from the AS (50%) and the A2 (50%).

An A\* will be awarded to the candidates who attain an overall grade A in the qualification and an aggregate of at least 90% of the uniform marks across the A2 units.

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## 1 Introduction

This specification sets out the content and assessment details for CCEA's Advanced Subsidiary (AS) and Advanced Level (A Level) courses in History. This specification is for first teaching from September 2008. The latest version of this specification can be viewed and downloaded from the CCEA website, [www.ccea.org.uk](http://www.ccea.org.uk).

The AS course can be taken as a final qualification or as the first half of the A Level qualification. If students wish to obtain a full A Level qualification, they must also complete the second half of the course referred to as A2. The first AS award for this specification will be made in 2009. The first A Level award will be made in 2010.

The specification builds on the broad objectives of the revised Northern Ireland Curriculum. It is also relevant to key curriculum concerns in England and Wales.

This specification provides students with opportunities to explore key political, economic and social events which have helped shape today's institutions, governments and societies.

This specification contributes to an understanding of spiritual, moral and cultural issues by providing students with opportunities to explore values, attitudes, perceptions and ideologies which have shaped human behaviour, endeavour and achievement in the past.

This specification contributes to environmental education by providing opportunities to study how men and women in the past have interacted with their environments and how the environment has contributed to and shaped historical events.

The specification prepares students for a range of careers both related to the historical context and the wider employment context. It will allow students to develop skills which are transferable and highly valued by employers.

The aims of the specification are set out below.

### 1.1 Aims

Students should be encouraged to:

- develop their interest in and enthusiasm for history and an understanding of its intrinsic value and significance for today's society;
- acquire an understanding of different identities within society and an appreciation of social, cultural, religious and ethnic diversity through the study of British and Irish history and aspects of European history;
- 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, to carry out research and evaluate conclusions;
- acquire an understanding of the nature of historical study, for example that history is concerned with interpretations based on available evidence and that historical interpretations may be provisional;
- develop their use and understanding of historical terms, concepts and skills;
- make links and draw comparisons with and/or across different periods and aspects of the past; and
- organise and communicate their historical knowledge and understanding in different ways, arguing a case and reaching substantiated judgements.

## 1.2 Key features

The key features of the specification are listed below.

- The subject content is organised into four teaching and learning units, each of which can contribute to an overall broad, coherent course of study. It is possible for students to follow a coherent study of a century. The options provide opportunities to study the:
  - Sixteenth century: Option 1 in each unit;
  - Seventeenth century: Option 2 in each unit;
  - Nineteenth century: Option 3 or 4 in each unit;
  - Twentieth century: Option 5 in each unit; also Option 6 in AS 2.
- Each unit carries a number of options. Students are expected to choose one option per unit. Students are required to study a broad course covering more than one country and period and they should bear this in mind when choosing their options.
- The subject content of each option requires students to study:
  - significant individuals, societies, events, developments and issues within a broad historical context; and
  - the developments affecting different groups within the societies studied and a range of historical perspectives, for example cultural, economic, political religious, scientific or social.

In addition the subject content of all options in A2 2 ensures that a substantial (minimum of 25%) and coherent element of either the history of England or Ireland is studied at A Level. The subject content of all options in A2 1 ensures that all students study change and/or development over a period of at least 100 years sufficient to demonstrate understanding of the process of change, both long term and short term.

- There are two assessment units for the AS qualification and two at A2. Candidates must complete the four units for the full A Level qualification.

- The AS course provides an opportunity to broaden students' education and a foundation for the full A Level qualification.
- A2 students will build on their learning at AS by drawing on and evaluating a greater depth and range of increasingly more sophisticated content and evidence and demonstrating a more complex understanding of historical concepts. They will produce responses that have greater depth of analysis and show understanding over a substantial period of time (c. a hundred years).
- A2 1 and A2 2 are synoptic units of assessment.
- A2 1 will provide Stretch and Challenge as students will be required to demonstrate knowledge, understanding, and historical skills over a period of around hundred years and draw on their knowledge and skills acquired in previous units of study at AS. A2 2 will provide Stretch and Challenge as it will assess students' historical understanding and drawing together of all historical skills developed at AS. There are also the inclusion of questions in A2 1 and A2 2 assessing the higher order skills and eliciting long developed responses.
- The development of historical skills as set out in the Assessment Objectives will be a valuable asset to students in the context of employment. These are transferable skills which are highly valued by employers.
- The knowledge studied and skills developed through this specification will serve as a useful foundation for Further and Higher Education courses in History or other related subjects.
- This specification has associated specimen assessment papers and mark schemes to illustrate the requirements and demands of the content and assessment objectives.
- This specification is accompanied by a resource list which will signpost teaching and learning materials for each unit and option.

### 1.3 Prior attainment

There are no prior knowledge requirements for AS and A Level specifications in History.

### 1.4 Prohibited combinations

In any one series of examinations a candidate may not take examinations on this specification together with examinations on any other GCE History specification. Every specification is assigned to a national classification code indicating the subject areas to which it belongs. The classification code for this specification is 4010.

## 2 Specification at a Glance

The structures of the AS and A Level courses are summarised in the table below.

Unit	Assessment	Weighting	Availability
<b>AS 1: Historical Investigations and Historical Interpretations</b>  <b>Option 1: England 1520-1570</b>  <b>Option 2: England 1603-1649</b>  <b>Option 3: England 1815-1868</b>  <b>Option 4: Unification of Italy and Germany 1815-1871</b>  <b>Option 5: Germany 1918-1945</b>	1 hr 30 min external examination paper	50% of AS 25% of A2	January and Summer
<b>AS 2: Conflict and Change in Europe</b>  <b>Option 1: Spain and Europe 1556-1592</b>  <b>Option 2: The Ascendancy of France 1660-1714</b>  <b>Option 3: Challenge and Crisis in Ireland 1821-1867</b>  <b>Option 4: France 1815-1871</b>  <b>Option 5: Russia 1903-1941</b>  <b>Option 6: Italy 1914-1943</b>	1 hr 30 min external examination paper	50% of AS 25% of A2	January and Summer

Unit	Assessment	Weighting	Availability
<p><b>A2 1: Change Over Time</b></p> <p><b>Option 1: Anglo-Spanish relations 1509-1609</b></p> <p><b>Option 2: Crown and Parliament in England 1603-1702</b></p> <p><b>Option 3: Liberalism and Nationalism in Europe 1815-1914</b></p> <p><b>Option 4: Unionism and Nationalism in Ireland 1800-1900</b></p> <p><b>Option 5: Clash of Ideologies in Europe 1900-2000</b></p>	<p>1 hr 15 min external examination paper 1 essay question</p>	<p>20% of A Level</p>	<p>January and Summer</p>
<p><b>A2 2: Historical Investigations and Interpretations</b></p> <p><b>Option 1: England 1570-1603</b></p> <p><b>Option 2: Ireland 1607-1691</b></p> <p><b>Option 3: Ireland 1775-1800</b></p> <p><b>Option 4: Partition of Ireland 1900-1925</b></p>	<p>2 hr external examination paper 1 question set in the context of an historical enquiry which includes the use of sources and 1 essay question</p>	<p>30% of A Level</p>	<p>Summer only</p>

## 3 Subject Content

The AS course is divided into two units: AS 1 and AS 2. Students following the A Level course must study two further units: A2 1 and A2 2. The content of each of these units is set out below.

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

This unit will require students to engage in **historical enquiry** by investigating specific historical questions, problems or issues and use historical sources critically in their context, deploying information and reaching substantiated conclusions. Through the study of this unit, students should be given the opportunity to develop the ability to ask relevant and significant questions about the past and research them. This unit will require students to comprehend, analyse and evaluate how the past has been interpreted and represented in different ways, for example in historians' debates and through a range of media such as paintings, films, reconstructions, museum displays and the internet.

Teachers should adopt an investigative approach for the chosen option studied in each unit. Candidates should be presented with questions arising from the content and issues studied. For example they should investigate *why* an event occurred or an issue arose and the impact of it. Candidates should be given opportunities to carry out independent research in answering the questions posed. Contemporary evidence should be evaluated for reliability and utility and used to support or underpin their answers. Later interpretations too should be explored and used to inform the debate.

**This approach should be carried forward in every option studied in this unit. For further guidance please see CCEA's schemes of work to accompany this specification.**

The following learning outcomes are generic and set out the skills to be developed within the unit using the content below as the context.

#### A01

- Recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner.
- Demonstrate their understanding of the past through explanation, analysis and arriving at substantiated judgements of:
  - key concepts such as causation, consequence, continuity, change and significance within an historical context;
  - the relationships between key features and characteristics of the periods studied.

## A02

- As part of an historical enquiry, analyse and evaluate a range of appropriate source material with discrimination.
- Analyse and evaluate, in relation to the historical context, how aspects of the past have been interpreted and represented in different ways.

### AS 1 Option 1: England 1520-1570

Content	Elaboration
<b>Religious belief and practice on the eve of the reformation</b>	<ul style="list-style-type: none"> <li>• criticism of the Church expressed in anti-clericalism, antipapalism. Erastianism, heresy; support for the Church expressed in wills, literature, building and visitations.</li> </ul>
<b>Henry VIII and the Divorce</b>	<ul style="list-style-type: none"> <li>• reasons for the divorce, contemporary viewpoints (the papacy, Charles V, Catherine of Aragon) on the question of the divorce; attempts to achieve a divorce and the fall of Wolsey.</li> </ul>
<b>The English Reformation</b>	<ul style="list-style-type: none"> <li>• the use of Parliament, role of Cranmer and Cromwell; changes in religion during the 1530s; dissolution of the monasteries; opposition to the changes (eg Holy Maid of Kent, Observant Franciscans, Carthusians, John Fisher, Thomas More and the Pilgrimage of Grace); the fall of Cromwell.</li> </ul>
<b>Political developments 1547-1570</b>	<ul style="list-style-type: none"> <li>• the rule of Somerset, Northumberland, Mary I and Elizabeth I to 1570.</li> <li>• conduct of government, the role of privy council and parliament; royal finances 1547-1570.</li> </ul>
<b>Edwardian Religious reforms</b>	<ul style="list-style-type: none"> <li>• dissolution of the chantries, the Prayer Books of 1549 and 1552; the Forty-Two Articles; the rebellions of 1549; the extent of popular support.</li> </ul>
<b>The restoration of Roman Catholicism, 1553-1558</b>	<ul style="list-style-type: none"> <li>• the measures taken to restore Roman Catholicism in England;</li> <li>• the Marian persecution, Wyatt's Rebellion and the extent of popular support;</li> <li>• the extent of popular support for Mary's religious policy.</li> </ul>

Content	Elaboration
<b>The Elizabethan Church Settlement</b>	<ul style="list-style-type: none"> <li>the main elements; the Prayer Book, Acts of Supremacy and Uniformity, and Royal Injunctions of 1559, the Thirty Articles of 1563; the nature and extent of Catholic and Puritan opposition by 1570: the Vestiarian controversy of 1566; the significance of the arrival of Mary Stuart in England, the rebellion of the Northern earls 1569; papal bull of excommunication of 1570.</li> </ul>
<b>The economic and social problems of the period</b>	<ul style="list-style-type: none"> <li>the economic and social effects of the dissolution of the Monasteries;</li> <li>the problems of enclosure, population growth, currency debasement, inflation, changing trade patterns, impact of wars, harvest failures and disease; the response of Somerset, Northumberland and Elizabeth to these problems.</li> </ul>

### AS 1 Option 2: England 1603-1649

Content	Elaboration
<b>England in 1603</b>	<ul style="list-style-type: none"> <li>the claim of James I to the throne; contemporary views of James I in 1603; attitude of James I towards monarchy in 1603.</li> </ul>
<b>Public Finances 1603-1642</b>	<ul style="list-style-type: none"> <li>the inadequacies of the system of raising money; extravagance of James I; the policies attempted by James and Charles I and their ministers to improve the public finances between 1603 and 1642; evaluation of the success of these policies and the contemporary responses to them.</li> </ul>
<b>Foreign policy 1603-1642</b>	<ul style="list-style-type: none"> <li>the Elizabethan legacy in foreign policy; James I's and Charles I's attitudes and policies towards Spain, the Holy Roman Empire and the United Provinces 1603-1642; evaluation of the success of foreign policy 1603-1642.</li> </ul>
<b>The Court 1603-1642</b>	<ul style="list-style-type: none"> <li>the Elizabethan legacy in 1603; the system of patronage and faction; the role and impact of royal favourites such as Robert Carr, George Villiers and Thomas Wentworth; the character and consequences of the Personal Rule 1629-1640; the character and culture of the Caroline Court.</li> </ul>

Content	Elaboration
<p><b>Religious beliefs and practice 1603-1642</b></p>	<ul style="list-style-type: none"> <li>• the religious inheritance of James I in 1603; Catholicism and anti-Catholicism in England in 1603; James I and Charles I's policies towards English Catholics between 1603 and 1642; the impact of these policies on English Catholicism by 1642; Laud and the nature and impact of Arminianism and Laudianism; the nature and demands of English Puritans; James I and Charles I's policies towards the Puritans between 1603 and 1642; the impact of these policies on English Puritans and the Church of England;</li> <li>• contemporary belief in, and practice of, witchcraft.</li> </ul>
<p><b>The Civil War 1642-1646</b></p>	<ul style="list-style-type: none"> <li>• the reasons for Parliament's victory.</li> </ul>
<p><b>The search for a settlement with King Charles I 1646-1649</b></p>	<ul style="list-style-type: none"> <li>• the Newcastle Propositions of 1646 and the Treaty of Newport 1648; the 'Heads of the Proposals' in 1647.</li> </ul>
<p><b>The trial and execution of the King 1649</b></p>	<ul style="list-style-type: none"> <li>• the reasons for the trial and execution; short term consequences.</li> </ul>
<p><b>The Economy 1603-1649</b></p>	<ul style="list-style-type: none"> <li>• the nature and extent of changes in population, agriculture, industry and trade.</li> </ul>

### AS 1 Option 3: England 1815-1868

Content	Elaboration
<b>Post War problems 1815-1822</b>	<ul style="list-style-type: none"> <li>• economic slump; causes of distress; revolutionary threat; assessment of government responsibility and response.</li> </ul>
<b>Economic and social reforms 1815-1827</b>	<ul style="list-style-type: none"> <li>• the work of Peel, Huskisson and Robinson: bullion, trade, taxation, Corn Laws, criminal code, repeal of the Test and Corporation Acts.</li> </ul>
<b>Divisions in the Tory Party 1827-1830</b>	<ul style="list-style-type: none"> <li>• Catholic Emancipation, Corn Law, Parliamentary Reform: the role of Liverpool, Canning and Wellington.</li> </ul>
<b>Parliamentary Reform 1832</b>	<ul style="list-style-type: none"> <li>• circumstances of the passing of the Reform Bill of 1832; assessment of its significance.</li> </ul>
<b>Whig governments 1830-1841</b>	<ul style="list-style-type: none"> <li>• social and economic problems; assessment of Whig social and economic reforms.</li> </ul>
<b>The Anti-Corn Law League</b>	<ul style="list-style-type: none"> <li>• aims; assessment of its role in the repeal of the Corn Laws in 1846.</li> </ul>
<b>Chartism</b>	<ul style="list-style-type: none"> <li>• aims; reasons for failure to achieve aims by 1846.</li> </ul>
<b>Career of Peel 1815-1846</b>	<ul style="list-style-type: none"> <li>• 1815-1832: currency, crime, Catholics and parliamentary reform;</li> <li>• 1833-1841: opposition leader; rebuilding the Conservative Party; 100 Day Ministry; success in general elections;</li> <li>• 1841-1846: social and economic problems of Second Ministry; “Condition of England”; assessment of social and economic reforms;</li> </ul>
<b>Politics in England Post Repeal of the Corn Laws</b>	<ul style="list-style-type: none"> <li>• divisions in the Tory Party following the repeal of the Corn Laws up to c.1865.</li> </ul>

**AS 1 Option 4: Unification of Italy and Germany 1815-1871**

Content	Elaboration
<b>Italian Unification 1815-1848</b>	<ul style="list-style-type: none"> <li>• Italian nationalist and liberal ideas; cultural movements;</li> <li>• Mazzini's ideas for a unified Italy;</li> <li>• 1848 – causes of revolution in Italy, the aims of the participants and reasons for failure;</li> </ul>
<b>Italian Unification 1849-1870</b>	<ul style="list-style-type: none"> <li>• Cavour's motives and aims for <b>Piedmontese</b> expansion in northern Italy;</li> <li>• Piedmont's economic strength; its expansion in Northern Italy 1848-1860 – causes, results, consequences;</li> <li>• the role of Garibaldi: his expedition to Southern Italy and its consequences for Italian unification;</li> <li>• the relationship between Cavour and Garibaldi;</li> <li>• the annexation of the Papal States and the consequences for Italian unification;</li> <li>• completion of Italian unification.</li> </ul>
<b>German Unification 1815-1848</b>	<ul style="list-style-type: none"> <li>• German nationalist and liberal ideas; cultural movements;</li> <li>• causes of 1848 revolutions in Germany – aims of participants; the Frankfurt Parliament - reasons for its failure;</li> </ul>
<b>German Unification 1849-1870</b>	<ul style="list-style-type: none"> <li>• the changing balance <b>of power</b> between Austria and Prussia 1849-1859: political developments; Prussia's growing economic prosperity;</li> <li>• Schleswig Holstein affair – events and significance for German unification;</li> <li>• Austro-Prussian War 1866: causes and consequences for German unification;</li> <li>• Prussia's growing military strength; the Constitutional Crisis, the role of Roon and Moltke;</li> <li>• Austro-Prussian conflict: the Schleswig-Holstein Affair and its significance for unification; the Austro-Prussian War – causes and outcome;</li> <li>• <b>the attitude of Bismarck to German unification and his role in achieving it;</b></li> <li>• <b>the attitude of the Southern German states to unification and Bismarck's relations with them;</b></li> <li>• the Franco-Prussian War: causes, reasons for Prussian success and consequences for German unification.</li> </ul>

## AS 1 Option 5: Germany 1918-1945

Content	Elaboration
<p><b>The Weimar Republic and the Rise of the Nazi Party 1918-1933</b></p>	<ul style="list-style-type: none"> <li>• the German Revolution 1918-1919: the collapse of Imperial Germany, the Spartacist uprising, the National Constituent Assembly, the Weimar Constitution, the Treaty of Versailles;</li> <li>• political threats to the Weimar Republic 1919-23 from left and right: 1920 Kapp Putsch, the German October in Saxony 1923, 1923 Munich Beer Hall Putsch;</li> <li>• the development of the Nazi Party 1924-29: consequences of the failure of the Munich Putsch, significance of 1926 Bamberg Nazi Party conference, creation of national party structure, contributions of Strasser and Goebbels;</li> <li>• the Weimar economy 1919-33: reasons for economic instability 1919-23, extent of economic recovery 1924-29, impact of depression 1929-33;</li> <li>• the decline of the Weimar Republic and the Nazis' rise to power 1930-33: political effects of the economic depression on the political system, collapse of Muller's government, Brüning's policies, electoral breakthrough and increasing support for the Nazis in Presidential and Reichstag elections, the roles of von Schleicher, von Hindenburg and von Papen leading up to Hitler's appointment as Chancellor on 30 January 1933.</li> </ul>
<p><b>Nazi Germany 1933-1945</b></p>	<ul style="list-style-type: none"> <li>• creation of the Nazi dictatorship 1933-34: the 'Legal Revolution', Co-ordination, and the defeat of the 'Second Revolution';</li> <li>• the Nazi Economy 1933-45: the economic recovery 1933-36, the introduction of the Four year Plan 1936-39, and the economy at war 1939-45, the roles of Schacht, Göring and Speer;</li> <li>• social impact of the Nazis: women and family; youth and education; anti-semitism, euthanasia and genocide;</li> <li>• opposition and resistance to the Nazis: youth and student protest; the Christian Churches; Social Democrats, Communists and Industrial Workers; and Conservative and Military resistance against Hitler;</li> <li>• culture in the Third Reich: the use of the arts and the media as a means of control.</li> </ul>

### 3.2 Unit AS 2: Conflict and Change in Europe

This unit requires students to study significant individuals, societies, events, developments and issues within a broad historical context and how developments affected different groups within the societies studied from a range of historical perspectives, for example, political, religious, cultural economic and social developments in the chosen period of study. Through the study of this unit students should be given the opportunity to develop the ability to ask relevant and significant questions about the past and research them.

The following learning outcomes are generic and set out the skills to be developed within the unit using the content below as the context.

#### A01

- Recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner.
- Demonstrate their understanding of the past through explanation, analysis and arriving at substantiated judgements of:
  - key concepts such as causation, consequence, continuity, change and significance within an historical context;
  - the relationships between key features and characteristics of the periods studied.

#### AS 2 Option 1: Spain and Europe 1556-1592

Content	Elaboration
<b>Philip II's inheritance</b>	<ul style="list-style-type: none"> <li>• Spain's internal and external problems at the time of accession of Philip II.</li> </ul>
<b>The kingship of Philip II and administration of Spain</b>	<ul style="list-style-type: none"> <li>• Philip's attitude to kingship, personal rule and working methods;</li> <li>• The conciliar system; faction and opposition.</li> </ul>
<b>Financial and economic problems</b>	<ul style="list-style-type: none"> <li>• The nature of the Spanish economy: agriculture, industry and commerce; the importance of bullion; sources of income; government bankruptcies, impact of war.</li> </ul>
<b>Internal political problems</b>	<ul style="list-style-type: none"> <li>• The revolts of the Moriscos, Perez and Aragon.</li> </ul>

Content	Elaboration
<b>Cultural developments</b>	<ul style="list-style-type: none"> <li>• The patronage of Philip II; the work of Cervantes, Lope de Vega, St Teresa, El Greco; the impact of the Counter-reformation and the Inquisition.</li> <li>• Philip II's control of the Church; relations with the papacy, attitude to Protestants.</li> </ul>
<b>Foreign policy</b>	<ul style="list-style-type: none"> <li>• Aims and motivation: religion, dynasticism. Policies towards the Turks, Portugal, Netherlands, France and England; evaluation of their success.</li> </ul>

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

Content	Elaboration
<b>Background before 1689: The growing ascendancy of France 1660-1689</b>	<ul style="list-style-type: none"> <li>• French military, financial and diplomatic advantages, 1660-1689; the causes and consequences of the War of Devolution, 1667-1668, the Dutch War 1672-78; the reunion policies and the Truce of Ratisbon.</li> </ul>
<b>The origins of the Nine Years War</b>	<ul style="list-style-type: none"> <li>• Phillipsburg, Cologne; Revocation of the Edict of Nantes; William of Orange's invasion of England; ambitions of the belligerents.</li> </ul>
<b>The Nine Years' War 1688-1697</b>	<ul style="list-style-type: none"> <li>• <b>the main successes of the Grand Alliance in the Nine Years' War: The main successes of France in the Nine Years' War.</b></li> <li>• The terms and significance of the Peace of Ryswick 1697.</li> </ul>
<b>The problem of the Spanish Succession, 1697-1702</b>	<ul style="list-style-type: none"> <li>• the issues at stake; the Partition Treaties; Louis XIV's acceptance of the will; the causes of the War of the Spanish Succession.</li> </ul>
<b>The War of the Spanish Succession 1702-1713</b>	<ul style="list-style-type: none"> <li>• the causes and consequences of Marlborough's victories at <b>Blenheim</b>, Ramillies, Oudenarde and Malplaquet; <b>the reasons for the success of the Allies in the war</b>; the reasons for France's willingness to conclude peace terms with England.</li> </ul>
<b>The Peace Treaties 1713-1714</b>	<ul style="list-style-type: none"> <li>• the terms and significance of the Peace of Utrecht and <b>Rastatt</b>; evaluation of the foreign policy of Louis XIV.</li> </ul>

## AS 2 Option 3: Challenge and Crisis in Ireland 1821-1867

Content	Elaboration
<p><b>Catholic Emancipation, 1821-1829</b></p>	<ul style="list-style-type: none"> <li>• the aims of Daniel O’Connell’s campaign for Catholic Emancipation;</li> <li>• the tactics used by Daniel O’Connell in the campaign for Catholic Emancipation;</li> <li>• reasons for the success of the campaign for Catholic Emancipation.</li> </ul>
<p><b>Career of Daniel O’Connell 1829-1849: Repeal Movement</b></p>	<ul style="list-style-type: none"> <li>• attitudes to the repeal of the Union;</li> <li>• reasons for the Lichfield House compact, assessment of reasons for failure of campaign to repeal the Union, relations with Young Irelanders.</li> </ul>
<p><b>The Irish Famine, 1824-1849</b></p>	<ul style="list-style-type: none"> <li>• causes of the Famine, 1824-1845;</li> <li>• the extent and course of the Famine;</li> <li>• response of the governments of Peel and Russell to the Famine; assessment of governments’ response: relief measures; laissez-faire; attitudes of Peel and Russell;</li> <li>• social, economic and political impact of Famine up to 1867.</li> </ul>
<p><b>The Fenian Rising of 1867</b></p>	<ul style="list-style-type: none"> <li>• aims of the Fenian movement;</li> <li>• reasons for outbreak and failure of the Fenian Rising: actions of government, weaknesses of leadership and organisation, lack of support.</li> </ul>

## AS 2 Option 4: France 1815-1871

Content	Elaboration
<p><b>The Bourbon Monarchy 1815-1830</b></p>	<ul style="list-style-type: none"> <li>• the Bourbon Restoration;</li> <li>• the Charter of Liberties;</li> <li>• the reign of Louis XVIII: domestic and foreign policies;</li> <li>• the reign of Charles X: domestic and foreign policies;</li> <li>• reasons for the downfall of Charles X;</li> <li>• economic, social and cultural developments in the reign of Louis XVIII and Charles X;</li> <li>• political groups and opposition to the monarchy in France;</li> </ul>
<p><b>The Monarchy of Louis Philippe 1830-1848</b></p>	<ul style="list-style-type: none"> <li>• the reign of Louis Philippe: domestic and foreign policies;</li> <li>• economic, social and cultural developments in France 1830-48;</li> <li>• political groups and opposition to Louis Philippe;</li> <li>• reasons for the downfall of Louis Philippe;</li> </ul>
<p><b>The Second Republic 1848-1852</b></p>	<ul style="list-style-type: none"> <li>• the weaknesses of the Second Republic;</li> <li>• opposition to the Second Republic;</li> <li>• the failure of the Second Republic;</li> </ul>
<p><b>The Second Empire 1852-1871</b></p>	<ul style="list-style-type: none"> <li>• reasons why Napoleon III became Emperor of France;</li> <li>• Napoleon III: domestic and foreign policies;</li> <li>• economic, social and cultural developments 1848-71;</li> <li>• reasons for the fall of the Second Empire.</li> </ul>

**AS 2 Option 5: Russia 1903-1941**

Content	Elaboration
<b>Causes and Consequences of 1905 Revolution</b>	<ul style="list-style-type: none"> <li>the Russo-Japanese War 1904-05, Bloody Sunday, October Manifesto, the Dumas 1906-14;</li> </ul>
<b>Lenin and revolution 1917-1924</b>	<ul style="list-style-type: none"> <li>Stolypin and Land reform;</li> <li>growth of Opposition to Tsarism: the Kadets and the Octobrists, the <b>Socialist</b> Revolutionaries and the Mensheviks and Bolsheviks;</li> <li>short term causes of February Revolution: impact of the First World War and growth of opposition 1914-17;</li> <li>causes of October 1917 Bolshevik Revolution: limitations of the Provisional Government and the role of Kerensky, reasons for Bolshevik success and role of Lenin, significance of April Theses, July Days and the Kornilov affair;</li> <li>the Economy 1917-1924: state capitalism, war communism and the New Economic Policy;</li> <li>reasons for the Bolshevik victory in the Civil War 1918-1920: divisions within the Whites, foreign intervention and the role of the Red Army;</li> <li>cultural values under Lenin;</li> <li>contributions of Lenin and Trotsky to the Bolshevik establishment and consolidation of power 1917-1924.</li> </ul>
<b>Stalin and revolution 1924-1941</b>	<ul style="list-style-type: none"> <li>the power struggle 1922-<b>1929</b>: Lenin's testament, the party as Stalin's power base, the defeat of Trotsky and the left, the defeat of the right;</li> <li>economic changes 1924-1941: Stalin's economic aims, collectivisation and industrialisation;</li> <li>the basis of Stalin's power: terror e.g. the post-Kirov purges 1934-36 and the Great Purge 1936-39; culture in Stalinist Russia: the use of the arts and the media as a means of control; propaganda and the cult of personality.</li> </ul>

## AS 2 Option 6: Italy 1914-1943

Content	Elaboration
<p><b>Italy and the First World War</b></p> <p><b>The rise to power of Mussolini and his domestic policies 1919-1943</b></p> <p><b>Mussolini's foreign policies 1922-1943</b></p>	<ul style="list-style-type: none"> <li>• neutralists versus interventionists;</li> <li>• 1915 Treaty of London;</li> <li>• military, political, economic and social effects of Italian war effort;</li> <li>• the 'mutilated peace';</li> <li>• the collapse of Liberal Italy: political and economic problems 1919-1922, the rise of Fascism and the Socialist threat, the March on Rome and the appointment of Mussolini as Prime Minister;</li> <li>• the Fascist state: Mussolini's attempts to create a Fascist state, political institutions and structures, the emergence of a dictatorship, electoral reform, abolition of opposition parties and rule by decree.</li> <li>• the Italian economy 1922-43: Mussolini's aims for the economy, industry, agriculture, the corporate state, autarky;</li> <li>• church/state relations up to 1943;</li> <li>• culture in Fascist Italy: the use of the arts and the media as a means of control; propaganda and the cult of personality</li> <li>• aims in foreign affairs;</li> <li>• foreign adventures in the 1920s and the 1930s;</li> <li>• relations with Nazi Germany;</li> <li>• the failure in war 1940-43.</li> </ul>

### 3.3 Unit A2 1: Change Over Time

This unit requires students to study change and/or development over a sufficient period of time to demonstrate understanding of the process of change both long term (100 years) and short term. Students will be required to demonstrate their breadth of historical knowledge and understanding by making links and drawing comparisons between different aspects of the period, society, topic and themes studied. Students should approach the content in this unit as an historical enquiry, engaging in independent research of both contemporary and later interpretations of motives, actions and events. Through the study of this unit students should be given the opportunity to develop the ability to ask relevant questions about the past and research them.

The following learning outcomes are generic and set out the skills to be developed within the unit using the content below as the context.

#### A01

- Recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner.
- Demonstrate their understanding of the past through explanation, analysis and arriving at substantiated judgements of:
  - key concepts such as causation, consequence, continuity, change and significance within an historical context;
  - the relationships between key features and characteristics of the periods studied.

#### A02

- As part of an historical enquiry, analyse and evaluate a range of appropriate source material with discrimination.
- Analyse and evaluate, in relation to the historical context, how aspects of the past have been interpreted and represented in different ways, for example in historians' debates.

## A2 1 Option 1: Anglo-Spanish relations 1509-1609

Content	Elaboration
<p><b>Anglo Spanish relations in the reigns of Henry VIII and Edward VI, 1509-1553</b></p>	<ul style="list-style-type: none"> <li>• the marriage between Henry VIII and Catherine of Aragon; Cardinal Wolsey’s policy towards Spain between 1509 and 1528; Wolsey’s ambitions for the papacy and the impact on relations with Spain; the alliance between England and Spain 1520 and war between England and Charles V 1528; Wolsey’s attempts to secure a divorce between Henry VIII and Catherine of Aragon;</li> <li>• the role of Charles V in preventing the divorce; the impact of the divorce and the English Reformation on Anglo-Spanish relations 1529-1553.</li> </ul>
<p><b>Anglo-Spanish relations in the reign of Mary, 1553-1558</b></p>	<ul style="list-style-type: none"> <li>• Mary’s marriage to Philip II of Spain: the marriage treaty of January 1554; the reasons for the rebellion of Sir Thomas Wyatt and its failure; war with Spain against France from 1557.</li> </ul>
<p><b>Anglo-Spanish relations in the reign of Elizabeth I, 1558-1603</b></p>	<ul style="list-style-type: none"> <li>• Philip’s offer of marriage to Elizabeth 1559; the Treaty of Cateau-Cambresis;</li> <li>• the reasons for the outbreak of war against Spain in 1585: disputes over religion, Mary Queen of Scots, the Netherlands, Ireland, France; New World rivalries;</li> <li>• how the war between England and Spain developed 1585-1604; the reasons for the failure of the Spanish Armada;</li> <li>• the significance of the defeat of the Spanish Armada.</li> </ul>
<p><b>Anglo-Spanish relations in the early years of the reign of James I, 1603-1609</b></p>	<ul style="list-style-type: none"> <li>• the reasons for, and terms of, the Treaty of London 1604 and contemporary reactions to it;</li> <li>• England’s role in the Dutch truce with Spain.</li> </ul>

**A2 1 Option 2: Crown and Parliament in England 1603-1702**

Content	Elaboration
<b>Relations between Crown and Parliament in the reign of James I, 1603-1625</b>	<ul style="list-style-type: none"> <li>• the Buckingham Election Case; Shirley's Case; the Apology of 1604; the conflict over a Union with Scotland 1604-1607; the debates over Bate's case and impositions after 1606; the debates over the Great Contract 1610;</li> <li>• the causes and consequences of the conflict between Crown in the 'Addled' parliament of 1614;</li> <li>• the attack on the monopolists and the Commons Protestation in the 1621 Parliament;</li> <li>• the Subsidy Act, the Monopolies Act and the impeachment of Cranfield.</li> </ul>
<b>Relations between Crown and Parliament, 1625-1640</b>	<ul style="list-style-type: none"> <li>• the causes and consequences of parliament's failure to grant the crown Tonnage and Poundage for life; the first attacks on Arminianism; the attempt to impeach Buckingham in 1626; the Petition of Right 1628; the 'Three Resolutions'; the reasons for the short-lived nature of the 'Short Parliament'.</li> </ul>
<b>Relations between Crown and Parliament, 1640-1649</b>	<ul style="list-style-type: none"> <li>• the execution of Strafford; the Ten Propositions (May 1641), the Grand Remonstrance (November 1641), Nineteen Propositions (June 1642); Commons attitude to the Church of England; the Triennial Act; the abolition of the prerogative devices 1641; the Militia Ordinance 1642;</li> <li>• Parliament's peace offers to the Crown during and after the Civil War: Oxford, Uxbridge and Newcastle Propositions, the 'Four Bills';</li> <li>• the Restoration settlement: the settlement of pardons, land, army disbandment, finances; legislation securing the king's person and government, right to command the militia; Act against Tumultuous Petitioning; Triennial Act.</li> </ul>

Content	Elaboration
<p><b>Relations between Crown and Parliament in the reign of Charles II, 1660-1685</b></p>	<ul style="list-style-type: none"> <li>● the role of Parliament in creating the established church: Corporation Act, Act of Uniformity; Licensing Act; Conventicle Acts; Five Mile Act; Test Act;</li> <li>● Parliament's attitude to Clarendon, Cabal and Danby: thwarting royal ministers and policies;</li> <li>● the reasons for the campaign for an 'Exclusion' Act and reasons for its failure.</li> </ul>
<p><b>Relations between Crown and Parliament in the reign of James II, 1685-1688</b></p>	<ul style="list-style-type: none"> <li>● reasons for the compliant nature of the 1685 Parliament;</li> <li>● royal attempts to control Parliament;</li> <li>● prospects for royal absolutism in 1688.</li> </ul>
<p><b>Relations between William and Parliament 1689-1702</b></p>	<ul style="list-style-type: none"> <li>● the Revolution settlement;</li> <li>● the impact of war finance on the powers of Crown and Parliament.</li> <li>● the Act of Settlement 1701.</li> </ul>

## A2 1 Option 3: Liberalism and Nationalism in Europe 1815-1914

Content	Elaboration
<p><b>Liberalism and Nationalism: early ideas and progress 1815-1830</b></p>	<ul style="list-style-type: none"> <li>• the legacy of the French Revolution;</li> <li>• the ideologies of nationalism and liberalism: political, economic and cultural ideas, aims, characteristics and perspectives;</li> <li>• the groups which supported and opposed liberalism and nationalism;</li> <li>• the political, economic, social and cultural reasons why these groups supported and opposed liberalism and nationalism.</li> </ul>
<p><b>Liberalism and Nationalism: Progress and development 1831-1848</b></p>	<ul style="list-style-type: none"> <li>• the political fortunes of liberalism and nationalism in France, the German states, the Italian states and the Hapsburg Empire 1830-31;</li> <li>• the political, cultural, social and economic causes of the 1848 revolutions in France, the German States, the Hapsburg Empire and the Italian States;</li> <li>• the events of the 1848 revolutions and reasons for failure in France the German States, the Hapsburg Empire and the Italian States;</li> <li>• the consequences of the 1848 revolutions in France, the German states, the Hapsburg Empire and the Italian States.</li> </ul>
<p><b>Achievements and gains of Liberalism and Nationalism 1849-1871</b></p>	<ul style="list-style-type: none"> <li>• the role of nationalism and liberalism in the causes, events and consequences of German Unification (1871);</li> <li>• the role of nationalism and liberalism in the causes, events and consequences of Italian Unification;</li> </ul>
<p><b>The changing characteristics of nationalism and the road to WWI</b></p>	<ul style="list-style-type: none"> <li>• the fortunes of nationalism and liberalism in the Austro-Hungarian Empire between 1867-1914;</li> <li>• the changing characteristics of nationalism in Europe until 1914;</li> <li>• the role played by nationalism in the causes of the First World War.</li> </ul>

## A2 1 Option 4: Unionism and Nationalism in Ireland 1800-1900

Content	Elaboration
<p><b>Nationalism: Cultural perspective</b></p>	<ul style="list-style-type: none"> <li>• aims and achievements; role of Young Ireland;</li> <li>• GAA and Gaelic League;</li> <li>• links with revolutionary nationalism: Young Ireland, Fenians, IRB.</li> </ul>
<p><b>Economic perspective</b></p>	<ul style="list-style-type: none"> <li>• aims and achievements of Land League;</li> <li>• links with constitutional nationalism: Parnell and New Departure.</li> </ul>
<p><b>Constitutional perspective</b></p>	<ul style="list-style-type: none"> <li>• aims and achievements of Daniel O’Connell;</li> <li>• Catholic Emancipation, Lichfield House Compact and campaign to repeal the Union;</li> <li>• Butt, Parnell and the Home Rule: aims and achievements;</li> <li>• links between O’Connell and Parnell;</li> <li>• links with cultural and revolutionary nationalism.</li> </ul>
<p><b>Unionism 1800-1900</b></p>	<ul style="list-style-type: none"> <li>• Unionists in the north and south of Ireland;</li> <li>• assessment of motives in upholding the Union: social, economic, political, religious and cultural perspectives;</li> <li>• methods used by Unionists in the north and south to uphold the Union;</li> <li>• links between Unionists in the north and south;</li> <li>• comparisons and contrasts in their motives, methods, organisations, social structure, geographical influences, self-perception.</li> </ul>

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

Content	Elaboration
<p><b>The foreign policy of Tsarist Russia</b></p> <p><b>The advance of Communism outside the USSR and the opponents of Communism</b></p>	<ul style="list-style-type: none"> <li>• Russia’s participation in European affairs, motives and attitudes 1900-1917</li> <li>• Soviet foreign policy in Europe 1917-1941;</li> <li>• Communism as an ideology: political and economic vision;</li> <li>• Soviet motives: promoting world socialist revolution, strengthening the security of the USSR, economic help and foreign trade after the Civil War, significance of ‘Socialism in One Country’;</li> <li>• events in Europe: Soviet perspectives and responses; the impact on relationships between the Soviet Union and democratic governments and Fascist Governments in Europe;</li> <li>• events in Europe after 1945;</li> <li>• Soviet Foreign Policy and the opposition of Democratic governments.</li> <li>• division of Europe into east and west after the Second World War; causes and consequences;</li> <li>• establishment of communist governments in Europe; response of the western governments to these events;</li> <li>• challenges to the communist regimes in Europe; Soviet and western responses;</li> <li>• attempts to reach agreements by Soviet Union and western allies; reasons for and degree of success;</li> <li>• the fall of Communism in Eastern Europe;</li> <li>• the dismantling of the USSR ; reasons why and consequences for the relationship with the western powers.</li> </ul>

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

This unit requires students to engage in **historical enquiry** by investigating specific historical questions, problems or issues and use historical sources critically in their context, deploying information and reaching substantiated conclusions. Through the study of this unit, students should be given the opportunity to develop the ability to ask relevant and significant questions about the past and research them. The assessment of this unit will involve unseen sources and therefore teachers are advised to give their students opportunities to evaluate source material as part of teaching and learning.

Teachers should work with candidates to adopt an investigative approach for the chosen option studied in each unit. Candidates should be supported in asking questions arising from the content and issues studied. For example they should investigate why an event occurred or an issue arose and the impact of it. Candidates should be given opportunities to carry out independent research in answering the questions posed. Contemporary evidence should be evaluated for reliability and utility and used to support or underpin their answers. Later interpretations too should be explored and used to inform the debate.

**This approach should be carried forward in every option studied in this unit. For further guidance please see CCEA's schemes of work to accompany this specification.**

The following learning outcomes are generic and set out the skills to be developed within the unit using the content below as the context.

#### A01

- Recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner.
- Demonstrate their understanding of the past through explanation, analysis and arriving at substantiated judgements of:
  - key concepts such as causation, consequence, continuity, change and significance within an historical context;
  - the relationships between key features and characteristics of the periods studied.

#### A02

- As part of an historical enquiry, analyse and evaluate a range of appropriate source material with discrimination.
- Analyse and evaluate, in relation to the historical context, how aspects of the past have been interpreted and represented in different ways.

## A2 2 Option 1: England 1570-1603

Content	Elaboration
<p><b>Political developments 1570-1603</b></p> <p><b>Elizabethan foreign policy</b></p> <p><b>Religious developments</b></p> <p><b>Economic developments</b></p> <p><b>Social developments</b></p> <p><b>Cultural achievements</b></p>	<ul style="list-style-type: none"> <li>• the role of the Queen;</li> <li>• the importance of the royal court and the Privy Council, ministers, patronage and factions;</li> <li>• conflict and consensus with parliaments;</li> <li>• local government: main features and effectiveness.</li> <li>• relations with France, Scotland, the Netherlands and Spain and Ireland.</li> <li>• Elizabeth's personal religious beliefs; the threat from Catholicism and Elizabeth's response; the threat from the Puritans and Elizabeth's response.</li> <li>• changes in population, prices, agriculture, industry and trade.</li> <li>• the social structure; the causes of poverty and the response of government.</li> <li>• achievements in poetry and drama.</li> </ul>

## A2 2 Option 2: Ireland 1607-1691

Content	Elaboration
<p><b>The Plantation of Ulster</b></p>	<ul style="list-style-type: none"> <li>● Flight of the Earls;</li> <li>● <b>Sir Cahir O'Doherty's rebellion, 1608;</b></li> <li>● objectives of the Plantation and Plantation theory – to impose British political, economic and cultural reforms on Ulster;</li> <li>● <b>terms and conditions of the Plantation;</b></li> <li>● political changes (land confiscations, creation of boroughs), economic changes (allocation of land, demographic changes, urbanisation, commercial developments) and cultural changes;</li> <li>● religious diversification in the official scheme; success or failure of the project;</li> <li>● <b>importance of the unofficial Plantation in Antrim and Down;</b></li> <li>● <b>impact of the Plantation up to 1636.</b></li> </ul>
<p><b>Clash of new English and old English Cultures</b></p>	<ul style="list-style-type: none"> <li>● <b>cultural divisions – the role of the Ulster Plantation in leading to conflict in Ireland between 1609-1687;</b></li> <li>● <b>the fining of London companies in 1630s.</b></li> </ul>
<p><b>Williamite Wars in Ireland 1685-1691</b></p>	<ul style="list-style-type: none"> <li>● <b>the political and religious policies of James II in England and Ireland and their impact 1685-88;</b></li> <li>● Siege of Derry; significance of the Siege;</li> <li>● 1690 Battle of the Boyne: objectives of William, Louis XIV and James, short term consequences of the Boyne;</li> <li>● <b>Battle of Aughrim; significance of the Battle;</b></li> <li>● Treaty of Limerick: terms and significance.</li> </ul>

## A2 2 Option 3: Ireland 1775-1800

Content	Elaboration
<p><b>The rise and fall of the Volunteers 1775-c1789</b></p>	<ul style="list-style-type: none"> <li>• the ideas of Molyneux, Swift, the Patriots;</li> <li>• the impact of the American War of Independence on Irish opinion;</li> <li>• the rise, achievements and limitations of the Volunteers.</li> <li>• the 1782 Constitution;</li> <li>• the reasons for the decline of the Volunteers.</li> </ul>
<p><b>The economic successes 1782-1789</b></p>	<ul style="list-style-type: none"> <li>• the significance of ‘Free trade’; the encouragement given by ‘Grattan’s Parliament’ especially in the linen, woollen, cotton and brewing industries; Foster’s Corn law and its impact on Irish agriculture in science;</li> </ul>
<p><b>The rise and fall of the United Irishmen 1789-1798</b></p>	<ul style="list-style-type: none"> <li>• the impact of the French Revolution on Ireland;</li> <li>• the emergence and development of The United Irishmen; relations with the Defenders and the Orange Order; the causes of the 1798 Rebellion and reasons for its failure.</li> </ul>
<p><b>Economic developments</b></p>	<ul style="list-style-type: none"> <li>• the population boom, the repercussions of war;</li> </ul>
<p><b>The Act of Union</b></p>	<ul style="list-style-type: none"> <li>• the preparations for the passage of the Act of Union; how it was carried through both Parliaments; the main terms.</li> </ul>

## A2 2 Option 4: Partition of Ireland 1900-1925

Content	Elaboration
<b>Home Rule Crisis 1900-1914</b>	<ul style="list-style-type: none"> <li>• the victory of the Liberals in the general elections of 1906 and January and December 1910: implications for home rule;</li> <li>• arguments for and against home rule;</li> <li>• attitudes of the Liberals and Conservative Party towards home rule;</li> <li>• main developments of the Third Home Rule crisis of 1912-1914.</li> </ul>
<b>Political Events 1914-1918</b>	<ul style="list-style-type: none"> <li>• the impact of the First World War on Irish politics;</li> <li>• the reasons for and assessment of the significance of the Easter Rising of 1916;</li> <li>• the General Election of December 1918: reasons for the defeat of the Irish Parliamentary Party; rise of Sinn Fein; British government policy.</li> </ul>
<b>Events in Ireland, 1919-1925</b>	<ul style="list-style-type: none"> <li>• the Government of Ireland Act of 1920: aims and assessment;</li> <li>• the Anglo-Irish War of 1919-1921: circumstances which led to the Truce of July 1921;</li> <li>• the Anglo-Irish Treaty of 1921: the extent to which it met the needs of the negotiating teams; causes and events of the Civil War of 1922-1923, reasons for the success of the Free State Army.</li> <li>• the Government of Northern Ireland: challenges it faced, institutions set up;</li> <li>• 1921-1925: assessment of how the governments responded to problems which confronted them: security, Boundary Commission, economic issues, communal tension, assembling the machinery of government.</li> </ul>

## 4 Scheme of Assessment

### 4.1 Assessment opportunities

Students can choose to be assessed in stages during their AS and A Level courses or to leave all assessment to the end of these courses. The availability of assessment units is shown in Section 2 of the specification.

Students can choose to resit AS and A2 assessment units. The best result for each assessment unit will count towards the AS and A Level qualifications.

Results for each assessment unit can continue to contribute to an AS or A Level qualification while the specification is offered.

### 4.2 Assessment objectives

The assessment objectives of the specification are listed below:

#### AO1

- Recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner.
- Demonstrate their understanding of the past through explanation, analysis and arriving at substantiated judgements of:
  - key concepts such as causation, consequence, continuity, change and significance within an historical context;
  - the relationships between key features and characteristics of the periods studied.

#### AO2

- As part of an historical enquiry, analyse and evaluate a range of appropriate source material with discrimination.
- Analyse and evaluate, in relation to the historical context, how aspects of the past have been interpreted and represented in different ways.

### 4.3 Assessment objective weightings

The assessment objective weightings for each assessment unit and the overall AS and A Level qualifications are set out in the table below.

Assessment objective	Assessment Units				Overall	
	AS 1	AS 2	A2 1	A2 2	AS	A Level
AO1	40%	100%	50%	50%	70	60
AO2	60%	0%	50%	50%	30	40

## 4.4 Nature of assessment units

The assessment units which make up the AS and full A level awards are described below:

### Assessment Unit 1

This assessment unit will take the form of a 90 minute examination during which candidates will be expected to answer two questions, one of which involves the evaluation of sources, historical enquiry and interpretation.

### Assessment Unit 2

This assessment unit will take the form of a 90 minute examination during which candidates will be expected to answer two questions. Each question will involve a short response and a long response.

### Assessment Unit 3

This assessment unit will take the form of a 75 minute examination during which candidates will be expected to answer one question. Candidates will be expected to show synoptic understanding and demonstrate knowledge and understanding over a period of 100 years.

### Assessment Unit 4

This assessment unit will take the form of a 120 minute examination during which candidates will be expected to show synoptic understanding by answering one compulsory question involving evaluation of sources, historical enquiry and one essay question involving historical enquiry and interpretation.

## 4.5 Quality of written communication

Assessment in AS and A Level qualifications in History requires students to demonstrate their quality of written communication. In particular, students are required to:

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

Students' quality of written communication is assessed qualitatively as an integral part of those questions or tasks requiring responses in extended written form ie AS 1 Q.1 and Q.2 (c), AS 2 Q. (ii), A2 1 – all questions and A2 2 Q.2. Quality of written communication will be assessed within assessment objective AO1.

## 4.6 Synoptic assessment

Both A2 assessment units include an element of synoptic assessment. These allow students to demonstrate expertise in the essential knowledge, understanding and skills of History.

In History synoptic assessment requires students to demonstrate that they can draw together knowledge and skills in order to demonstrate overall historical understanding. It involves the explicit assessment of understanding of the connections between the essential characteristics of historical study including the following perspectives:

- change and/or development over a period of time sufficient to demonstrate understanding of the process of change, both long term (100 years) and short term;
- comprehending, analysing and evaluating how the past has been interpreted and represented in different ways, for example, in historians' debates.

## 4.7 Stretch and challenge

The A2 assessment units provide opportunities for stretch and challenge. This is achieved by:

- the inclusion of a long response question in A21 requiring students to target the requirements of all assessment objectives and display synoptic understanding;
- the inclusion of questions in units A21 and A22 which address the higher order skills in source evaluation and essay responses.

## 4.8 Reporting and grading

The results of individual assessment units are reported on a uniform mark scale that reflects the assessment weighting of each unit.

AS qualifications are awarded on a five grade scale from A to E with A being the highest. A Level qualifications are awarded on a six grade scale from A\* to E with A\* being the highest. We determine the AS and A Level grades awarded by aggregating the uniform marks obtained on individual assessment units. To be awarded an A\*, candidates will need to achieve a grade A on their full A level qualification and an A\* on the aggregate of their A2 units. For students who fail to attain a grade E, we report their results as unclassified (U).

The grades we award match the performance descriptions published by the regulatory authorities (See Section 5.4).

## 5 Links

### 5.1 Support materials

CCEA currently provides the following materials to support this specification:

- specimen papers and mark schemes;
- a resource list.

These are available in hard copy and to download from the CCEA website, [www.ccea.org.uk](http://www.ccea.org.uk).

We will expand our range of support materials to include:

- schemes of work for every unit and every option;
- examination techniques and approaches;
- Annual Chief Examiner's report (biannual for those units sat in January).

Details of CCEA's Annual Support Programme of events and materials for History can be found on the CCEA website, [www.ccea.org.uk](http://www.ccea.org.uk).

### 5.2 Curriculum objectives

This specification addresses and builds upon the broad curriculum objectives for Northern Ireland, England and Wales. In particular, it allows students to:

- develop as individuals and in their roles as contributors to society the economy and the environment by investigating aspects of the past and relating them to the world they live in today. The A2 2 unit requires all candidates to study British or Irish History and so facilitates an understanding and appreciation of how the institutions and governments of Britain or Ireland have evolved to the present day;
- address moral, ethical and social issues in investigating the motives of individuals, countries and governments in their decisions and actions; and the impact of these;
- investigate economic and cultural aspects of the society or issues studied;
- adopt a skills based approach to their study of content as set out in the assessment objectives. The skills to be developed and displayed are:
  - the ability to analyse and evaluate evidence reaching conclusions and judgements;
  - the ability to present arguments or debates in a logical and clear manner;
  - to think and research critically, drawing rational conclusions based on evidence.

These are transferable skills which can be adapted to all work related contexts and are highly valued by employers.

### 5.3 Key skills

All units of the specification provide opportunities for the development of the following nationally recognised Key Skills at Level 3.

- Communication;
- Information and Communication Technology;
- Working with Others;
- Improving own Learning and Performance;
- Problem Solving.

### 5.4 Performance descriptions

Performance descriptions for the AS and A2 judgemental A/B and E/U boundaries can be obtained from the QCA website [www.qca.org.uk](http://www.qca.org.uk).

### 5.5 Examination entries

The following entry codes apply to individual assessment units and the overall AS and A Level cash-ins in History:

AS 1	AAH11 (5 options)
AS 2	AAH12 (6 options)
AS cash-in	S4012
A2 1	AAH21 (5 options)
A2 2	AAH22 (4 options)
A level cash-in	A4012

You can view details of how to make entries on our website. Alternatively, you can contact our Entries, Results and Certification Team using the details provided in Section 5.8.

### 5.6 Students with particular requirements

We have designed this specification to minimise the need to adjust the assessment of students who have particular requirements. Details of the arrangements you can make for such students are available in the Joint Council for Qualifications document *Access Arrangements and Special Consideration: Regulations and Guidance Relating to Candidates Who Are Eligible for Adjustments in Examinations*.

### 5.7 Disability Discrimination Act (DDA)

AS/A Levels often require assessment of a broad range of competences. This is because they are general qualifications and, as such, prepare candidates for a wide range of occupations and higher level courses.

The revised AS/A Level qualification and subject criteria were reviewed to identify whether any of the competences required by the subject presented a potential barrier to any disabled candidates. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject. The findings of this process were discussed with disability groups and with disabled people.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments. For this reason, very few candidates will have a complete barrier to any part of the assessment. Information on reasonable adjustments is found in the Joint Council for Qualifications document *Access Arrangements and Special Consideration: Regulations and Guidance Relating to Candidates Who are Eligible for Adjustments in Examinations*.

Candidates who are still unable to access a significant part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award. They would be given a grade on the parts of the assessment they have taken and there would be an indication on their certificate that not all of the competences have been addressed. *This will be kept under review and may be amended in the future.*

## 5.8 Contact Details

The following list provides contact details for relevant members of CCEA staff:

- Specification Support Officer: Arlene Ashfield  
(telephone: (028) 9026 1200, extension 2291, email: [aashfield@ccea.org.uk](mailto:aashfield@ccea.org.uk))
- Officer with Subject Responsibility: **Clare McAuley**  
(telephone: (028) 9026 1200, extension 2906, email: [cmcauley@ccea.org.uk](mailto:cmcauley@ccea.org.uk))
- Examination Entries, Results and Certification  
(telephone: (028) 9026 1262, email: [entriesandresults@ccea.org.uk](mailto:entriesandresults@ccea.org.uk))
- Examiner Recruitment  
(telephone: (028) 9026 1243, email: [appointments@ccea.org.uk](mailto:appointments@ccea.org.uk))
- Distribution (past papers and support materials)  
(telephone: (028) 9026 1242, email: [cceadistribution@ccea.org.uk](mailto:cceadistribution@ccea.org.uk))
- Support Events Administration  
(telephone: (028) 9026 1401, email: [events@ccea.org.uk](mailto:events@ccea.org.uk))
- Information Section (including Freedom of Information requests)  
(telephone: (028) 9026 1200, email: [info@ccea.org.uk](mailto:info@ccea.org.uk))
- Business Assurance (appeals)  
(telephone: (028) 9026 1244, email: [appealsmanager@ccea.org.uk](mailto:appealsmanager@ccea.org.uk)).

**Summary of Amendments since First Issue**

(all significant document amendments are marked in red)

<b>Revision History Number</b>	<b>Date of Change</b>	<b>Page Number</b>	<b>Change Made</b>
Version 1	N/A	N/A	First issue
Version 2	19 May 2009	7	Change of availability for <b>A2 1</b>
Version 2	19 May 2009	30	Amendment to <b>A2 2 Option 2: Ireland 1607-1691: Williamite Wars in Ireland</b>
Version 2	19 May 2009	37	Change to contact details
Version 3	5 August 2010	7	Amendments to Unit column
Version 3	5 August 2010	13	Amendments and deletions to <b>AS 1 Option 4</b>
Version 3	5 August 2010	16	Amendments and deletions to <b>AS 2 Option 2</b>
Version 3	5 August 2010	19	Amendment and date change to <b>AS 2 Option 5</b>
Version 3	5 August 2010	23	Amendment to layout and date change to <b>A2 1 Option 2</b>
Version 3	5 August 2010	27	Title amended in <b>A2 1 Option 5</b>
Version 3	5 August 2010	30	Amendments and deletions to <b>A2 2 Option 2</b>
Version 3	5 August 2010	38	Amendments made to <b>Contact Details</b>