

A/AS

HISTORY SYLLABUSES

1996

GB Z-50(1,96)

A/AS history syllabuses / [School Curriculum and Assessment Authority (SCAA)]. - [London] : SCAA, 1996. - [56] Bl.

Summary of GCE A and AS history syllabuses approved for 1996

Lehrplan-Nr. SCAA\58948\1

96/1878

Georg-Eckert-Institut BS78



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GB
Z-50(1,96)

INTRODUCTION

This is a summary of GCE A and AS History Syllabuses approved for 1996. Recipients should be aware that this list is neither prescriptive nor exhaustive. For detailed copies of their most recent syllabuses interested parties should contact the Examining Boards.

Georg-Eckert-Institut
für internationale
Schulbuchforschung
Braunschweig
-Schulbuchbibliothek-

INSTRUKTION

Das Institut für internationale Schulbuchforschung
ist ein Teil des Georg-Eckert-Instituts für
Schulbuchforschung an der Universität
Braunschweig. Es ist eine der größten
Schulbuchbibliotheken der Welt.

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HISTORY A/AS SYLLABUSES

AEB

- A Level History Syllabus 0630
History (Alternative) Syllabus 0673
Economic and Social History Syllabus 0620
- AS History Syllabus 0990, English and European History, 1450-1760
History Syllabus 0991, British and European History, c1760-1980
History Syllabus 0992, Aspects of World History
History Syllabus 0989, Economic and Social History

COSSEC

- AS History

NEAB

- A Level History Syllabus A
Syllabus B British Economic and Social History
History Syllabus C
Modern Irish History Syllabus WX
History Syllabus YZ Democratic & Totalitarian Regimes
- AS History Syllabus A
History Syllabus B, Economic and Social
History Syllabus C
History Syllabus W, The Irish in Great Britain 1815-1914
History Syllabus X, History, Literature, and the Irish Identity
History Syllabus Y, Totalitarian Regimes
History Syllabus Z, Liberal Democracies
Economic Change and Society

NISEAC

- A Level History

OCSEB

A Level History

UODLE

A Level History

AS History

UCLES

A Level History
History, Cambridge History Project: Option 1
History, Cambridge History Project: Option 2 (Restricted Approval)

AS History, Cambridge History Project: Option 1
History, Cambridge History Project: Option 2 (Restricted Approval)

ULEAC

A Level History Syllabus A
History Syllabus B
History Syllabus D
History Syllabus E
History (Mode 2 Ridgeway) (Restricted Approval) (To 1995 only)

AS History
History (Mode 2 Ridgeway) (Restricted Approval) (To 1995 only)

WJEC

A Level History Syllabus A
History Syllabus B

AEB

A Level

History Syllabus 0630
History (Alternative) Syllabus 0673
Economic and Social History Syllabus 0620

AS

History Syllabus 0990, English and European History, 1450-1760
History Syllabus 0991, British and European History, c1760-1980
History Syllabus 0992, Aspects of World History
History Syllabus 0989, Economic and Social History

AEB A LEVEL HISTORY (Syllabus 0630)

Aims and Objectives: Common Core

Scheme of Assessment:

Written Papers

Paper 1: Period Study (Options 1-4)
3hrs; 50%
Candidates do 4 essay questions

Paper 2: Depth Study (Options 5-9)
3hrs; 50%
Section A: Compulsory question on an unseen source
Section B: Compulsory question based on unseen sources
Section C: 7 essay questions
Candidates do sections A and B and 2 essays from section C

Other Components: None

Content/Options:

Period Study: Option 1: English and European History 1450-c1760
Option 2: British and European History c1760-1980
Option 3: History of the USA, 1783-1974
Option 4: Aspects of World History since 1945

Content is given in some detail for each option

Depth Study: Option 5: England during the Henrican Reformation 1525-1547
Option 6: The Civil Wars and Interregnum 1637-1660
Option 7: British Politics, Economy and Society 1830-1850
Option 8: The Russian Revolution 1914-1933
Option 9: National Socialist Germany 1933-1945

Brief statement on nature of option and main content

Guidance: Notes of guidance for Defined Topic Areas in Options 1 and 2 are sent to teachers

AEB A LEVEL HISTORY (ALTERNATIVE) (Syllabus 0673)

Aims and Objectives: Common Core plus

Scheme of Assessment:

Written Papers

Paper 1: Either Period Study (Options 1-4 from Syllabus 0630)
3hrs; 50%
Candidates do 4 essay questions

Or:

Period Study (British Economic and Social History c1750-1875 from Syllabus 0620)
3 hours; 50%
Section A: 2 statistically based questions
Section B: 10 essay questions
Candidates do 1 question from Section A + 3 essays

Paper 2: Historical Method
3hrs; 25%
Section 1: 4 questions on historical sources on unseen topics
Section 2: 3 essay questions on historical sources
Section 3: 4 essay questions on the nature of history
Candidates do one question from each section

Other Components: Personal Study
25%; 4-6000 words
Topics chosen by candidates, marked by teacher, moderated by board

Content/Options:

Period Study:
Option 1: English and European History 1450-c1760
Option 2: British and European History c1760-1980
Option 3: History of the USA, 1783-1974
Option 4: Aspects of World History since 1945
Option 5: British Economic and Social History c1750-1875

Guidance: Teacher and pupil guidelines on the Personal Study

AEB A LEVEL ECONOMIC AND SOCIAL HISTORY (Syllabus 0620)

Aims and Objectives: Common Core

Scheme of Assessment:

Written Papers

Paper 1: The Period Study
3 hours; 50%
Section A: 2 statistically based questions
Section B: 10 essay questions
Candidates do 1 question from Section A & 3 essays

Paper 2: The Depth Study
3 hours; 50%
Sections A & B are alternative depth studies and consist of 2 questions based on primary sources and 6 essay questions
Section C is based on the nature and methods of history and contains 4 essay questions
Candidates do 4 questions, three from A or B (including 1 source question) and 1 from C

Other Components: None

Content/Options:

Period Study: British Economic and Social History c1750-1875

Eight nominated topics given in detail with a guaranteed question on each topic

Depth Study: A: British Economic Performance c1880-1939
B: Social Welfare in England and Wales c1900-1948

AEB AS HISTORY (Syllabuses 0990, 0991, 0992)

Aims and Objectives: Common Core

Scheme of Assessment:

Written Papers

Paper 1: 2¼ hours; 75%
Candidates do 3 essay questions

Other Components: Individual Assignment
25%; c2000 words
Written assignment based on primary sources
Opportunity for candidate to do more than one and submit the best
Need not be based on part of the course content
Teacher marked; board moderated

Content/Options:

Syllabus 0990: English and European History 1450 c1760
Syllabus 0991: British and European History c1760-1980
Syllabus 0992: Aspects of World History since 1945

Details of content and allocation of questions on each are given in some detail.

Comment: These ASs are based on half the A level and use the A level outline papers.

AEB AS ECONOMIC AND SOCIAL HISTORY (Syllabus 0989)

Aims and Objectives: Common Core

Scheme of Assessment:

Written Papers

Paper 1: 2 hours; 75 %
Section A: 2 statistically based questions
Section B: 10 essay questions
Candidates do 1 question from Section A + 2 essays

Other Components: Individual Assignment
25%; c2000 words
Written assignment based on primary sources
Opportunity for candidate to do more than one and submit the best
Need not be based on part of the course content
Teacher marked; board moderated

Content/Options:

Paper 1: British Economic and Social History c1750-1875
Eight nominated topics given in detail with a guaranteed question on each topic.

Comments: This AS is based on half the A level and it uses one of the A level papers.

COSSEC

AS

History

COSSEC AS HISTORY

Aims and Objectives: Common Core plus

Scheme of Assessment:

Paper 1: Period Studies (Options 1-4)
2¼ hours; 50%
Section A: Compulsory source question on theme 1 of each option
Section B: Four questions on themes 2-5 of each option.
Candidates do 1
Section C: Five questions, one on each theme. Candidates do 1

Other Components: Individual Study
50%
Chosen by candidate and approved by board
Marked by the board.

Content/Options:

4 Options:

- 1: Society in Change: Revolutions in Seventeenth-Century England.
- 2: Society in Change: Britain and the Industrial Revolution.
- 3: Society in Change: Britain in the Twentieth Century.
- 4: Society in Change: Europe 1917 to 1939.

Each option is divided into 5 themes.

NEAB

A Level

History Syllabus A
Syllabus B British Economic and Social History
History Syllabus C
Modern Irish History Syllabus WX
History Syllabus YZ Democratic & Totalitarian Regimes

AS

History Syllabus A
History Syllabus B, Economic and Social
History Syllabus C
History Syllabus W, The Irish in Great Britain 1815-1914
History Syllabus X, History, Literature and the Irish Identity
History Syllabus Y, Totalitarian Regimes
History Syllabus Z, Liberal Democracies
Economic change and Society

NEAB A LEVEL HISTORY (SYLLABUS A)

Aims and Objectives: Common Core plus

Scheme of Assessment:

Written Papers:

Paper 1: 2½ hours; 37.5%
All alternatives comprise 3 parts with exception of Alternative NG which comprises two parts
Part 1: one source based question containing 3 sub questions
Part 2: c5 structured/essay question
Part 3: c5 structured/essay question
Candidates do one question from each part, except for Alternative NG for which candidates answer one question from Part One and two further questions chosen from two of the options in Part Two.

Paper 2: 2½ hours; 37.5%
All alternatives comprise 3 parts
Part 1: one source based question containing 3 sub-questions
Part 2: c6 structured/essay question
Part 3: c6 structured/essay question
Candidates do question 1 and choose any two questions from parts 2 and 3

Other Components: Personal Study
25%; c4000 words
Topics must be approved
Teacher marked; board moderated

Content/Options:

Paper 1:	Alternative NA	Crusading Europe, 1046-1223
	Alternative NB	Europe in Transition, c1470-c1650
	Alternative NC	Absolutist States in Europe, c1640-c1790
	Alternative ND	Revolution, Conservatism and Nationalism in Europe, 1789-1871
	Alternative NE	Rivalry and Conflict in Europe, 1870-1939
	Alternative NF	The Reconstruction of Europe in the Twentieth Century, 1914-1985
	Alternative NG	The Modern World, 1945-1985

Paper 2:	Alternative NH	Britain, 1066-1216
	Alternative NJ	Britain, 1485-1603
	Alternative NK	Britain, 1603-1714
	Alternative NL	Britain, 1713-1830
	Alternative NM	Britain, 1783-1906
	Alternative NN	Britain, 1851-1951
	Alternative NO	British Economic and Social History, c1700-c1914
	Alternative NP	The United States, 1877-1980

Comments: This syllabus is 2 AS syllabuses (Papers 1+2 merged together)

NEAB A LEVEL BRITISH ECONOMIC & SOCIAL HISTORY (Syllabus B)

Aims and Objectives: Reference back to aims of History Syllabus A
No Objectives

Scheme of Assessment:

Written Papers:

Paper 1: British Economic & Social History 1700-1850
3hrs; 50% OR 2¼hrs; 37½% (see below)
Section A: 2 questions based on extracts
Section B: 12 questions
Candidates do four questions including one from Section A

Paper 2: British Economic & Social History 1850-1951
3hrs; 50%
As Paper 1

Other Components: Optional Personal Study
12½%; 3-4000 words
In place of one question from Paper 1 Section B
Topics must be approved
Marked by teacher; moderated by board

Content/Options:

Paper 1: British Economic & Social History 1700-1850

Paper 2: British Economic & Social History 1850-1951

Details of main themes of each paper are provided.

NEAB A LEVEL HISTORY (SYLLABUS C)

Aims and Objectives: Common Core plus

Scheme of Assessment:

Written Papers:

Paper 1: 3 hours; 50%
All alternatives comprise 4 parts with the exception of Alternative NG which comprises three parts.
Part 1: one source based question containing 3 sub-questions
Part 2: one compulsory question containing 2 sub-questions
Part 3: c5 structured/essay questions
Part 4: c5 structured/essay questions
Candidates answer 4 questions, one each from Parts 1, 2, 3 and 4, except for Alternative NG for which candidates will be required to answer Question 1 on Part One. Question 2 in Part Two and two further questions taken from two of the option in Part Three.

Paper 2: 3 hours; 50%
Part 1: one source based question containing 3 sub-questions
Part 2: 2 questions each containing 3 sub-questions
Part 3: c5 structured/essay questions
Part 4: c5 structured/essay questions
Candidates do 4 questions, one from Part 1, one from Part 2 and two questions from Parts 3 and 4

Other Components: None

Content/Options:

Paper 1:	Alternative NA	Crusading Europe, 1046-1223
	Alternative NB	Europe in Transition, c1470-c1650
	Alternative NC	Absolutist States in Europe, c1640-c1790
	Alternative ND	Revolution, Conservatism and Nationalism in Europe, 1789-1871
	Alternative NE	Rivalry and Conflict in Europe, 1870-1939
	Alternative NF	The Reconstruction of Europe in the Twentieth Century, 1914-1985
	Alternative NG	The Modern World, 1945-1985

Paper 2:	Alternative NH	Britain, 1066-1216
	Alternative NJ	Britain, 1485-1603
	Alternative NK	Britain, 1603-1714
	Alternative NL	Britain, 1713-1830
	Alternative NM	Britain, 1783-1906
	Alternative NN	Britain, 1851-1951
	Alternative NO	British Economic and Social History, c1700-1914
	Alternative NP	The United States, 1877-1980

Comments:

Aims, assessment objectives and content of syllabuses A and C are common. Question papers are also common except that question papers for syllabus C include an additional part (Part Two), containing a compulsory question.

NEAB A LEVEL MODERN IRISH HISTORY (SYLLABUS WX)

Aims and Objectives: Common Core plus

Scheme of Assessment:

Written Papers:

Paper 1: The Irish in Great Britain
3 hours; 35 %
Part 1: Compulsory question on sources (15%)
Part 2: c6 structured/essay questions (10%)
Part 3: c6 structured/essay questions (10%)
Candidates do one question from each part

Paper 2: History, Literature and the Irish Identity 1890-1926
3 hours; 35 %
Part 1: Compulsory question on sources (15%)
Part 2: c6 structured/essay questions (10%)
Part 3: c6 structured/essay questions (10%)
Candidates do one question from each part

Other Components: Personal Study
30%; c4000 words on topics in Paper 1 or Paper 2
Topic submitted for approval
Teacher marked; board moderated

Content/Options:

Paper 1: The Irish in Great Britain
Part 1: Contemporary perceptions of the Irish
Part 2: Migration from Ireland
Part 3: Irish Communities in Britain

Paper 2: History, Literature and the Irish Identity
Part 1: Irish Writers' Perceptions of the Irish Nation
Part 2: Politics, Literature and National Identity 1890-1926
Part 3: Irish Writers and National Identity in Ireland

For each part the main issues are identified
Broad themes are also identified for each paper

Comments: This syllabus is 2 AS syllabuses (Papers 1 & 2 merged)

NEAB A LEVEL HISTORY (SYLLABUS YZ) Democratic & Totalitarian States

Aims and Objectives: Common Core plus

Scheme of Assessment:

Written Papers:

Paper 1: Liberal Democracies
3hrs; 35%
Part 1: Compulsory question on sources (15%)
Part 2: 3 Sections of 2 structured/essay questions each (10%)
Part 3: 3 Sections 2 structured/essay questions each (10%)
Candidates do one question from each part

Paper 2: Totalitarian Regimes in the 20th Century
3hrs; 35%
Part 1: Compulsory question on sources (15%)
Part 2: Section A: 6 structured/essay questions
Section B: 6 structured/essay questions
Section C: 2 questions
Candidates do part 1 and 2 other questions from any 2 sections

Other Components: Personal Study
30%; c4000 words on topics in Paper 1 or 2
Topic submitted for approval
Teacher marked; board moderated

Content/Options:

Paper 1: Liberal Democracies
Part 1: The Emergence of Democracies
Part 2: The Development of Democracies
Section A: Britain 1867-1931
Section B: France 1848-1914
Section C: The United States 1840-1914
Part 3: Democracies in Action
Section A: The role of the State
Section B: Opposition and Minority Groups
Section C: The Conduct of Foreign Policy

Detailed content provided and 2 topics identified for each section in part 3.

Paper 2:

Totalitarian Regimes in the 20th Century

Part 1: Totalitarian Ideologies

Part 2: Totalitarian Regimes in Action

Section A: USSR 1929-1953/China 1949-1976

Section B: Germany 1933-1945/Italy 1922-1945

Section C: Detailed Comparative Analysis

Content is defined in terms of questions/issues to be studied.

Comments:

Consists of 2 AS syllabuses (Papers 1+2) merged together

NEAB AS HISTORY (Syllabus A)

Aims and Objectives: Common Core plus

Scheme of Assessment:

Written Paper:

Period Studies (Alternative NA-NP)

2½ hours; 75%

All alternatives comprise 3 parts with the exception of Alternative NG which comprises 2 parts.

Part 1: one source based question containing 3 sub questions

Part 2: C5 structured/essay questions

Part 3: C5 structured/essay questions

Candidates answer 3 questions, one from part 1 and two from parts 2 and 3, except for Alternative NG for which candidates answer one question from Part One and two further questions chosen from two of the options in Part Two.

Other Components:

Source Appraisal Essay;

25%; 1500-2000 words;

Topics must be approved;

Teacher marked, board moderated

Content/Options:

Period Studies:

Alternative NA	Crusading Europe, 1046-1223
Alternative NB	Europe in Transition, c1470-c1650
Alternative NC	Absolutist States in Europe, c1640-c1790
Alternative ND	Revolution, Conservatism and Nationalism in Europe, 1789-1871
Alternative NE	Rivalry and Conflict in Europe, 1870-1939
Alternative NF	The Reconstruction of Europe in the Twentieth Century, 1914-1985
Alternative NG	The Modern World, 1945-1985
Alternative NH	Britain, 1066-1216
Alternative NJ	Britain, 1485-1603
Alternative NK	Britain, 1603-1714
Alternative NL	Britain, 1713-1830
Alternative NM	Britain, 1783-1906
Alternative NN	Britain, 1851-1951
Alternative NO	British Economic and Social History, c1700-c1914
Alternative NP	The United States, 1877-1980

Guidance:

Instructions and Guidance for teachers on Source Appraisal Essay.

Comments:

These AS options are half the A level.

NEAB AS HISTORY (Syllabus B)

Aims and Objectives: Reference back to aims of syllabus A
No Objectives

Scheme of Assessment:

Written Papers:

Paper 1: Outline (Option I or II)
3hrs; 100% OR 2¼hrs; 75% (see below)
Section A: 2 questions based on documents
Section B: 12 questions
Candidates do four questions including one from Section A

Other Components: Optional Personal Study
25%; 3-4000 words
In place of one question from Paper 1 Section B
Topics must be approved
Marked by teacher; moderated by board

Content/Options:

Option 1: British Economic & Social History I 1700-1850
Option 2: British Economic & Social History II 1850-1951

Details of main themes of each paper are provided.

Comments: These AS options are half the A level.

NEAB AS HISTORY (Syllabus C)

Aims and Objectives: Common Core

Scheme of Assessment:

Written Paper:

Paper 1: Period Studies (Options NA-NG)
3 hours; 100%
All alternative comprise 4 parts with the exception of Alternative NG which comprises three parts
Part 1: one source based question containing 3 sub-questions
Part 2: one compulsory question containing 2 sub-questions
Part 3: c5 structured/essay questions
Part 4: c5 structured/essay questions
Candidates answer 4 question, one from parts 1, 2, 3 and 4, except for Alternative NG for which candidates will be required to answer Question 1 on Part One. Question 2 in Part Two and two further questions taken from two of the options in Part Three.

Content/Options:

Period Studies:

Alternative NA	Crusading Europe, 1046-1223
Alternative NB	Europe in Transition, c1470-c1650
Alternative NC	Absolutist States in Europe, c1640-c1790
Alternative ND	Revolution, Conservatism and Nationalism in Europe, 1789-1871
Alternative NE	Rivalry and Conflict in Europe, 1870-1939
Alternative NF	The Reconstruction of Europe in the Twentieth century, 1914-1985
Alternative NG	The Modern World, 1945-1985

Comments: These AS options are half the A level.

NEAB AS HISTORY (Syllabus W) The Irish In Great Britain 1815-1914

Aims and Objectives: Common Core plus

Scheme of Assessment:

Written Papers:

Paper 1: 3hrs; 70%
Part 1: Compulsory question on sources (30%)
Part 2: c6 structured/essay questions (20%)
Part 3: c6 structured/essay questions (20%)
Candidates do one question from each part

Other Components: Source Appraisal Essay
30%; 1500-2000 words
On topics in syllabus
Topic submitted for approval
Teacher marked; board moderated

Content/Options:

Part 1: Contemporary Perceptions of the Irish
Part 2: Migration from Ireland
Part 3: Irish Communities in Britain

For each part the main issues are identified.
Broad themes are also identified for each paper.

Comments: This is a free standing syllabus that can be combined with syllabus X to create an A level.

NEAB AS HISTORY (Syllabus X) History, Literature and the Irish Identity 1890-1926

Aims and Objectives: Common Core plus

Scheme of Assessment:

Written Papers:

Paper 1: 3hrs; 70%
Part 1: Compulsory question on sources (30%)
Part 2: c6 structured/essay questions (20%)
Part 3: c6 structured/essay questions (20%)
Candidates do one question from each part

Other Components: Source Appraisal Essay
30%; 1500-2000 words
On topics in syllabus
Topic submitted for approval
Teacher marked; board moderated

Content/Options:

Part 1: Irish Writers' Perceptions of the Irish Nation
Part 2: Politics, Literature and National Identity 1890-1926
Part 3: Irish Writers and National Identity in Ireland

For each part the main issues are identified.
Broad themes are also identified for each paper.

Comments: This is a free standing syllabus that can be combined with syllabus W to create an A level.

NEAB AS HISTORY (Syllabus Y) Liberal democracies

Aims and Objectives: Common Core plus

Scheme of Assessment:

Written Papers:

Paper 1: 3hrs; 70%
Part 1: Compulsory question on sources (30%)
Part 2: 3 Sections each with 2 structured/essay questions (20%)
Part 3: 3 Sections each with 2 structured/essay questions (20%)
Candidates do one question from each part

Other Components: Source Appraisal Essay
30%; 1500-2000 words
On topics in syllabus
Topic submitted for approval
Teacher marked; board moderated

Content/Options:

Part 1: The Emergence of Democracies
Part 2: The Development of Democracies
Section A: Britain 1867-1928
Section B: France 1848-1914
Section C: The United States 1840-1914
Part 3: Democracies in Action
Section A: The role of the State
Section B: Opposition and Minority Groups
Section C: The Conduct of Foreign Policy

Detailed content provided and 2 topics identified for each section in part 3.

Comments: This is a free standing syllabus that can be combined with syllabus Z to create an A level.

NEAB AS HISTORY (Syllabus Z) Totalitarian Regimes in the Twentieth Century

Aims and Objectives: Common Core plus

Scheme of Assessment:

Written Papers:

Paper 1: 3 hours; 70%
Part 1: Compulsory question on sources (30%)
Part 2: Three Sections:
Section A: 6 structured/essay questions
Section B: 6 structured/essay questions
Section C: 2 questions
Candidates do part 1 and 2 other questions from any 2 sections

Other Components: Source Appraisal Essay
30%; 1500-2000 words
On topics in syllabus
Topic submitted for approval
Teacher marked; board moderated

Content/Options:

Part 1: Totalitarian Ideologies
Part 2: Totalitarian Regimes in Action
Section A: USSR 1929-1953 China 1949-1976
Section B: Germany 1933-1945 Italy 1922-1945
Section C: Detailed Comparative Analysis

Content is defined in terms of questions/issues to be studied.

Comments: This is a free standing syllabus that can be combined with syllabus Y to create an A level.

NEAB AS ECONOMIC CHANGE AND SOCIETY

Aims and Objectives: Common Core plus

Scheme of Assessment:

Written Papers:

Paper 1: Test on Topics A and B
3hrs; 50%
Part 1: Compulsory data-response question (25%)
Part 2: 6 essay questions, candidates do 2.

Other Components: Coursework Assignments, Topics C-K
50%;
Either 4 assignments of 1000 words each or 2 of 1000 words and 1 of 2000 words, or the equivalent.
Assignments must cover all 4 optional topics
Teacher marked; board moderated

Content/Options:

Core Topic A: The experience of economic and social change in Britain since c1940

Core Topic B: Influences on the pace and direction of economic and social change in Britain since c1940

Details are provided for each topic.

Optional Topics:

- C: The Revolution in Transport
- D: Leisure or Tourism
- E: Local Trends in Manufacturing
- F: Growth and Employment in Retailing and Consumer Services
- G: Energy and Economic Growth
- H: Agriculture and Rural Society
- J: Social Problems Arising from Economic Change
- K: Other approved topics developed by centres

The syllabus includes a framework. Exemplar content is provided for one of the options.

NISEAC

A Level

History

NISEAC A LEVEL HISTORY

Aims and Objectives: Common Core

Scheme of Assessment:

Written Papers:

Paper 1: Outline Paper
3 hours; 50%
12 essay questions
Candidates answer 4

Paper 2: Special Subject Paper
3 hours; 50%
Compulsory document based question (25%)
c6 essays
Candidates answer 2

Other Components: None

Content/Options:

Outline Papers:

Either: British & Irish History c1485-c1603
British & Irish History c1603-c1714
British & Irish History c1714-c1815
British & Irish History c1815-c1900
British & Irish History c1900-c1964

or:

European History c1494-c1598
European History c1598-c1715
European History c1715-c1815
European History c1815-c1914
European History c1914-c1964

Special Subject Options:

- 1: Anglo-Spanish Conflict and the Armada
- 2: The Duke of Marlborough: His Life and Times c1685-1714
- 3: Radical Politics in Ireland c1789-c1798
- 4: Revolutionary Government and Terror in France c1789-c1795
- 5: German Unification c1862-c1871
- 6: Ireland c1912-c1923
- 7: The Great Irish Famine: 1845-9
- 8: The Economic and Social History of the United Kingdom: 1919-1939

OCSEB

A Level

History

OCSEB HISTORY 9625/8470

OPTION A

- Paper A 40%; 2½ hrs
Outline (Papers 1-7)
3 from 36 essays
- Paper B 40%; 2½ hrs
Special subject papers (Papers 22-33); 3 sections
A: 1 from 2 questions on extracts on a pre-notified area of study
B: 1 from 3 essay questions related to pre-notified area of investigation
C: 1 from 4 essays
- Paper C 20%; 4000 words
Individual study (Paper 46)
Pre-notified title
Board marked

OPTION B

- Paper A 40%; 2½ hrs
Outline (Br + USA) (Papers 15, 16, 17 or 21); 2 sections
A: 2 from 36 essay questions
B: 1 from 5 source-based questions on pre-notified area of study
- Paper B 40%; 2½ hrs
Outline (Europe + USA) (Papers 18, 19, 20 or 21); 2 sections
A: 2 from 36 essay questions
B: 1 from 5 source-based questions on pre-notified area of study
- Paper C 20%; 4000 words
Individual study (Paper 46)
Pre-notified title
Board marked

OPTION C

- Paper A 40%; 2½ hrs
Outline (Papers 1-7)
3 from 36 essays

Paper B
30%; 1 hr 40 mins
Outline (Papers 8-14)
2 from 36 essays

Paper C
30%; 1 hr 40 mins
Special Subjects (Papers 34-45); 2 sections
A: 1 from 2 extract questions
B: 1 from 3 essay questions

No individual study

AS

Paper A
80%; 2½ hrs
Outline (Papers 15-21); 2 sections
A: 2 from 36 essays
B: 1 from 5 source-based questions

Paper B
20%; 4000 words
Individual study (Paper 47)
Pre-notified title
Board marked

UODLE

A Level

History

AS

History (To be examined for the last time in 1996)

UODLE: HISTORY 9930

SCHEME OF ASSESSMENT:

Module 1		1 hr; 15%	1 structured question on sources
Module 2		1½ hrs; 20%	2 essays from 10 guaranteed topic areas
Module 3		1 hr; 15%	1 essay from 8 guaranteed topic areas
Module 4		1½ hrs; 20%	2 essays from 10 guaranteed topic areas
Module 5		1 hr; 15%	1 essay from 3
Module 6	Either	1 hr; 15%	1 essay from 5
	or	Coursework essay, 15%	1500-3000 words Candidate selects topic from list of 5 set titles Externally assessed on agreed criteria

SYLLABUS CONTENT

Module 1	Document study
Module 2	English History
Module 3	Historical Perspectives
Module 4	European and World History
Module 5	Investigating problems
Module 6	Patterns of Change and Development

SYLLABUS ROUTES

AS Modules 1-3

A Modules 1-6

UODLE AS HISTORY

Aims and Objectives: Common Core

Scheme of Assessment:

Written Papers

Paper 1: Options 1-2
3¼ hours; 100%
Section A: British History
Section B: General History
Each section consists of one nominated topic based on documents and c10 essays
Candidates do 1 nominated topic and 3 essays, including 1 from each section

Other Components: None

Content/Options:

Option 1: British and General History 1815-1895

Option 2: British and General History 1895-1964

For each paper the nominated topic areas are defined and a general outline of the period is given.

Both papers are co-teachable with the A level papers 6 (AS paper 1) and 7 (AS paper 2)

UCLES

A Level

History

History, Cambridge History Project: Option 1

History, Cambridge History Project: Option 2 (Restricted Approval)

AS

History, Cambridge History Project 1

History, Cambridge History Project 2 (Restricted Approval)

UCLES A LEVEL HISTORY

Aims and Objectives: Common Core

Scheme of Assessment:

Written Papers:

Paper 1: One paper from Group A-B
3 hours; 50%
1 compulsory document based question and 3 essays from a wide choice

Paper 2: One paper from Groups A-F (prohibited combinations are A+C or F; B+D or E)
3 hours; 50%
1 compulsory document based question and 3 essays from a wide choice

Other Components: Optional Individual Study
Any topic chosen by student
Maximum 5000 words
Marked by the board
The grading on the optional study can enhance the candidate's grade but cannot reduce it
Can be combined with Groups A-D

Groups E and F:

Paper 2: 3 hours; 25%
Section A: Compulsory source question on theme 1 of each option
Section B: Four questions on themes 2-5 of each option
Candidates do one
Section C: 5 questions, one on each theme. Candidates do one

Other Components: Individual Study
25%
Chosen by candidate and approved by board
Marked by the board

Content/Options:

Group A: Paper 1: English History to c1500
Paper 2: English History, 1450-1714
Paper 3: English History, 1660-1832
Paper 4: English History, 1783-1964
Paper 5: English History, 1450-1964*
Paper 6: English Social and Economic History, c1750-1973
Paper 7: History of the USA, 1783-1945

Group B: Paper 10: European History, 337-c1500
Paper 11: European History, 1450-1715
Paper 12: European History, 1610-1815
Paper 13: European History, 1789-1964
Paper 14: European History, 1450-1964*
Paper 15: World Affairs since c1945
Paper 7: History of the USA, 1783-1945

* NB: Papers 5 and 14 contain all the questions in Papers 2-4 and 11-13 respectively

Group C: Paper 16: The Normans in England, c1051-1100
Paper 17: Mid-Tudor Crises, 1529-1569
Paper 18: British Society, 1815-1850
Paper 24: Roman Britain

Group D: Paper 19: France in the Age of Louis XIV
Paper 20: The Russian Revolution, 1917-1921
Paper 21: The Origins of the Second World War, 1929-1939

Group E: Paper 34: (AS4) Europe 1917-1939

Group F: Paper 31: (AS1) Revolution in Seventeenth Century England
Paper 32: (AS2) Britain and the Industrial Revolution
Paper 33: (AS3) Britain in the Twentieth Century

NB: Alternative syllabus code (9023) employed for centres employing Group E and F.

UCLES A LEVEL HISTORY (CAMBRIDGE HISTORY PROJECT: OPTION 1)

Aims and Objectives: Common Core Plus
Objectives identify 3 related skill and concept domains divided into five levels

Scheme of Assessment:

Paper 1: 3 hours; 41.6%;
Candidates answer questions related to Depth Study

Paper 2: 3 hours; 33.3%;
Candidates answer questions related to Development Study

Other Components: 3 units of coursework, one on each domain
25 %
1 coursework unit may be an oral
Teacher marked, board moderated

Content/Options:

Development Study: Political Change Through Time

- Module 1 The significance of events
- 1.1 An Introduction to Change and Development
 - 1.2 The Monarchy and Parliament
 - 1.3 The Norman Conquest
 - 1.4 A Tudor Revolution in Government?
 - 1.5 The Glorious Revolution and the Accession of George I
 - 1.6 The First World War
- Module 2: Patterns of Development
- 2.1 Patterns of Change and Development
 - 2.2 Exercising Political Power
 - 2.3 The Causes of Change and Development
- Module 3: Alternative Lines of Development
- 3.1 Reacting to Political Power
 - 3.2 Temporal and Spatial Perspectives
 - 3.3 The Purposes and Assumptions of Historians
- Module 4: Reconciling Competing Lines of Development
- 4.1 Two views of Russian History
 - 4.2 Reconciling Conflicts
 - 4.3 The Past and the Present

Depth/Comparative Study: Was there a mid-Seventeenth Century English Revolution?

- Module 1: The Seventeenth Century
- 1.1 Life in Seventeenth Century England
 - 1.2 England 1529-1701: an Overview
 - 1.3 Definitions and Issues
- Module 2: A Constitutional Revolution?
- 2.1 Why did the English Civil War break out?
 - 2.2 Pride's Purge and the Execution of the King: Offering and Testing Explanations
 - 2.3 From Commonwealth to Protectorate
 - 2.4 King Oliver?
 - 2.5 Explaining the Restoration
 - 2.6 Was there an English Revolution?: Combining Different Approaches
- Module 3: A Popular Revolution?
- 3.1 Political and Religious Radicalism
 - 3.2 The Levellers
 - 3.3 The Ranters: the Interpretation of Sources in Context
 - 3.4 The Quakers
 - 3.5 The Radical Transition: a Revolution in Ideas
- Module 4: Comparisons in Space and Time
- 4.1 A View from the Country
 - 4.2 The General Crisis in Europe
 - 4.3 What do we mean by a Revolution?
 - 4.4 Was there an English Revolution?

UCLES A LEVEL HISTORY (CAMBRIDGE HISTORY PROJECT: OPTION 2)

Aims and Objectives: Common Core Plus
Objectives identify 6 related skill and concept domains

Scheme of Assessment:

Paper 1: 3 hours; 33 1/3%
Candidates answer questions related to Depth/Comparative Study

Paper 2: 3 hours; 33 1/3%
Candidates answer questions related to Development Study

Other Components: 6 coursework units of assessment, one on each domain
33 1/3%
1 coursework unit will be an oral
Teacher marked, board moderated

Content/Options:

Depth/Comparative Study: How may technological change be explained?

Module 1 Approaches to the history of technology and society

Module 2: Explaining actions and events

Module 3: Contemporaries' and historians' perspectives

Module 4: Comparative analysis

Development Study: Technological change through time

Module 1: The analysis of change

Module 2: Patterns of development: trends and turning points

Module 3: Theories and models of development

Module 4: The past into the present

UCLES AS LEVEL HISTORY (Cambridge History Project - Option 1)

Aims and Objectives: Common Core plus
Objectives identify 3 related skill + concept domains

Option 1: People, Power and Politics

Scheme of Assessment:

Written Papers:

Paper 1: 3 hours; 44.4%

Paper 2: 2¼ hours; 33.3%

Other components: Coursework
22.2%;
Two pieces of coursework, one of which may be an oral
Teacher marked, board moderated

Content/Options:

Development Study: 'Political Change Through Time'

Module 1	The significance of events
	1.1 An Introduction to Change and Development
	1.2 The Monarchy and Parliament
	1.3 The Norman Conquest
	1.4 The Tudor Revolution in Government
	1.5 The Glorious Revolution and the Accession of George I
	1.6 The First World War
Module 2:	Patterns of Development
	2.1 Patterns of Change and Development
	2.2 Exercising Political Power
	2.3 The Causes of Change and Development

Depth/Comparative Study: Was there a mid-Seventeenth Century English Revolution?

Module 1:	The Seventeenth Century
	1.1 Life in Seventeenth Century England
	1.2 England 1529-1701: an Overview
	1.3 Definitions and Issues
Module 2:	A Constitutional Revolution?
	2.1 Why did the English Civil War break out?
	2.2 Pride's Purge and the Execution of the King: Offering and Testing Explanations
	2.3 From Commonwealth to Protectorate
	2.4 King Oliver?
	2.5 Explaining the Restoration
	2.6 Was there an English Revolution?: Combining Different Approaches

UCLES AS LEVEL HISTORY (Cambridge History Project - Option 2)

Scheme of Assessment:

Written Papers:

Paper 1: 3hrs; 66%
Candidates do 4 questions

Other Components: Coursework/Oral
33%
Six units of assessment, one on each domain
1 coursework unit will be oral
Teacher marked; board moderated

Content/Options:

Development Study: Technological Change Through Time

Module 1: The Analysis of Change
1.1 Technology in the past and future
1.2 Technology and history

Module 2: Patterns of Development: Trends and Turning Points
2.1 Development in transport and communication in Europe and the Western World 800 to 1500 AD and 3500 BC to present

Depth/Comparative Study: How May Technological Change Be Explained?

Module 1: Approaches to the History of Technology and Society
1.1 Introduction
1.2 Technological change in Britain 1660-1870
1.3 Technology and Society c 1660

Module 2: Explaining Actions and Events
2.1 Explaining actions
2.2 Explaining changes
2.3 Historical explanation
2.4 How can technological change be explained?

ULEAC

A Level

History Syllabus A
History Syllabus B
History Syllabus D
History Syllabus E
History (Mode 2 Ridgeway) (Restricted Approval) (To
1995 only)

AS

History
History (Mode 2 Ridgeway) (Restricted Approval) (To
1995 only)

ULEAC A LEVEL HISTORY (Syllabuses A & B)

Aims and Objectives: Common Core

Scheme of Assessment:

Written Papers

Paper 1: Prescribed Topic from options 1-9
3hrs; 50%
Section A: 2 Compulsory document questions
Section B: 8 Essay questions
Candidates do the 2 document questions and 2 essays

Paper 2: Outline Paper from Options 11-13
3hrs; 50%
24-30 essay questions depending on option
Candidates do 4 essay questions.

Other Components: None

Content/Options:

Prescribed Topics:

Syllabus A:

1. The Normans in England 1066-1154
2. The Establishment of the Tudor State, 1485-1547
3. Literature, Learning and the Arts in England, 1485-1625
4. The English Revolution, 1640-1660
5. Early Industrial Britain, 1783-1850
6. Politics and Reform in Britain, 1830-1886
7. English Social Conditions, 1832-1914
8. British Politics and Government, 1886-1939
9. British Society and Politics, 1939-1979

Syllabus B:

1. The Age of Exploration, 1450-1600
2. The Reformation in Europe, 1517-1563
3. France under Louis XIV, 1661-1715
4. The French Revolution to 1802
5. The Origins of the First World War, 1878-1914
6. Russia in Revolution, 1894-1924
7. The USA and United States Foreign Policy, 1917-1953
8. The Dictatorships in Europe, 1919-1939

In each case details are provided re context and central themes for documentary questions.

Outline Papers:

Syllabus A:

11. European History, 800-1516
12. European History, 1516-1815
13. European History, 1763-1975

In each case content details are given.

Syllabus B:

12. English History, 1399-1714
13. English History, 1688-1974

In both cases content details are given.

Guidance

Reading lists for each paper.

ULEAC A LEVEL HISTORY (Syllabus D)

Aims and Objectives: Common Core

Scheme of Assessment:

Written Papers:

Paper 1: International Problems since 1931
3hrs; 50%
Section A: 4 documentary questions
Section B: 10 essay questions
Candidates do 2 documentary questions and 2 essay questions.

Paper 2: The World Since 1945
3hrs; 50%
4 sections each consisting of 8 essays
Candidates do 4 essays from at least 2 sections

Other Components: None

Content/Options:

Paper 1: International Problems since 1931.

Topics for documentary questions are identified and a detailed outline is provided.

Paper 2: The World Since 1945
Four sections:
A: Europe and the USSR
B: Africa, The Middle East, India & Pakistan
C: China, Japan, South East Asia and Australia
D: The Americas, including the Caribbean.

Details are provided.

Guidance: Reading lists.

ULEAC A LEVEL HISTORY SYLLABUS E

Aims and Objectives: Common Core plus

Scheme of Assessment:

Written Papers

Paper 1: Paper 11-14
2½ hrs; 30%
Section A: Compulsory Document question (10%)
Section B: Two structured questions (10%)
Section C: Five essay questions (10%)
Candidates do one question from each section.

Paper 2: Paper 21-24
2½ hrs (15 mins reading time); 20%
Candidates read through the extracts presented
Candidates then answer all questions on the extracts

Other Components:

Coursework: 4 assignments; 30%
2 of max 2500 words each worth 10%
2 of max 1500 words each worth 5%
Proposed coursework area must be submitted to the Council for approval and must complement core topic.
Teacher marked; Council moderated.

Individual Assignment: Max 6000 words; 20%
Topic area must be approved by the external assessor
10% for the log
Marked by teacher; moderated by external assessor
10% for the product
Marked by external assessor

Content/Options:

Core Topics: Paper 11: The English Revolution, 1640-1660
Paper 12: The French revolution to 1802
Paper 13: English Social Conditions, 1832-1914
Paper 14: The Dictatorships in Europe, 1919-1939

Details provided of main topics on which questions will be set

Sub-sets of core: Paper 21: Side taking and neutralism in the First Civil War
Paper 22: The Terror 1793-94
Paper 23: Womens' emancipation c1870-1914
Paper 24: Stalin's domestic policy in the 1930s
Suggested reading provided

Coursework Topics: Must be complementary and contrasting.
School devised; approved by Council.

Guidance: Teacher's Handbook (Revised edition, October 1993)
Exemplars of coursework and Individual Assessment

ULEAC A LEVEL HISTORY (Mode 2 - Ridgeway)

Aims and Objectives: Common Core plus

Scheme of Assessment:

Written Papers:

- Module 1:
- (a) End of Module tests structured Questions
¾ hr
1 from 2 questions
 - (b) Evidence/Essay Paper
1½hr
1 unseen documentary question + an essay
- Module 2:
- (a) Coursework Assignment
Extended writing on sources
 - (b) End of module evidence/essay paper
1½hrs
1 unseen documentary question + an essay
- Module 3: As module 2
- Module 4: As module 2
- Module 5:
- (a) Individual Study
5000 words max
 - (b) End of module assessment
1hr
A compulsory essay on methodology or an oral
- Module 6:
- End of module tests
 - (a) Essay Questions
1hr
1 from 4
 - (b) Unseen evidence question
1¼hrs
Each module is equally weighted

Content/Options:

- Module
- 1: New Perspectives
 - 2: Spain and England in the Age of the Armada
 - 3: Changes in Social and Economic Life 1600-60
 - 4: The English Revolution
 - 5: Individual Study
 - 6: The Nature of Power in the 17th Century

Aims, objectives, content and key ideas are defined for each module.

ULEAC AS HISTORY

Aims and Objectives: Common Core

Scheme of Assessment:

Written Papers

- Paper 1: Document Paper
1 hour; 25%
9 documentary questions on nominated topics
Candidates do 1 question
- Paper 2: Outline Paper
2¼ hrs; 75% OR 1½ hrs; 50% (see below)
Five sections containing 30 essay questions each
Candidates do three questions chosen from anywhere in the paper
- Other Components: Optional Individual Assignment
25%; max 5000 words
In place of 1 question from Paper 2
Title and an outline to be approved by board
One aim is to allow for cross-subject skills transfer
Marked by teacher; moderated by board

Content/Options:

Paper 1:

Nominated Topics:

British History Topics

- 1: The career of Oliver Cromwell, 1642-1658
- 2: Political and Social Protest Movements, 1830-50
- 3: The career of David Lloyd George, 1899-1922

European History Topics:

- 1: European Explorers and the New World 1492-1550
- 2: The French Revolution, 1787-1794
- 3: Inter-War Germany, 1918-39

World History Topics:

- 1: Maoist China, 1949-1976
- 2: Relations between the Superpowers, 1945-1975
- 3: Racial Politics and Decolonisation in Southern Africa, 1945 to the 1980's

Paper 2:

Historical Periods:

- Part 1: English History, 1450-1714
Part 2: European History, 1450-1721
Part 3: British History, c1780-1979
Part 4: European History, c1789-1945
Part 5: World History, 1945 to the present day

ULEAC AS LEVEL HISTORY (Mode 2 - Ridgeway)

Aims and Objectives: Common Core plus

Scheme of Assessment:

Written Papers:

- Module 1:
- (a) End of Module tests structured Questions
¾ hr
1 from 2 questions
 - (b) Evidence/Essay Paper
1½hr
1 unseen documentary question + an essay
- Module 2:
- (a) Coursework Assignment
Extended writing on sources
 - (b) End of module evidence/essay paper
1½hrs
1 unseen documentary question + an essay
- Module 3: As module 2
- Module 4: As module 2
- Module 5:
- (a) Individual Study
5000 words max
 - (b) End of module assessment
1hr
A compulsory essay on methodology or an oral

Content/Options:

Students must study 3 modules which comprise 1; 5 and one of either 2, 3 or 4

- Module
- 1: New Perspectives
 - 2: Spain and England in the Age of the Armada
 - 3: Changes in Social and Economic Life 1600-60
 - 4: The English Revolution
 - 5: Individual Study

Aims, objectives, content and key ideas are defined for each module.

WJEC

A Level

History Syllabus A
History Syllabus B

WJEC A LEVEL HISTORY (SYLLABUSES A & B)

Aims and Objectives: Common Core Plus

Scheme of Assessment:

Written Papers:

Paper 1: Outline Paper (A1 in Syllabus A, A3 in Syllabus B)
3hrs; 50% OR 1½ hrs; 25% (see below)
Section A: 3 Structured Questions (12½%)
Section B: 2 Case Study Questions (12½%)
Section C: 10 Essays (25%)
Candidates do one question from Section A, one from Section B and 2 essays

Paper 2: Special Subject Paper (A2 in Syllabus A, A4 in Syllabus B)
3hrs; 50%
Section A: 2 Single-Source Evidence Questions (10%)
Section B: 2 Multi-Source Evidence Questions (15%)
Section C: 6 Essays (25%)
Candidates do one question from Section A, one from Section B and 2 essays

Other Components: Optional Coursework
25%
In place of Sections A & B of Paper 1
3 Structured Questions and 2 Case Studies of similar length to comparable exam questions, one to be completed under test conditions
Approved by the board
Periodically assessed throughout the course
Marked by teacher, moderated by board

Content/Options:

A1: A: The History of Wales and England, 1450-1603
B: The History of Wales and England, 1603-1760
C: The History of Wales, 1760-1939
D: The History of Wales and England, 1815-1914
E: The History of Wales and England, 1900-1974

In each case areas of study are defined and the type of question to be set on each area of study is identified. Assessment formats are rotated every fourth year.

- A2:
- 1: The Protestant Reformation, 1517-1565
 - 2: The French Revolution, 1787-1801
 - 3: European Nationalism, 1848-1871
 - 4: European Fascism, 1918-1945

In each case a general preamble to the special subject is followed by a detailed breakdown into topics.

- A3:
- A: European History, 1453-1618
 - B: European History, 1610-1763
 - C: European History, 1815-1914
 - D: European History, 1900-1975

In each case areas of study are defined and the type of question to be set on each area of study is identified. Assessment formats are rotated every fourth year.

- A4:
- 1: Wales and the Tudor State, 1534-1588
 - 2: The Great Rebellion, 1637-1660
 - 3: Popular Movements in Wales and England, 1815-1850
 - 4: Wales, 1880-1920
 - 5: Britain between the Wars, 1919-1939

In each case a general preamble to the special subject is followed by a detailed breakdown into topics.

Guidance:

A Select Bibliography has been produced for each of the special subjects (Paper A2 and Paper A4), and all centres are provided with "General Guidelines for Marking", which is updated annually. Additionally, centres opting for coursework receive "History A Coursework: Instructions and Guidance for Teachers".

