

# SYLLABUS

**Cambridge International Level 3  
Pre-U Certificate in  
History (Principal)**

**9769**

For examination in 2016, 2017 and 2018

QN: 500/4268/3

## Support

Cambridge provides a wide range of support for Pre-U syllabuses, which includes recommended resource lists, Teacher Guides and Example Candidate Response booklets. Teachers can access these support materials at Teacher Support <http://teachers.cie.org.uk>

## Changes to syllabus for 2016, 2017 and 2018

Syllabus changes for 2016, 2017 and 2018:

- Some of the chronological divisions between components and between the sections within components have been changed.
- Some topics within different content sections have been reorganised.
- The following Special Subjects have been removed from the syllabus:
  - The Origins and Causes of the American Civil War, c. 1820–1861
  - The Campaign for Female Suffrage, c. 1880–1928
  - Winston Churchill, 1914–1946
- The following Special Subjects are available for assessment in **2016** only:
  - The Norman Conquest, 1051–1087
  - Gladstone and Disraeli, 1867–1886
- The following Special Subject is available for assessment in **2016** and **2017** only:
  - Reformation Europe, 1516–1559
- A new Special Subject on Napoleon will be introduced for first examination in **2017**. This will replace the Special Subject: Gladstone and Disraeli, 1867–1886.
- Appendix 1: Guidance for teachers has been removed. Please refer to the *Cambridge Pre-U History Teacher Guide* for guidance for teachers.

You are advised to read the whole of this syllabus before planning your teaching programme.

If there are any further changes to this syllabus, Cambridge will write to Centres to inform them. This syllabus is also on the Cambridge website [www.cie.org.uk/cambridgepreu](http://www.cie.org.uk/cambridgepreu). The version of the syllabus on the website should always be considered as the definitive version.

Copies of Cambridge Pre-U syllabuses can be downloaded from our website [www.cie.org.uk/cambridgepreu](http://www.cie.org.uk/cambridgepreu)

Cambridge International Examinations retains the copyright on all its publications. Registered Centres are permitted to copy material from this booklet for their own internal use. However, we cannot give permission to Centres to photocopy any material that is acknowledged to a third party even for internal use within a Centre.

© Cambridge International Examinations 2014

---

## Contents

---

|   |    |
|---|----|
| Introduction .....  | 2  |
| Why choose Cambridge Pre-U?   |    |
| Why choose Cambridge Pre-U History?                                       |    |
| Syllabus aims .....   | 4  |
| Scheme of assessment .....  | 5  |
| Assessment objectives .....   | 7  |
| Relationship between scheme of assessment and assessment objectives ..... | 8  |
| Grading and reporting .....   | 9  |
| Grade descriptions .....  | 10 |
| Description of components .....   | 11 |
| Papers 1–4 History Outlines   |    |
| Paper 5 Special Subject   |    |
| Paper 6 Personal Investigation  |    |
| Summary of assessment options   |    |
| Syllabus content .....  | 15 |
| Papers 1a, 1b and 1c British History, c. 300–c. 2000                      |    |
| Papers 2a, 2b and 2c European History, c. 300–c. 2000                     |    |
| Paper 3 United States History, c. 1750–c. 2005                            |    |
| Paper 4 African and Asian History, c. 1750–c. 2000                        |    |
| Paper 5 Special Subject   |    |
| Additional information .....  | 40 |

---

## Introduction

---

### Why choose Cambridge Pre-U?

Cambridge Pre-U is designed to equip learners with the skills required to make a success of their studies at university. Schools can choose from a wide range of subjects.

Cambridge Pre-U is built on a core set of educational aims to prepare learners for university admission, and also for success in higher education and beyond:

- to support independent and self-directed learning
- to encourage learners to think laterally, critically and creatively, and to acquire good problem-solving skills
- to promote comprehensive understanding of the subject through depth and rigour.

Cambridge Pre-U Principal Subjects are linear. A candidate must take all the components together at the end of the course in one examination series. Cambridge Pre-U Principal Subjects are assessed at the end of a two-year programme of study.

The Cambridge Pre-U nine-point grade set recognises the full range of learner ability.

### Guided learning hours

Cambridge Pre-U syllabuses are designed on the assumption that learners have around 380 guided learning hours per Principal Subject over the duration of the course, but this is for guidance only. The number of hours may vary according to curricular practice and the learners' prior experience of the subject.

### Why choose Cambridge Pre-U History?

- Pre-U History offers opportunities to explore a range of periods and regions in the past. Teachers can foster genuine interest and enjoyment in the subject by selecting syllabus content from the fourth century to c. 2005. Learners can study not only British and European topics but also key events in the history of the Americas, Africa, China, Japan, Australasia and South-east Asia.
- Pre-U History emphasises breadth as well as depth of teaching and learning. Outline papers require coverage of reasonable periods of history and are designed to improve understanding, promote a sense of perspective and provide a broader context for the study of individual topics.
- The linear assessment structure means that learners are tested at the end of the two-year course. This allows learners to approach the examination in a mature and confident way with time to formulate their viewpoints and develop their knowledge, understanding and skills. By the end of the course, learners will have had time to consider and revisit topics after studying a wide range of history.
- The syllabus encourages historical debate and discussion. It raises questions which elicit learners' independent and supported views, judgements and comparisons. Learners are rewarded for offering informed independent views which result from genuine engagement with the study of history.
- Special Subject essays offer the possibility of working in depth and using a range of source material.
- The Personal Investigation enables learners to pursue a topic which engages their interests and imagination. The word limit enables learners to work in depth but at the same time requires them to discriminate in their choice of supporting evidence and to develop economy in writing.

## Prior learning

Cambridge Pre-U builds on the knowledge, understanding and skills typically gained by candidates taking Level 1/Level 2 qualifications such as Cambridge IGCSE. It is recommended that candidates have attained communication and literacy skills at a level equivalent to IGCSE/GCSE at grade C.

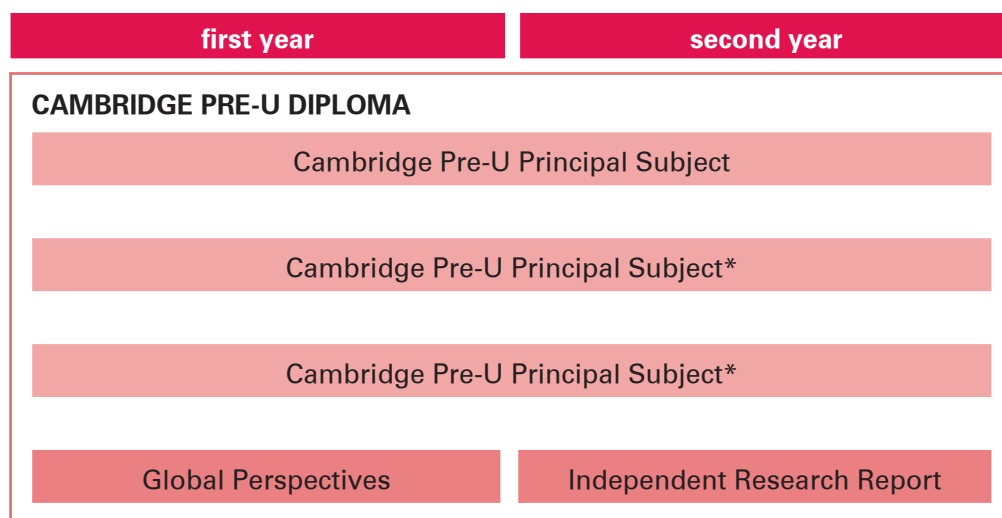
## Progression

The Cambridge Pre-U is considered to be an excellent preparation for university, employment and life. It helps to develop the in-depth subject knowledge and understanding which are so important to universities and employers.

Cambridge Pre-U History is exactly what it claims to be – a preparation for future study at university. This syllabus offers learners the opportunity to study what interests them, to try new topics, to build on previous skills and knowledge, and to question and challenge accepted views. Many of the skills this syllabus aims to develop – evaluation, analysis and exercise of well-considered personal judgement – are not only relevant to further study in other disciplines but are valued as important skills for success in the modern world.

## Cambridge Pre-U Diploma

If learners choose, they can combine Cambridge Pre-U qualifications to achieve the Cambridge Pre-U Diploma; this comprises three Cambridge Pre-U Principal Subjects\* together with Global Perspectives and Research (GPR). The Cambridge Pre-U Diploma, therefore, provides the opportunity for interdisciplinary study informed by an international perspective and includes an independent research project.



\* Up to two A Levels, Scottish Advanced Highers or IB Diploma programme courses at higher level can be substituted for Principal Subjects.

Learn more about the Cambridge Pre-U Diploma at [www.cie.org.uk/cambridgepreu](http://www.cie.org.uk/cambridgepreu)

---

## Syllabus aims

---

The aims of the syllabus, listed below, are the same for all candidates. They are:

- to enable learners to acquire a breadth of historical knowledge across a range of periods and regions and to encourage consideration of links and comparisons between them
- to promote depth of understanding of historical concepts such as change and continuity, causation and motivation, as well as period-specific concepts such as nationalism, revolution and colonisation
- to develop understanding of historical sources and the methods used by historians
- to encourage learners to be critical, reflective and independent, able to interpret and evaluate historical source material and offer substantiated explanations to historical questions.

## Scheme of assessment

For Cambridge Pre-U History, candidates take **four** components.

Candidates choose **two** components from Papers 1 to 4 (not on the same country or region). **All** candidates take Paper 5 and Paper 6.

|   |  |
|---|--|
| <b>Papers 1–4 History Outlines</b>  |  |
| The dates shown below are indicative of a period of time in history. Please see the syllabus content, starting on page 15, for further detail regarding chronological divisions between sections. |  |
| <b>Paper 1a</b>   | British History Outlines c. 300–1547   |
| <b>or Paper 1b</b>  | British History Outlines 1399–1815   |
| <b>or Paper 1c</b>  | British History Outlines 1688–c. 2000  |
| <b>Paper 2a</b>   | European History Outlines c. 300–c. 1500   |
| <b>or Paper 2b</b>  | European History Outlines c. 1400–c. 1800  |
| <b>or Paper 2c</b>  | European History Outlines c. 1700–c. 2000  |
| <b>Paper 3</b>  | United States History Outlines c. 1750–c. 2005   |
| <b>Paper 4</b>  | African and Asian History Outlines c. 1750–c. 2000   |
| <b>Scheme of Assessment for Papers 1–4:</b>   |  |
| <b>Duration</b>   | 2 hours 15 minutes   |
| <b>Marks</b>  | 90 marks   |
| <b>Weighting</b>  | 25%  |
| <b>Type of assessment</b>   | Written paper, externally set and marked. Candidates answer three essay questions from at least two sections. All questions carry equal marks. |

|  |  |
|--|--|
| <b>Paper 5 Special Subject</b>   |  |
| <b>Please see page 12 for the list of Paper 5 options (Papers 5a – 5k)</b> |  |
| <b>Scheme of Assessment for Paper 5:</b>                                   |  |
| <b>Duration</b>  | 2 hours  |
| <b>Marks</b>   | 60 marks   |
| <b>Weighting</b>   | 25%  |
| <b>Type of assessment</b>  | Written source-based and essay paper, externally set and marked. Candidates answer <b>two</b> questions on their chosen Special Subject: one compulsory two-part source-based question and one essay question from a choice of three. Normally, four to five sources are set (maximum total of 750 words). Secondary sources are used occasionally. All questions carry equal marks. |

| <b>Paper 6 Personal Investigation</b>    |  |
|--|--|
| <b>Scheme of Assessment for Paper 6:</b> |  |
| <b>Duration</b>                          | N/A  |
| <b>Marks</b>                             | 60 marks   |
| <b>Weighting</b>                         | 25%  |
| <b>Type of assessment</b>                | Extended essay, externally marked. Candidates write an essay of 3500–4000 words based on a research investigation. |

## Availability

This syllabus is examined in the June examination series.

Private candidates may enter for carried-forward coursework if at an approved Pre-U Centre.

## Combining this with other syllabuses

Candidates can combine this syllabus in a series with any other Cambridge syllabus, except syllabuses with the same title at the same level.



---

## Assessment objectives

---

|            |  |
|------------|--|
| <b>A01</b> | Recall, select and deploy historical knowledge accurately.   |
| <b>A02</b> | Investigate historical questions and present explanations, showing understanding of appropriate concepts and arriving at substantiated judgements, using historical documents where appropriate. |
| <b>A03</b> | Explain, interpret and evaluate source material and interpretations of the historical events studied.  |
| <b>A04</b> | Organise and present historical information with a balanced, coherent structure, communicating historical knowledge and understanding clearly and persuasively, using appropriate terminology.   |

## Relationship between scheme of assessment and assessment objectives

The approximate weightings allocated to each of the assessment objectives are summarised below. The table shows the assessment objectives (AO) as a percentage of each component and as a percentage of the overall Cambridge Pre-U History qualification.

|  | A01 | A02 | A03 | A04 |
|--|-----|-----|-----|-----|
| <b>Papers 1–4: History Outlines</b>                      | 33% | 33% | –   | 33% |
| <b>Paper 5: Special Subject (source-based questions)</b> | 25% | 25% | 25% | 25% |
| <b>Paper 5: Special Subject (essay questions)</b>        | 33% | 33% | –   | 33% |
| <b>Paper 6: Personal Investigation</b>                   | 25% | 25% | 25% | 25% |
| <b>Weighting of AO in overall qualification</b>          | 30% | 30% | 10% | 30% |

## Grading and reporting

Cambridge International Level 3 Pre-U Certificates (Principal Subjects and Short Courses) are qualifications in their own right. Each individual Principal Subject and Short Course is graded separately on a scale of nine grades: Distinction 1, Distinction 2, Distinction 3, Merit 1, Merit 2, Merit 3, Pass 1, Pass 2 and Pass 3.

### Grading Cambridge Pre-U Principal Subjects and Short Courses

|             |   |
|-------------|---|
| Distinction | 1 |
|             | 2 |
|             | 3 |
| Merit       | 1 |
|             | 2 |
|             | 3 |
| Pass        | 1 |
|             | 2 |
|             | 3 |

---

## Grade descriptions

---

The following grade descriptions indicate the level of attainment characteristic of the middle of the given grade band. They give a general indication of the required standard at each specified grade. The descriptions should be interpreted in relation to the content outlined in the syllabus; they are not designed to define that content.

The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the examination may be balanced by better performance in others.

### Distinction (D2)

- Very accurate recall, selection and deployment of historical knowledge.
- Clear and critical understanding of appropriate historical concepts.
- Consistently analytical work, with sharp, clear and well-developed historical explanations.
- Coherent, well-structured and relevant arguments.
- Successful engagement with historiography where appropriate, and critical evaluation of source material.
- Consistently clear and fluent writing, which uses historical terminology accurately.
- Consistent and sophisticated awareness of links and comparisons between different countries or different periods.

### Merit (M2)

- Accurate recall, selection and deployment of historical knowledge.
- Clear understanding of appropriate historical concepts.
- Mostly analytical work, with clear and developed historical explanations.
- Coherent, clearly structured and mostly relevant arguments.
- Some engagement with historiography where appropriate, and sound evaluation of source material.
- Mostly clear and fluent writing, which uses historical terminology appropriately.
- Awareness of links and comparisons between different countries or different periods.

### Pass (P2)

- Some accurate recall, selection and deployment of historical knowledge.
- Some understanding of appropriate historical concepts.
- Some analysis amongst descriptive and narrative work, and at times clear and developed historical explanations.
- Attempts at arguments, with clarity and consistent relevance at times.
- Some awareness of differing interpretations, and valid attempts at evaluation of source material.
- Varied clarity and fluency in writing, which uses simple historical terminology.
- Some awareness of links and comparisons between different countries or different periods.

## Description of components

### Papers 1–4 History Outlines

Candidates take **two** components from Papers 1–4. Candidates may take only one paper from Paper 1 (a, b or c) and only one paper from Paper 2 (a, b or c). Candidates cannot take, for example, both Paper 1a and Paper 1b or Paper 2b and Paper 2c.

#### Paper 1 British History Outlines c. 300–c. 2000

Candidates may enter for one of the following options:

- 1a British History Outlines, c. 300–1547
- 1b British History Outlines, 1399–1815
- 1c British History Outlines, 1688–c. 2000

#### Paper 2 European History Outlines, c. 300–c. 2000

Candidates may enter for one of the following options:

- 2a European History Outlines, c. 300–c. 1500
- 2b European History Outlines, c. 1400–c. 1800
- 2c European History Outlines, c. 1700–c. 2000

#### Paper 3 United States History Outlines, c. 1750–c. 2005

#### Paper 4 African and Asian History Outlines, c. 1750–c. 2000

#### Notes on Papers 1–4 History Outlines

- History Outlines papers encourage learners to study topics, themes and issues in their wider historical context. These papers provide a wide range of choice.
- The History Outlines papers are divided into sections. Candidates answer **three** essay questions from **at least two** sections of each of the two papers they have chosen. The sections are listed in the 'Syllabus content' pages of this syllabus.
- There can be no guarantee that all the content entries will be allocated questions every single year, although the large majority will. Since any division of history into periods is to an extent artificial, there will be some questions (a small proportion) which will, to a degree, relate to the period before or after that in which they appear.
- In Papers 1, 2 and 3 the sections are organised *chronologically* and *thematically* (see pages 15–29 of the Syllabus). In Paper 4 the sections are organised *regionally* and *thematically* (see pages 29–31 of the syllabus).
- There is normally a choice of **five questions** on each chronological or regional section and a choice of **six questions** on each thematic section. Usually each question is set on a different topic in the section. More than one question may be set on some larger topics.
- Candidates should demonstrate analysis and critical evaluation in their responses. They should also show, where appropriate, an awareness of links and comparisons between different countries and different periods.

- To ensure breadth of study, in the Outlines papers, candidates must not answer questions on a topic directly connected with their chosen Special Subject for Paper 5 (Papers 5a to 5k). Such questions will be indicated by a rubric in bold type. No more than two questions in any section will be barred in this way. See the example below from Paper 1a: British History Outlines, c. 300–1547.

***(Candidates offering Paper 5c: The Reign of Henry VIII should not answer this question.)***

Discuss the judgement that the Henrician Reformation (c. 1529–47) was driven entirely by dynastic and financial considerations.

## Paper 5 Special Subject

Candidates take **one** Special Subject paper from the following:

Paper 5a The Norman Conquest, 1051–1087 (available for examination in **2016** only)

Paper 5b The Crusades, 1095–1192

Paper 5c The Reign of Henry VIII, 1509–1547

Paper 5d Reformation Europe, 1516–1559 (available for examination in **2016** and **2017** only)

Paper 5e The Reign of Charles I, 1625–1649

Paper 5f The French Revolution, 1774–1794

Paper 5g Gladstone and Disraeli, 1867–1886 (available for examination in **2016** only)

Paper 5h Russia in Revolution, 1905–1924

Paper 5i Germany, 1919–1945

Paper 5j China under Mao Zedong, 1949–1976

Paper 5k The Civil Rights Movement in the USA, 1954–1980

### Notes on Paper 5 Special Subject

Candidates answer **two** questions on their chosen Special Subject: a compulsory two-part source-based question and a choice of essay question. The source-based question and the essay question carry equal marks.

#### Question 1: source-based question

- The source-based question is based on one of the six topics that make up the chosen Special Subject. See the 'Syllabus content' section for details of the topics.
- Topics nominated for examination will be published on our secure online support for Cambridge teachers (go to <http://teachers.cie.org.uk>) at the beginning of the academic year in which the examination is to be set.
- The question consists of two parts. Both part-questions are based on the sources.
- Candidates should consider issues of corroboration and difference in the set of sources and evaluate the quality of the evidence and historical interpretations.

#### Question 2: essay question

- Candidates answer **one** essay question from a choice of three. Each question is based on one of the six topics that make up the chosen Special Subject, although in some cases a question might require knowledge of more than one topic. The whole range of six topics is covered by questions in the examination over a two-year cycle.
- Candidates are invited, where appropriate, to use other relevant sources they have studied, as well as contextual knowledge in their responses.
- None of the essay questions will be set on the same topic as the source-based question.

In both questions candidates should demonstrate analysis and critical evaluation in their responses. They should also show, where appropriate, an awareness of links and comparisons between different countries and different periods.

## Paper 6 Personal Investigation

The Personal Investigation is an extended essay of 3500–4000 words (including quotations, but excluding the bibliography), based on a research investigation by the candidate.

Candidates are expected to:

- use a wide range of sources
- demonstrate a critical sense where appropriate
- demonstrate an awareness of links and comparisons with other countries and periods
- display high standards of presentation and use of English
- provide footnotes and a bibliography.

Candidates have free choice of title, provided:

- the title is on a historical subject
- the title enables discursive analysis and evaluation
- the subject matter is not taken from the candidate's chosen Special Subject. (Cambridge must be notified of the Special Subject at the same time as the candidate's Personal Investigation title is submitted.)

All essay titles must be approved **in advance** by Cambridge using the Outline Proposal Form available on our secure site for Cambridge teachers (go to <http://teachers.cie.org.uk>).

- Candidates from the same school may **not** choose identical essay titles.
- Further guidance on choosing titles is available in the *Cambridge Pre-U History Teacher Guide*.

### Giving guidance to candidates

It is acceptable for teachers to offer candidates guidance on how to approach their Personal Investigation. Acceptable forms of guidance in the early stages might include:

- discussion
- help in formulating the title
- suggested reading
- devising strategies and approaches.

As the investigation develops, acceptable forms of guidance might also include:

- checks on progress
- suggested lines of enquiry and possible supplementary questions
- advice on overall strategy.

Teachers **must not** take in drafts of part of or the whole investigation for marking or correction. The investigation must be the candidate's own work and a declaration to that effect from the teacher and the candidate will be required.

### Submission and assessment of Personal Investigations

- Personal Investigations are externally marked.
- Centres must ensure that the completed Outline Proposal Form and a signed declaration of authenticity of the work is attached to submitted investigations.

## Summary of assessment options

The table below sets out all the combinations of papers available to candidates.

|                     |
|---------------------|
| <b>1a, 2a, 5, 6</b> |
| <b>1a, 2b, 5, 6</b> |
| <b>1a, 2c, 5, 6</b> |
| <b>1a, 3, 5, 6</b>  |
| <b>1a, 4, 5, 6</b>  |
| <b>1b, 2a, 5, 6</b> |
| <b>1b, 2b, 5, 6</b> |
| <b>1b, 2c, 5, 6</b> |
| <b>1b, 3, 5, 6</b>  |
| <b>1b, 4, 5, 6</b>  |
| <b>1c, 2a, 5, 6</b> |
| <b>1c, 2b, 5, 6</b> |
| <b>1c, 2c, 5, 6</b> |
| <b>1c, 3, 5, 6</b>  |
| <b>1c, 4, 5, 6</b>  |
| <b>2a, 3, 5, 6</b>  |
| <b>2a, 4, 5, 6</b>  |
| <b>2b, 3, 5, 6</b>  |
| <b>2b, 4, 5, 6</b>  |
| <b>2c, 3, 5, 6</b>  |
| <b>2c, 4, 5, 6</b>  |
| <b>3, 4, 5, 6</b>   |



---

## Syllabus content

---

### Papers 1a, 1b and 1c British History Outlines, c. 300–c. 2000

#### Paper 1a British History, c. 300–1547

##### Section 1: c. 300–c. 670

- Roman Britain in the fourth century
- The evacuation of Roman Britain
- The legacy of Roman Britain
- Settlements of the fifth and sixth centuries
- The kingdoms of southern England and East Anglia
- The kingdoms of Mercia and Northumbria
- The Roman mission to the English and Celtic Christianity

##### Section 2: c. 670–978

- The consolidation of Christianity in England: Theodore of Tarsus and St. Wilfrid
- Northumbria in the later-seventh and eighth centuries: political and cultural achievements
- Mercia in the eighth century
- The Vikings in Britain, c. 786–871: impact, settlement and society
- Alfred, 871–939: the unification of England
- Tenth-century kingship: culture and the restoration of the Church

##### Section 3: 978–1135

- Renewal of Viking incursions; the reign of Ethelred II
- The Danish monarchy, 1016–1042
- The reign of Edward the Confessor; relations with continental Europe
- The Norman Conquest of England
- The reign of William I
- The Anglo-Norman realm: William II and Henry I
- The development of the Scottish monarchy

##### Section 4: Themes c. 300–c. 1066

- Urbanisation and trade, c. 300–1000
- Kingship and nobility, c. 560–c. 871
- The agrarian economy, c. 500–c. 1000
- Contacts with continental Europe: cultural, economic and religious, c. 600–c. 1000
- The Scandinavian impact on Britain, c. 786–c. 1069
- Law and government in Anglo-Saxon England
- Late Anglo-Saxon England: economy, society and culture

### Section 5: 1135–1272

- The reign of Stephen
- The reign of Henry II
- The reign of Richard I
- The reign of King John
- The reign of Henry III
- The rise of princely power in Wales, c. 1100–1267
- The consolidation of the Scottish monarchy to 1286

### Section 6: 1272–1399

- The reign of Edward I
- The Anglo-Scottish Wars
- Wales: conquest, settlement and resistance to 1416
- The reign of Edward II
- The reign of Edward III
- The Hundred Years War to 1396
- The reign of Richard II

### Section 7: 1399–1485

- The early Lancastrians, 1399–1422
- The second phase of the Hundred Years War, 1396–1453
- The reign of Henry VI
- Anglo-Welsh relations and Owain Glyndwr
- The first reign of Edward IV
- The Yorkist kings, 1471–1485
- Foreign policy, 1453–1485

### Section 8: 1485–1558

- The Scottish monarchy, 1460–1547
- The reign of Henry VII
- Politics, court and government under Henry VIII
- The Henrician Reformation, c. 1529–1547
- The reign of Edward VI, 1547–1553
- The reign of Mary I, 1553–1558
- Foreign policy, 1509–1559

### Section 9: Themes, 1066–1558

- Industry, towns and trade, c. 1066–c. 1500
- Education, literacy and literature, c. 1066–c. 1500
- Peasants and lords to 1400
- The English Church to 1300
- The origins and development of Parliament to 1529
- Demography, famine and plague, c. 1300–c. 1500
- The late medieval Church: lay piety and heresy, c. 1300–c. 1529
- Art and architecture
- Popular unrest, 1381–1558

## Paper 1b British History, 1399–1815

### Section 1: 1399–1485

- The early Lancastrians, 1399–1422
- The second phase of the Hundred Years War, 1396–1453
- The reign of Henry VI
- Anglo-Welsh relations and Owain Glyndwr
- The first reign of Edward IV
- The Yorkist Kings, 1471–1485
- Foreign policy, 1453–1485

### Section 2: 1485–1558

- The Scottish monarchy, 1460–1547
- The reign of Henry VII
- Politics, court and government under Henry VIII
- The Henrician Reformation, c. 1529–1547
- The reign of Edward VI, 1547–1553
- The reign of Mary I, 1553–1558
- Foreign policy, 1509–1559

### Section 3: 1558–1603

- The Elizabethan religious settlement and Church: Catholics and Puritans
- Mary Stuart in Scotland and England
- The Elizabethan state: Council, Parliament and government
- Elizabethan foreign policy to 1588
- The Elizabethan state at war, 1585–1604
- Social policy: the development of the Poor Law
- England and Ireland

### Section 4: Themes c. 1399–c. 1603

- The late-medieval Church to c. 1529
- Art, learning and architecture in fifteenth-century Britain
- The development of Parliament to 1529
- Population, society, towns and trade in the fifteenth century
- The role of women in society
- The representation of monarchy in art and literature
- Art, architecture and education in Tudor England
- Demographic, social and economic developments in sixteenth-century Britain
- Maritime activity: overseas trade, privateering and slaving, exploration and colonisation

### Section 5: 1603–1689

- The reign of James I
- The reign of Charles I to 1640
- The origins, course and outcomes of the British Civil Wars
- Britain and Ireland, 1603–1690
- Commonwealth and Protectorate, 1649–1660
- The restoration of the monarchy and the reign of Charles II
- James II: the Glorious Revolution and the Revolution Settlement

### Section 6: 1688–1760

- Government and party politics under William III and Anne, 1689–1714
- War and diplomacy, 1689–1714
- England and Scotland: Union and Jacobitism
- Walpole and his opponents, 1720–1742
- War and diplomacy, 1714–1763
- Pitt the Elder
- Religion: the Church of England, Wesley and Methodism

### Section 7: 1760–1815

- Crown, government, Parliament and party politics, 1760–1784
- The American Revolution and the War of Independence
- The consequences of the loss of the American colonies for British colonial and foreign policy
- Movements for reform: Wilkes; Wyvill; the campaign against slavery
- Pitt the Younger and his opponents
- The impact of the French Revolution
- Britain at war, 1793–1815
- Britain and Ireland

### Section 8: Themes c. 1603–1815

- Colonial expansion and economic change in the seventeenth century
- Intellectual and cultural developments, 1603–1714
- Literature and drama in the seventeenth century
- Religious dissent
- Economic change in eighteenth-century Britain: agriculture; industrialisation; transport
- Demographic and social change in eighteenth-century Britain
- Art and architecture; the intellectual and cultural life of eighteenth-century Britain
- Eighteenth-century overseas trade and colonisation

## Paper 1c British History, 1688–c. 2000

### Section 1: 1688–1760

- Government and party politics under William III and Anne, 1689–1714
- War and diplomacy, 1689–1714
- England and Scotland: Union and Jacobitism
- Walpole and his opponents, 1720–1742
- War and diplomacy, 1714–1763
- Pitt the Elder
- Religion: the Church of England, Wesley and Methodism

### Section 2: 1760–1815

- Crown, government, Parliament and party politics, 1760–1784
- The American Revolution and the War of Independence
- The consequences of the loss of the American colonies for British colonial and foreign policy
- Movements for reform: Wilkes; Wyvill; the campaign against slavery
- Pitt the Younger and his opponents
- The impact of the French Revolution
- Britain at war, 1793–1815
- Britain and Ireland

### Section 3: Themes 1689–c. 1815

- Britain and Ireland, 1689–1801
- Economic change in eighteenth-century Britain: agriculture; industrialisation; transport
- Demographic and social change in eighteenth-century Britain
- Women in eighteenth-century society
- The intellectual life of eighteenth-century Britain
- Eighteenth-century overseas trade and colonisation
- Popular protest and disorder
- Eighteenth-century London: economic, social and cultural importance

### Section 4: 1815–1868

- Lord Liverpool and his opponents
- Foreign policy, 1812–1827: Castlereagh and Canning
- The Whig and Peel ministries, 1830–1846
- British foreign policy, 1830–1870
- Chartism
- Party politics, 1846–1868
- The Crimean War: causes, course and outcomes

### Section 5: 1868–1914

- Disraeli: domestic policies, 1868–1880
- Gladstone: domestic policies, 1868–1894
- Foreign and imperial policy, 1868–1905
- The Conservative supremacy, 1886–1905
- Trade unions and the growth of the Labour Party to 1918
- The Liberal government's domestic policies, 1905–1914
- Britain and the origins of the First World War, c. 1900–1914

### Section 6: Themes c. 1815–1914

- The growth of nationalism in Ireland to 1922
- The British economy and the British standard of living, c. 1800–1851
- The reform of education, 1815–1902
- Literature in the nineteenth century
- Religious life and controversies in the nineteenth century: Catholic Emancipation, Evangelicalism, the Oxford Movement
- The political influence of women, 1867–1918
- The performance of the British economy, 1880–1914

### Section 7: 1914–1951

- Britain and the First World War
- The Lloyd George Coalition, 1918–1922
- Party politics, 1922–1931
- The National Governments, 1931–1939: economic problems and remedies; social issues and change; the extremes of Left and Right
- Foreign and imperial policy, 1919–1939
- Britain and the Second World War
- The Labour governments of 1945–1951: domestic policies

### Section 8: 1951–2005

- British foreign policy, 1945–1964
- Empire and Commonwealth since 1945
- The Conservative governments, 1951–1964: domestic policies
- Industrial relations and the trade union movement
- Domestic and foreign policies, 1964–1979
- Thatcher and her opponents, 1975–1990
- Domestic and foreign policies, 1990–2010

### Section 9: Themes c. 1914–2000

- The performance of the British economy, c. 1914–2000
- The changing role and status of women, 1918–1980
- Educational changes, 1918–2000
- Post-war (1945) social and cultural change: immigration and race relations
- Britain and European integration from 1945
- The mass media: press, radio, cinema and television
- The development of the Welfare State; the National Health Service
- Popular culture and the growth of leisure, sport and holidays

## Papers 2a, 2b and 2c European History Outlines, c. 300–c. 2000

Candidates are encouraged to study the history of different countries. Europe is defined as including the British Isles, but questions will not be set solely on the history of Britain in the European History paper.

### Paper 2a European History, c. 300–c. 1500

#### Section 1: c. 300–c. 632

- The reigns of Diocletian and Constantine
- The demography and economy of the late Roman Empire
- The development of Christianity from Constantine to Pope Gregory the Great
- The fall of the Roman Empire
- Merovingian Francia and Visigothic Gaul
- The reign of Justinian

#### Section 2: c. 632–c. 919

- The rise and spread of Islam
- Islamic Spain, 711–1002
- The rise of the Carolingians, 687–768
- Charlemagne
- The later Carolingians to 887
- The Vikings: impact, settlement, culture and trade
- The German monarchy to 919

#### Section 3: c. 919–1099

- The development of German monarchy and the revival of the Holy Roman Empire to 1039
- The early Capetian kings, 987–1108
- The Normans in Italy and Sicily to 1189
- The Reform of the Papacy and the Investiture Contest, 1046–1085
- The Byzantine Empire to 1095
- The First Crusade

#### Section 4: c. 1050–1250

- The Holy Roman Empire, 1085–1152
- Frederick Barbarossa
- The Capetian Kings to 1108: Louis VI and Louis VII
- The French monarchy under Philip Augustus and Louis VIII
- The Pontificate of Innocent III
- The Emperor Frederick II
- Spain and Portugal in the Age of Reconquest, c. 1000–c. 1300
- Crusading and Crusader States, 1095–1204

#### Section 5: Themes c. 300–c. 1200

- Feudalism and the development of feudal society in the early Middle Ages
- Towns and trade in the early Middle Ages
- Demography and population change in the early Middle Ages
- Monasticism and the friars, c. 910–c. 1300
- Intellectual developments in the twelfth century
- Heresy and the response of the Church, c. 1150–c. 1300: the Inquisition; the Albigensian Crusade
- Art and architecture in the eleventh and twelfth centuries

#### Section 6: 1250–c. 1378

- Sicily and developments in the Holy Roman Empire after 1250
- The Mongols: their impact upon and connections with Europe
- Louis IX of France
- The Capetian Monarchy after 1290
- Boniface VIII; the Avignon Papacy
- The development of the Italian city states

#### Section 7: c. 1400–c. 1461

- The Great Schism and Conciliarism
- The Italian city states to c. 1455
- Valois Burgundy, 1384–1467
- The Ottoman Empire and the fall of Constantinople
- Hus and the Hussites
- The last phase of the Hundred Years War: Valois France to 1461
- Poland, Lithuania, Muscovy

#### Section 8: 1461–c. 1516

- Valois France and Burgundy, 1461–1515
- The Italian city states and the Italian Wars, 1494–1516
- The Papacy, c. 1458–c. 1513
- The Ottoman Empire, c. 1451–1520
- Ivan III and the rise of Muscovy
- Maximilian I
- The Spanish Kingdoms, 1469–1516



### Section 9: Themes c. 1200–c. 1516

- The origins and development of chivalry
- Art and architecture in the thirteenth and fourteenth centuries
- The pre-Reformation Church
- Economic and social developments in the later Middle Ages: agriculture; urban society and trade; demography; plague
- The Italian Renaissance
- European overseas exploration in the fifteenth century: the Portuguese and the Spanish
- Social issues in the later Middle Ages: the position of women; the 'outcasts' of society

## Paper 2b European History, c. 1400–c. 1800

### Section 1: c. 1400–c. 1461

- The Great Schism and Conciliarism
- The Italian city states to c. 1455
- Valois Burgundy, 1384–1467
- The Ottoman Empire and the fall of Constantinople
- Hus and the Hussites
- The last phase of the Hundred Years War: Valois France to 1461
- Poland, Lithuania, Muscovy

### Section 2: c. 1461–c. 1516

- Valois France and Burgundy, 1461–1515
- The Italian city states and the Italian Wars, 1494–1516
- The Papacy, c. 1458–c. 1513
- The Ottoman Empire, c. 1451–1520
- Ivan III and the rise of Muscovy
- Maximilian I
- The Spanish Kingdoms, 1469–1516

### Section 3: c. 1516–c. 1559

- The Protestant Reformation: Luther, Zwingli and Calvin
- Charles V as Holy Roman Emperor
- The origins and course of the Dutch Revolt to 1577
- The Iberian kingdoms, 1516–1556
- Francis I and Henry II: the kingdom of France, 1515–1559
- Suleiman the Magnificent and the Ottoman Empire, 1520–1566
- Sweden under Gustavus Vasa, 1523–1560 and Russia under Ivan IV, 1553–1584

#### Section 4: c. 1559–c. 1610

- Philip II of Spain, 1556–1598
- Civil war in France, 1559–1598
- The Baltic states
- The Revolt of the Netherlands to 1609
- Catholic Reformation and Counter-Reformation
- Henry IV and France, 1589–1610
- The Ottoman Empire, c. 1566–c. 1606

#### Section 5: Themes c. 1378–c. 1610

- The pre-Reformation Church
- The Italian Renaissance
- Social issues in the later Middle Ages: the position of women; the 'outcasts' of society
- The Northern Renaissance
- Warfare in the fifteenth and sixteenth centuries
- European overseas exploration and expansion in the fifteenth and early-sixteenth centuries
- The European economy in the sixteenth century
- Witchcraft and magic in the sixteenth and early-seventeenth centuries

#### Section 6: c. 1610–c. 1660

- France under the Cardinals; Richelieu and Mazarin
- The changing fortunes of Spain, c. 1598–c. 1659
- Sweden and the Baltic, c. 1604–c. 1660
- The Thirty Years War; causes and course
- The Treaty of Westphalia and its consequences
- The Dutch Republic to c. 1650

#### Section 7: c. 1660–c. 1715

- Brandenburg-Prussia, 1640–1713
- Spain in the later-seventeenth century
- The personal rule of Louis XIV: domestic and foreign policies
- The foreign policy and wars of Louis XIV
- Peter the Great of Russia, 1682–1725
- The Great Northern War: Sweden and the Baltic, 1660–1721
- The Dutch Republic in the later-seventeenth century
- The War of Spanish Succession and the Utrecht Settlement

#### Section 8: c. 1715–c. 1774

- France under the Regency and Fleury, 1715–1743
- The Habsburg monarchy, c. 1711–1780
- Prussia, 1713–1786
- War and diplomacy, 1713–1763
- Russia, 1725–1762
- The Iberian Peninsula, c. 1713–c. 1777
- France under Louis XV, 1743–1774

**Section 9: c. 1774–1815**

- Catherine the Great, 1762–1796
- The Emperor Joseph II, 1765–1790
- The origins of the French Revolution
- France, 1789–1799: revolution, terror and reaction
- Napoleon Bonaparte to 1804: military leader and consul
- Napoleon and Europe, 1804–1815
- Tsar Alexander I, 1801–1825

**Section 10: Themes c. 1610–c. 1800**

- The ‘scientific revolution’ of the seventeenth century
- Slavery and the slave trade in the seventeenth and eighteenth centuries
- Warfare in the seventeenth and eighteenth centuries
- The position of women in the political, cultural and intellectual life of eighteenth-century Europe
- Monarchy: absolutism and enlightened despotism
- Intellectual and cultural developments of the eighteenth century: art, music, architecture, the Enlightenment, political theory
- The development of overseas empires in the eighteenth century: imperial rivalry; European and overseas trade; mercantilism
- Population increase in the eighteenth century, causes and consequences; urbanisation; the development of industry

**Paper 2c European History c. 1700–c. 2000****Section 1: c. 1715–c. 1774**

- France under the Regency and Fleury, 1715–1743
- The Habsburg monarchy, c. 1711–1780
- Prussia, 1713–1786
- War and diplomacy, 1713–1763
- Russia, 1725–1762
- The Iberian Peninsula, c. 1713–c. 1777
- France under Louis XV, 1743–1774

**Section 2: c. 1774–1815**

- Catherine the Great, 1762–1796
- The Emperor Joseph II, 1765–1790
- The origins of the French Revolution
- France, 1789–1799: revolution, terror and reaction
- Napoleon Bonaparte to 1804: military leader and consul
- Napoleon and Europe, 1804–1815
- Tsar Alexander I, 1801–1825

### Section 3: Themes c. 1715–c. 1815

- The position of women in the political, cultural and intellectual life of eighteenth-century Europe
- Monarchy: absolutism and enlightened despotism
- Cultural developments of the eighteenth century: art, music, architecture
- Intellectual developments of the eighteenth century: the Enlightenment; political thought
- The development of overseas empires in the eighteenth century: imperial rivalry; European and overseas trade; mercantilism
- Population increase in the eighteenth century, causes and consequences; urbanisation
- The development of industry and transport; European trade

### Section 4: 1815–1862

- The Vienna Settlement and European diplomacy, 1815–1848
- Nicholas I of Russia
- France, 1815–1848
- The Unification of the German States, 1815–1871
- Italy, 1815–1871
- The revolutions of 1848 in Europe
- Second Republic and Second Empire: France, 1848–1871

### Section 5: 1862–1914

- Alexander II of Russia
- The German Empire, 1871–1890: Bismarck
- Germany, 1890–1914
- Russia under Alexander III and Nicholas II
- Italy, 1871–1914
- The French Third Republic, 1871–1940
- The First World War: origins and causes

### Section 6: Themes c. 1815–1914

- The Habsburg Empire, 1815–1918
- The Eastern Question, c. 1815–1914: war and diplomacy; the decline of the Ottoman Empire and the rise of Balkan nationalism
- Imperialism: the European powers and the contest for overseas empires
- Nineteenth-century intellectual life: literature, philosophy and intellectual ideas
- Demographic change: causes and consequences
- Movements for social change in the later-nineteenth and early-twentieth centuries
- Cultural life: music, art and architecture
- Economic development

**Section 7: 1914–1945**

- The First World War in Europe
- The Versailles Settlement; the League of Nations; the origins of the Second World War
- Russia in Revolution, 1917–1924
- Germany, 1919–1945
- Italy, 1919–1945
- The USSR, 1919–1945
- Spain, 1924–1953: origins, course and outcome of the Civil War
- The Second World War in Europe

**Section 8: 1945–2000**

- The USSR and its satellites, 1953–1989
- France, 1945–2000
- The German Federal Republic, 1945–1990
- The Cold War in Europe
- The Iberian peninsula: Spain and Portugal to 2000
- The collapse of the USSR; the Eastern European states in the 1990s
- Italy, 1945–2000

**Section 9: Themes c. 1914–2000**

- Industrialisation in the twentieth century
- The decolonisation of the European empires
- The establishment and growth of pan-European organisations since 1945
- The changing role and status of women in the twentieth century
- European culture between the Wars (1918–1939) and in the 1960s and 1970s
- Demographic change: the impact of immigration
- Social change and popular culture
- The mass media and the communications revolution: the impact of press, radio, television, film and information technology

**Paper 3 United States History, c. 1750–c. 2005****Section 1: c. 1750–c. 1820**

- The economic and political relationship between Britain and the American colonies, 1750–1776
- The American Enlightenment
- The War of Independence: causes, course and impact
- The creation and evolution of the Constitution of the United States, 1781–1791: the first party system
- The presidencies of Jefferson, Madison and Monroe: Anglo-US relations and the War of 1812
- The character and extent of slavery, c. 1750–c. 1820

### Section 2: c. 1820–1865

- The character and extent of slavery, c. 1820–1861; the growth of opposition to slavery, c. 1800–1865
- Jacksonian Democracy and the second party system
- Developments in foreign policy, including relations with neighbouring states, c. 1820–1861
- The origins and causes of the Civil War
- The Civil War: course, impact and outcome
- The presidency of Lincoln

### Section 3: Themes c. 1750–c. 1900

- Manifest Destiny: westward expansion in the nineteenth century
- Native American culture: government policy towards Native Americans to c. 1900
- The impact of immigration on American society, c. 1840–c. 1920
- The growth of an industrial economy and society, 1865–1914
- Social issues in the nineteenth century: women's rights; temperance movements; education
- The novel as a reflection of American life in the nineteenth century
- American family life and values in the nineteenth century
- The development of transport and communications in the nineteenth century

### Section 4: 1865–1914

- Reconstruction, 1865–1877
- Organised labour and American socialism, c. 1880–1914
- The Populist movement
- American imperialism, c. 1880–1914
- The presidency of Theodore Roosevelt
- The presidency of Woodrow Wilson to 1916

### Section 5: 1914–1953

- The wartime presidency of Woodrow Wilson; the role of the USA in the First World War and the peace-making
- Domestic issues in the inter-war years: the presidencies of Harding, Coolidge and Hoover; prohibition, causes and consequences; economic and social developments of the 1920s
- The Economic Depression: Franklin Roosevelt and the New Deal
- The foreign policy of the USA, 1920–1941
- The role of the USA in the Second World War
- The USA and the Cold War, 1945–1953
- McCarthyism: context and impact

### Section 6: 1953–2012

- The presidency of Eisenhower: economic and social change; domestic and foreign policy
- The presidency of Kennedy: domestic and foreign policy
- The presidency of Johnson: domestic policy
- The USA and the War in Vietnam, 1964–1975: causes of escalation, course and nature of the War
- The presidencies of Nixon and Carter
- Foreign and domestic policies of Reagan and George H W Bush
- The presidencies of Clinton and George W Bush
- The election and first term of Obama, 1994–2012

### Section 7: Themes c. 1900–2000

- The changing role and status of women in American society, c. 1880–c. 1945
- Economic change, 1941–c. 1980
- The rise and decline of an imperial presidency
- Cultural developments in the twentieth century: art, architecture, music and literature
- Social issues in the second half of the twentieth century: feminism and women's rights; gun control; the role of youth in domestic upheavals, c. 1960–c. 1980
- The rise of a conservative culture, 1968–2000
- Immigration and integration in modern America, 1945–2000
- The social and political influence of organised religion in the twentieth century

## Paper 4 African and Asian History, c. 1750–c. 2000

### Section 1: North and East Africa

- The Horn of Africa: Abyssinia/Ethiopia, Somaliland and Eritrea, c. 1882–1936
- Egypt and the Sudan, c. 1869–c. 1956
- The European ascendancy in North Africa: Algeria, Morocco, Tunisia and Libya, c. 1871–1962
- Egypt and the Sudan, 1956–2000
- The position of indigenous Europeans in the North Africa states and Egypt, 1945–2000
- Liberation and independence in North Africa, c. 1951–2000: Algeria, Morocco, Tunisia and Libya
- War and famine in the Horn of Africa, c. 1941–2000

### Section 2: West, Central and Southern Africa

- The Boer Wars and the Union of South Africa, 1880–1948
- Colonial government and administration in sub-Saharan Africa in the inter-war years
- Liberia, 1822–2000: vision and reality
- Decolonisation: the post-1945 independence movements and the founding of independent states in sub-Saharan Africa
- The independent states of sub-Saharan Africa: nation building; differing political and economic models, for example, Ghana, Nigeria, Kenya, Zaire
- Problems of post-independence: tribalism; civil war; the role of the military; dictatorships, corruption; poverty and international debt (for example, Nigeria, Congo, Uganda, Rwanda, Central African Republic)
- South Africa, 1948–2000; the triumph of the Nationalist party; apartheid; internal and international opposition to apartheid and its dismemberment; Mandela
- The Central African Federation: Zambia, Malawi and Southern Rhodesia; Rhodesia and Zimbabwe

### Section 3: Themes: Africa, c. 1750–2000

- African states, societies and cultures, c. 1750–c. 1850
- The impact of slavery and the slave trade on Africa
- The ‘scramble for Africa’ and European colonisation, c. 1870–1914
- Opposition and cultural responses to colonialism; the survival of slavery; African nationalism and the Pan-African movement to c. 1939
- The impact upon Africa of the First and Second World Wars
- Decolonisation after 1945
- The changing role of women in African societies, c. 1900–2000
- The impact of the Cold War on Africa
- The international aid programme to Africa, 1945–2000; the AIDS epidemic in Africa
- Pan-Africanism and African co-operation, 1945–2000; the Organisation of African Unity

### Section 4: China

- Political and cultural developments and change in China; the Boxer Rising, c. 1895–1911
- The Revolution of 1911; Sun Yat-sen and the Kuomintang; Chiang Kai-shek
- The rise of the Chinese Communist Party; the Chinese Civil War; the Japanese invasion
- The establishment of the Chinese People’s Republic
- Communist China under Mao, 1949–1957
- Communist China under Mao, 1958–1976
- China after Mao, 1976–2000

### Section 5: The Indian subcontinent and Ceylon/Sri Lanka

- The Indian Mutiny/First War of Independence, 1857–c. 1914; the British Raj
- The growth of Indian nationalism; the Indian National Congress and the Muslim League, Gandhi, Nehru and Jinnah; independence and partition
- India, 1947–2000: politics, government and the economy; social and cultural change
- Pakistan 1947–2000: politics, government and the economy; social and political change; Bangladesh, 1971–2000
- Relations between India and Pakistan, 1947–2000
- Ceylon/Sri Lanka, c. 1931–2000

### Section 6: Japan and Korea

- Late Tokugawa Japan, c. 1750–1852
- Japan and the wider world, 1852–1914; Perry’s expedition; relations with the USA; Japanese territorial expansion; the Meiji ‘revolution’
- The growth of Japanese nationalism, 1914–1939; Manchuria
- Japan and the Second World War
- Post-war Japan as an economic superpower
- Korea and post-war partition; the Korean War; the states of North and South Korea to 2000



### Section 7: South-east Asia

- French Indochina and the Dutch East Indies in the colonial era
- The influence of China in South-east Asia, 1949–2000
- The Vietnam War: causes, course and consequences
- Cambodia, Laos and Thailand, 1945–2000
- Burma and the British Indian Empire; Burma in the Second World War; independent Burma, 1948–2000
- Indonesia and the Philippines
- Malaysia, Singapore and Brunei

### Section 8: Themes: Asia, c. 1750–2000

- Nineteenth-century Manchu China and European penetration
- The Indian states and the East India Company, c. 1750–1857
- Afghanistan as a focus of tension; Afghanistan in the nineteenth century; Britain, Russia and the 'Great Game'; independence after 1919; changes of regime and foreign intervention, 1973–2000
- The economic and political impact of the Cold War: Western aid to Asia
- The changing role of women in Asian societies since c. 1900
- The influence of religious movements on post-colonial Asia
- The development of the post-colonial Asian economies; the prosperous states of the Pacific rim
- Initiatives for Pan-Asian co-operation

## Paper 5 Special Subject

Candidates study **one** subject. There are six topics to be studied in each Special Subject. The topics nominated for examination will be published on our secure online support for Cambridge teachers (go to <http://teachers.cie.org.uk>).

### Paper 5a The Norman Conquest, 1051–1087

**(available for examination in 2016 only)**

#### The reign of Edward the Confessor

- The events of the reign, especially the crises of 1051–1052 and 1065 and Harold's shipwreck
- The state of Anglo-Saxon institutions (including the Church) on the eve of the Conquest

#### The invasion of 1066

- Rival claims to the throne
- William's preparations and the events of 1066

#### Opposition to Norman rule

- Individual and collective examples
- Norman responses, linked to methods of control
- Reasons for failure of opposition

#### Norman government and law

- The expansion and consolidation of William I's rule
- Government and law – changes and developments after 1066 in institutions and personnel and the nature of laws

### The military and social structure of Norman England

- Changes and developments after 1066, linked to consolidation of Norman rule
- Feudalism
- Society after the Conquest
- Domesday Book as evidence

### The Church after 1066

- Changes and developments after 1066 in the Church: structure, personnel, institutions
- The role of Lanfranc

## Paper 5b The Crusades, 1095–1192

### The preaching of, and responses to the call for, the First Crusade

- Origins of the Crusade idea
- Preaching and responses in 1095: popular, clerical, noble

### The First Crusade

- The campaigns of the Crusade, including the People's Crusade
- Crusading warfare: strategy and tactics
- Reasons for success

### The Latin East, 1099–1144, and the rise of Zengi

- The creation of the Crusader States
- Life in the Crusader States: survival
- The military orders
- The challenges of Zengi and the fall of Edessa

### The preaching of, and responses to the call for, the Second Crusade

- The main events, campaigns
- Crusading warfare and reasons for failure

### The Latin East, 1149–1187, and the rise of Nur ed-Din and Saladin

- Life in the Crusader States: survival, problems, the Kingdom of Jerusalem
- Muslim unity under Nur ed-Din and Saladin; the events of 1187

### The preaching of, and responses to the call for, the Third Crusade

- Crusading warfare: campaigns, strategy and tactics
- Richard I's role
- Partial success and failure

## Paper 5c The Reign of Henry VIII, 1509–1547

### The accession of Henry and the Wolsey years to 1529

- Accession and the reign to 1513
- Cardinal Wolsey: his rise, domestic policies, relationship with Henry VIII, political dominance and fall in 1529
- Foreign policy, 1513–1529, including the 'Divorce'

### The politics of the 'Divorce', the break from Rome, the role of Parliament, faction and politics, 1529–1536

- The 'Divorce' and politics and the Court, 1529–1536
- The break from Rome: key stages
- The role of Parliament and its impact in legislation – the power of the Crown
- The roles of Cranmer and especially Cromwell

### Politics, the Court and Government, 1536–1547

- The role of Cromwell and his fall in 1540
- Politics after 1536, factional politics
- Henry VIII's position after 1540
- The controversy over Henry VIII's will

### Religious ideas from the 1520s to 1547

- The Henrician Reformation, c. 1529–1547
- Lutheran controversies in the 1520s and the campaign against the clergy
- Doctrinal changes in the 1530s and 1540s: Lutheran and Catholic
- The English Bible
- The extent of changes in personnel, institutions and beliefs
- The Dissolution of the Monasteries

### Opposition to the Henrician Reformation

- More, Fisher and other individuals
- The Pilgrimage of Grace: areas, causes, features and importance
- Royal responses and the defeat of opposition

### Foreign policy, 1529–1547

- Key events and features
- The contrasts of the 1530s and 1540s: the importance of Scotland and France; the costs and effects of wars

## Paper 5d Reformation Europe, 1516–1559

**(available for examination in 2016 and 2017 only)**

### Charles V's inheritance, his dynastic aims

- The situation in Spain in 1516 and the Empire in 1519
- Charles V's approach to dynastic needs and imperial commitments
- Habsburg-Valois rivalry and the Italian Wars to 1559

### Humanism and the origins of the Reformation

- Humanism and the New Learning
- The state of the Church by 1517

### The Catholic Church

- The state of the Papacy and its problems, at least to the 1530s
- Charles V's relations with the Papacy
- Catholic Reformation and Counter Reformation

### The Empire

- Constitutional, governmental and political problems
- Towns, cities and princes

### The Protestant Reformation (1)

- Luther and the development of Lutheranism, especially with reference to Charles V
- Key Lutheran ideas and appeal
- The urban Reformation and Protestant radicals
- The Peasants' Wars in Germany

### The Protestant Reformation (2)

- Zwingli and Zurich
- Calvin and Geneva, the development of Calvinism to 1559

## Paper 5e The Reign of Charles I, 1625–1649

### The years of Personal Rule (1629–1640): the Bishops' Wars and the recall of Parliament in 1640

- Personal Rule to 1640, especially religious and financial policies
- The Bishops' Wars of 1639–1640 and growing opposition to Personal Rule
- The recall of Parliament in 1640

### The Long Parliament and the creation of two contending parties, 1640–1642

- Key events and issues, especially surrounding royal powers, religion and the militia
- The creation of two parties at Westminster and the country at large, 1641–1642
- The role of Pym
- The importance of the Irish Rebellion

### The First Civil War, 1642–1646: political, religious and social impact; reasons for Royalist defeat

- Key events, campaigns, battles; strategy and tactics
- Political, religious and social impact
- Reasons for Charles I's defeat
- The rise of Cromwell and the New Model Army

### The search for a political settlement and the Army Revolt, 1646–1647

- The search for a settlement after the First Civil War: the different positions and views
- The reasons for and importance of the Army Revolt of 1647; politicisation of the Army

### The Levellers and radicalism

- The proliferation of radical political and religious groups
- The ideas and importance of the Levellers
- The attitude of Cromwell

### The Second Civil War (1648) and the trial and execution of Charles I (1649)

- The causes and events of the Second Civil War of 1648 and reasons for Royalist defeat
- The tensions of Parliament and the Army: Pride's Purge
- The reasons for the trial of Charles I; the execution of Charles I

## Paper 5f The French Revolution, 1774–1794

### Long-term causes of Revolution and the period, 1786–1788

- The weaknesses and tensions of Ancien Régime France: political, financial, economic and social
- Challenges to the old order
- The collapse of the old order: key events, features and reasons; Louis XVI's role, 1786–1788

### The Revolution of 1789

- Key events and features
- The role of the King, the Estates, the aristocracy and the people

### The period 1789–1792 and the descent into civil and foreign wars

- The attempt to build a new system of government, 1789 and 1791
- The failure of the Constitution
- Civil and foreign wars: features and importance

### The 'crowd' in the Revolution and the role of women

- Popular movements; the 'crowd'; the role of women
- Social upheaval at the centre and in the provinces

### Factions and personalities, 1792–1794

- The clash between factions and personalities
- Danton and Robespierre

### The Terror, 1793–1794

- Terror in Paris and beyond
- Impact and importance and aftermath of the Terror
- Thermidor and the fall of Robespierre

## Paper 5g Gladstone and Disraeli, 1867–1886

(available for examination in 2016 only)

### Gladstone's political ideas

- The development of Gladstonian liberalism
- Its place in the development of the Liberal Party

### Disraeli's political ideas

- The development of Disraelian conservatism
- Its place in the development of the Conservative Party

### The Second Reform Act (1867) and Disraeli's second ministry of 1874–1880

- Disraeli's role in the creation of the Second Reform Act
- The defeat in 1868 and aftermath
- The reasons for success in 1874 and the second ministry of 1874–1880: domestic policies, including education, labour and trade unions

### Gladstone's ministries of 1868–1874, 1880–1885 and 1886

- Reasons for electoral success in 1868 and 1880 and defeat in 1874 and 1886
- Key domestic policies of 1868–1874 and 1880–1885: the legislative impact of 1868–1874; education, labour and trade union issues
- The problems of 1885 and 1886

### Ireland and its problems, 1867–1886

- The nature of Irish problems: religious, educational, agrarian and political
- Government policies and impact areas

### Foreign and Imperial policies, 1867–1886

- Differences between Gladstone and Disraeli
- Key events and features, successes and failures
- The importance of the Empire

## Paper 5h Russia in Revolution, 1905–1924

### Lenin's ideology and its progression

- The development of Lenin's thinking, linked to the splits of 1903 and their consequences
- The impact of 1905 and the First World War
- The position by 1917

### Russia, 1905–1914

- The Revolution of 1905 and its aftermath
- The nature of opposition to the Tsarist Regime
- The strengths and weaknesses of the Tsarist state, 1905–1914

### Russia and the First World War

- The impact of war on Russia: the scale of problems
- The growth of opposition and unrest
- The context of foreign policy developments

### The Revolutions of 1917

- Their causes, main features, the Provisional Government and the Soviets
- The roles of Lenin and Trotsky
- The reasons why the Bolsheviks were able to seize power

### The consolidation of power and the Civil War, late 1917–1921

- The origins of communist dictatorship and the methods of control used
- The Civil War, causes, features and outcomes
- The reasons for Bolshevik success
- The importance of 1921 and its aftermath
- Bolshevik foreign policy developments
- Foreign intervention

### Economic and social changes, 1917–1924

- War Communism, the switch to the NEP and economic strategy
- Social changes (youth, women)
- The creation of the USSR
- The place of the Party in society
- Lenin's decline

## Paper 5i Germany, 1919–1945

### The creation and impact of the NSDAP (to 1929), the 'breakthrough years' and electoral-political success (1929 to January 1933)

- The creation and development of the NSDAP to 1929: Hitler's key ideas; the lessons of the Putsch
- The impact of the Great Depression and political crises between 1929 and 1932
- Nazi electoral success – and reasons for – and the appointment of Hitler as Chancellor after the intrigue of January 1933

### The creation of the Nazi Dictatorship and Hitler's role as dictator

- The establishment of the Nazi Dictatorship, 1933–1934: features, reasons, the Night of the Long Knives
- Hitler: role as Dictator; the nature of power and authority in the Third Reich; the structures of government; 'strong' v. 'weak' dictator; the radicalisation phase after 1937–1938

### Economic and social policies and the creation of the Volksgemeinschaft

- Key Nazi economic and social policies
- Economic recovery to 1936, the Four Year Plan and the preparations for war, the state of the economy in 1939
- The attempts to create a 'National Community': policies towards women, the young, education, religion and different social groups
- The purpose of propaganda

### Opposition and resistance

- Resistance to the Nazis: types, reasons and features
- The problems of opposition in Nazi society: the roles of terror, police, propaganda, popular and successful rule, the 'Hitler Myth'

### Nazi racial policies

- Anti-semitism and Nazi policies towards the Jews and other rejected minority groups
- 1933–1939: anti-semitism measures
- 1939–1942: Poland, war, the invasion of the USSR and the Final Solution

### Hitler's foreign policy to 1941

- Nazi foreign policy to 1939: Hitler's aims and ideas; key events and features; the importance of 1939
- War in 1939 and the attack on the USSR in 1941

## Paper 5j China under Mao Zedong, 1949–1976

### Mao and Communist ideology

- Mao's key ideas in and after 1949
- The importance of ideology to Mao and his policies

### The Communist takeover of 1949

- Key events and features
- Reasons for success
- Economic change

### Communism in power, 1949–1956

- Controls over society: press, police, terror, the power of the state
- Extent of political and social changes (women, peasants, the young)
- Initial efforts at modernisation
- Mao's hold over the Party and state

### The Hundred Flowers Campaign of 1957 and the Great Leap Forward of 1958–1962

- Reasons for the Campaign of 1957 and its effects
- Modernisation drives – agriculture and industry – and levels of success (as against failure)
- China in 1962

### The Cultural Revolution, its aftermath and the end of the Maoist regime

- The reasons for the Cultural Revolution
- The Cultural Revolution after 1966: key features
- The reasons for the end of the Cultural Revolution and its aftermath
- Mao's position in the Party and the end of his regime

### China and the World, 1949–1976

- 1949–1963 and 1963–1976: key events and features
- Relations with the USSR and the USA
- Tibet, India, Korea and Vietnam; the Taiwan question

## Paper 5k The Civil Rights Movement in the USA, 1954–1980

### The ideology of the civil rights movement

- Key ideas and developments after 1954
- The different ideas of the 1960s

### Leadership: Martin Luther King and Malcolm X

- The relative importance of Martin Luther King after 1955: Albany, Birmingham and Selma campaigns of 1963–1965
- Malcolm X and Black Power



**Direct action and major events**

- The Montgomery Bus Boycott of 1955
- The Little Rock crisis of 1957
- Sit-ins and Freedom Rides
- The role of the media

**African-American pressure groups**

- The relative importance of different organisations
- The role of groups such as the SNCC, NAACP and CORE, their appeal, support and strategies
- The reasons for the eventual decline of the movement

**Federal roles – Presidents, Congress, Supreme Court**

- The role of the Supreme Court: Brown v. Topeka (1954)
- The relative importance of Presidents Eisenhower, Kennedy, Johnson and Nixon
- The role of Congress – key legislation
- The 1970s and Affirmative Action

**White resistance actions**

- White opposition and the reasons for it
- Examples – KKK and others – in the South; levels of support
- The situation after 1968

---

## Additional information

---

### Equality and inclusion

Cambridge has taken great care in the preparation of this syllabus and related assessment materials to avoid bias of any kind. To comply with the UK Equality Act (2010), Cambridge has designed this qualification with the aim of avoiding direct and indirect discrimination.

The standard assessment arrangements may present unnecessary barriers for candidates with disabilities or learning difficulties. Arrangements can be put in place for these candidates to enable them to access the assessments and receive recognition of their attainment. Access arrangements will not be agreed if they give candidates an unfair advantage over others or if they compromise the standards being assessed. Candidates who are unable to access the assessment of any component may be eligible to receive an award based on the parts of the assessment they have taken. Information on access arrangements is found in the *Cambridge Handbook (UK)*, for the relevant year, which can be downloaded from the website [www.cie.org.uk/examsOfficers](http://www.cie.org.uk/examsOfficers)

### Entries

For entry information, please refer to the *Cambridge Administrative Guide (UK)*, for the relevant year, available from the website [www.cie.org.uk/examsOfficers](http://www.cie.org.uk/examsOfficers)

### If you are not yet a Cambridge school

Learn about the benefits of becoming a Cambridge school at [www.cie.org.uk/startcambridge](http://www.cie.org.uk/startcambridge). Email us at [info@cie.org.uk](mailto:info@cie.org.uk) to find out how your organisation can register to become a Cambridge school.

### Language

This syllabus and the associated assessment materials are available in English only.

### Procedures and regulations

This syllabus complies with our *Code of Practice* and *Ofqual General Conditions of Recognition*.

Further information about the regulations for Cambridge Pre-U can be found in the *Cambridge Handbook (UK)*, for the relevant year. The *Cambridge Administrative Guide (UK)*, for the relevant year, gives details about the administration of Cambridge Pre-U syllabuses. Both of these documents can be downloaded from the website [www.cie.org.uk/examsOfficers](http://www.cie.org.uk/examsOfficers) or obtained by contacting [info@cie.org.uk](mailto:info@cie.org.uk)

### Spiritual, moral, ethical, social, legislative, economic and cultural issues

This syllabus offers opportunities which can contribute to an understanding of the above issues.

By studying and researching the different topics in this syllabus and forming judgements upon the values, beliefs and behaviour of individuals and groups, candidates may find that their awareness of these issues is enhanced.

Examples of such topics include:

**Outlines:**

- The character and extent of slavery, c. 1820–1861; the growth of opposition to slavery, c. 1800–1865
- Imperialism: the European powers and the contest for overseas empires
- Germany, 1919–1945
- The establishment of the Chinese People's Republic; Communist China under Mao, 1949–1976

**Special Subjects:**

- The Crusades, 1095–1192
- Reformation Europe, 1516–1559
- The civil rights movement in the USA, 1954–1980

## Sustainable development, health and safety considerations and international developments

Cambridge has developed this syllabus in line with UK, European and international legislation and agreements. This syllabus, through the topics included and the opportunity to submit a Personal Investigation, provides opportunities to consider both the European and international dimensions.

Cambridge International Examinations  
1 Hills Road, Cambridge, CB1 2EU, United Kingdom  
Tel: +44 (0)1223 553554 Fax: +44 (0)1223 553558  
Email: [info@cie.org.uk](mailto:info@cie.org.uk) [www.cie.org.uk](http://www.cie.org.uk)

© Cambridge International Examinations 2013

