

Edexcel Advanced Subsidiary and Advanced GCE in History

First examination 2007

Coursework programmes

Acknowledgements

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Prepared by Duncan Fraser

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Additional programmes

Centres are welcome to use the four exemplar coursework programmes provided on pages 165-168 of Issue 4 of *The Coursework and Teachers' Guide*. Please note, however, that they are set out to exemplify the use of the Coursework Programme Approval Form, and they do not, therefore, contain any indicative reading. All are British.

Unit 3(6523J)

Anglo-Saxon and Norman England in the Eleventh Century
Representation and Reform in Early Nineteenth Century Britain

Unit 5(6525J)

Continuity and Change in Anglo-Saxon England, 440-1066
Crown, Parliament and People, 1740-1848

There is no need to seek prior approval from Edexcel before using these programmes.

Unit 3 - British

Edexcel Advanced GCE History (Issue 5, first examination 2007)

Coursework Programme for Unit 3 (6523)

Title	The Norman Conquest and the Reign of William I
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Entry Option	British (6523J)
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Outline of Content
<p>Two different focuses are possible here. Whichever focus is taken, the introductory section (bullet points 1 and 2) is the same:</p> <p>EITHER A</p> <ul style="list-style-type: none">• The reasons for the Norman invasion and victory in 1066• Rebellion and reaction to 1076 <p>then</p> <ul style="list-style-type: none">• Continuity and change in government after 1076• Anglo-Norman relations with France. <p>OR B</p> <ul style="list-style-type: none">• The reasons for the Norman invasion and victory in 1066• Rebellion and reaction to 1076 <p>then</p> <ul style="list-style-type: none">• The influence of the Conquest on the Church• The impact of the Conquest on a locality.

Course Content
<p>EITHER A</p> <p>Introduction William's authority in Normandy and his dynastic claim on the English throne; the situation in England and the legitimacy of Harold's claim; invasions, conflict and conquest; Anglo-Norman military preparation and tactics compared; Norman victory and settlement; attempted continuity in government and aristocratic reaction: the risings of 1069 and 1070; William's response and its effect; the risings of 1075; the impact of these revolts on William's policies.</p> <p>The degree of continuity and change in government William's policy toward officers of the royal household; the Curia Regis; the meetings of the Great Council; the concept of knight service; the collection of the geld and reasons for the Domesday Inquest; the commission of 1076-7 and the role and authority of the sheriff and shire courts; the roles of individuals within William's government.</p> <p>A study of Anglo-Norman relations with France The degree to which England was subordinate to William's Norman concerns; the abilities of William's overlord, Philip I; French support for Malcolm of Scotland, Flanders, Maine and Anjou; relations of Robert, Duke of Normandy, with his father and his enemies; disputes with Brittany and the significance of William's defeat at Dol; the uneasy settlement of 1077-78; the situation at William's death in 1087.</p>

OR B

Introduction

William's authority in Normandy and his dynastic claim on the English throne; the situation in England and the legitimacy of Harold's claim; invasions, conflict and conquest; Anglo-Norman military preparation and tactics compared; Norman victory and settlement; attempted continuity in government and aristocratic reaction: the risings of 1069 and 1070; William's response and its effect; the risings of 1075; the impact of these revolts on William's policies.

The influence of the Conquest on the Church

Evidence of William's piety; the role of the archbishops and bishops in both Church and government; the council of 1076 and Lanfranc's reforms; relations with the Papacy; the significance of William's response to Gregory VII's claim to supremacy.

A detailed study of the impact of the Conquest on a local area

This could, for example, focus on change in landholdings and the establishment of royal forests, and include an evaluation of the social and economic impact of the Conquest in the chosen locality.

Assignment Titles

NB: Two assignment titles are given to provide a choice for the teacher and a second assignment title for re-sit candidates.

Teachers may write their own assignment titles if they wish. They do not need to seek approval for those titles from Edexcel.

NB: The assignment titles are the same for both options.

Either

- 1) How significant were the revolts in the years 1069-1075 in helping William assert his royal authority in England?

(1,750-2,750 words)

(60 marks)

Or

- 2) How much impact did the Norman Conquest have on government and society in England in the period to 1087?

(1,750-2,750 words)

(60 marks)

Assessment

Completed assignments must be marked using the *Level descriptions for coursework assignments* provided in the specification (issue 5) on pages 46-47. These level descriptions should not be altered by the teacher, but should be interpreted in relation to the content outlined in the coursework programme above.

Teachers **must** ensure that the word limit is enforced when applying the mark scheme.

Indicative Reading

- Allen Brown R – *The Normans and the Norman Conquest* (Boydell Press, 1985)
Bates D and Curry A – *England and Normandy in the Middle Ages* (Hambledon, 1994)
Bates D – *William the Conqueror* (Tempus Publishing Ltd, 2004)
Chibnall M – *Anglo-Norman England* (Blackwell, 1986)
Douglas D C – *William the Conqueror* (University of California Press, 1964)
Golding B – *Conquest and Colonization* (St Martin's Press, 1994)
Hudson J – *Land, Law and Lordship in Anglo-Norman England* (Oxford University Press, 1997)
Morillo S – *Warfare under the Anglo-Norman Kings* (Boydell Press, 1987)
Wilkinson D and Cantrell J – *The Normans in Britain* (Palgrave Macmillan, 1987)

Edexcel Advanced GCE History (Issue 5, first examination 2007)

Coursework Programme for Unit 3 (6523)

Title	From Black Death to Great Revolt: England, c.1348-81
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Entry Option	British (6523J)
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Outline of Content
<ul style="list-style-type: none">• England in the mid-fourteenth century• The Black Death and its impact, 1348-9• Economy and society, c.1350-c.1380: the longer-term impact of Plague• The Revolt of 1381.

Course Content
<p>England in the mid-fourteenth century Political and social structures; the economy; overpopulation and climate change; finance and taxation; the administration of justice; the power and influence of King Edward III and the impact of the Hundred Years' War.</p> <p>The Black Death The nature and extent of disruption to life in towns and villages; extent of mortality; impact on the workings of government and on government finances.</p> <p>The economy and society of England c.1350-80 Changes in population and demography, commerce and agriculture; problems of wages and labour shortages; measures of labour and wage control - their administration and effectiveness; the impact of Plague in the 1360s and 1370s.</p> <p>The Revolt of 1381 Reasons for discontent; the manifestations of revolt; the reactions of the authorities in 1381; the role of Richard II.</p> <p>Overview: the consequences of the Black Death for the society and economy of England to 1481.</p>

Assignment Titles

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Teachers may write their own assignment titles if they wish. They do not need to seek approval for those titles from Edexcel.

Either

- 1) To what extent can the Revolt of 1381 be explained as a protest against taxation?

(1,750-2,750 words)

(60 marks)

Or

- 2) 'The social and economic consequences of the Black Death of 1348-9 were largely positive.' How far do you agree with this judgement on the impact of the Black Death in the period to 1381?

(1,750-2,750 words)

(60 marks)

Assessment

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Teachers **must** ensure that the word limit is enforced when applying the mark scheme.

Indicative Reading

Aberth J – *From the Brink of the Apocalypse: Confronting Famine, War, Plague and Death In the Later Middle Ages* (Routledge, 2001)

Dunn A – *The Peasants' Revolt* (Tempus, 2004)

Herlihy D – *The Black Death and the Transformation of the West* (Harvard, 1997)

Keen M – *England in the Later Middle Ages*, 2nd edition (Routledge, 2003)

McKisack M – *The Fourteenth Century, 1307-1399* (Oxford University Press, 1991)

Naphy W and Spicer A – *The Black Death and the History of Plagues, 1345-1730* (Tempus, 2000)

Platt C – *King Death: The Black Death and its Aftermath in Late Medieval England* (Routledge, 1996)

Prestwich M – *Plantagenet England, 1225-1360* (Oxford, 2005)

Thomson J – *The Transformation of Medieval England, 1370-1529* (Longman, 1983)

Ziegler P – *The Black Death* (Sutton, 2003)

Edexcel Advanced GCE History (Issue 5, first examination 2007)

Coursework Programme for Unit 3 (6523)

Title	From Restoration to Revolution: the English Monarchy, 1660-89
Forbidden combination	NB: Candidates entered for 6524 Aii, Restoration England, 1660-85, may not be entered for this coursework programme.

Entry Option	British (6523J)
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Outline of Content
<ul style="list-style-type: none">• The Restoration and the Restoration Settlement, 1660-65• The government of Charles II and relations with Parliament, 1661-79• The Exclusion Crisis, 1678-81; its resolution and consequences to 1685• The reign of James II and the Revolution Settlement

Course Content
<p>The Restoration and the Restoration Settlement in both church and state The objectives of Charles II in domestic policy; Charles's political and religious objectives; the roles of Clarendon, the Cabal and Danby.</p> <p>Conflict with parliament Conflict over religious policy and finance: the basis of the conflict and reasons for its growth.</p> <p>The Exclusion Crisis Its significance; Charles's relations with parliaments, 1678-81 and with the political parties; the role of Shaftesbury and the Whigs during the crisis; the resolution of the crisis and the implications of Charles's victory for domestic policy, 1681-5.</p> <p>The reign of James II The strength of his position in 1685; growing conflict with landowners and with the Church of England over religion; the army and the use of law.</p> <p>Constitutional Crisis and Revolution James's removal from the throne and the resolution of the constitutional crisis in the Revolution Settlement.</p>

Assignment Titles

NB: Two assignment titles are given to provide a choice for the teacher and a second assignment title for re-sit candidates.

Teachers may write their own assignment titles if they wish. They do not need to seek approval for those titles from Edexcel.

Either

- 1) How far do you agree with the view that religious differences were the main reason for conflict between the Stuart monarchs and their subjects in the years 1660-89?

(1,750-2,750 words)

(60 marks)

Or

- 2) Why was Charles II able to survive the major domestic crises he faced during his reign while James II was not?

(1,750-2,750 words)

(60 marks)

Assessment

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Teachers **must** ensure that the word limit is enforced when applying the mark scheme.

Indicative Reading

Bliss R M – *Restoration England* (Routledge, Lancaster Pamphlets, 1985)

Harris T – *Politics under the Later Stuarts* (Longman, Studies in Modern History, 1993)

Holmes G – *The Making of a Great Power: Late Stuart and Early Georgian England, 1660-1722* (Longman, Foundations of Modern Britain, 1993)

Hutton R – *Charles II: King of England, Scotland and Ireland* (Oxford University Press, 1989)

Marshall A – *The Age of Faction: Court Politics, 1660-1702* (Manchester University Press, New Frontiers in History, 1999)

Miller J – *Charles II* - 2nd edition (Longman, Seminar Studies, 1997)

Miller J – *The Glorious Revolution* - 2nd edition (Longman, Seminar Studies, 1997)

Mullett M – *James II and English Politics, 1678-90* (Routledge, Lancaster Pamphlets, 1993)

Edexcel Advanced GCE History (Issue 5, first examination 2007)

Coursework Programme for Unit 3 (6523)

Title	The Younger Pitt: National Revival and the Impact of Revolution, 1783-1801
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Entry Option	British (6523J)
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Outline of Content
<ul style="list-style-type: none">• Pitt's rise to power and the nature of his power base, 1783-1801• Pitt's domestic reforms in finance and administration• Political radicalism and the campaigns for parliamentary reform• The Pitt government's response to radical activity, 1789-1801.

Course Content
<p>Pitt's rise to power and the nature of his power base, 1783-1801 Pitt's rise to power in 1783: reasons why he became prime minister so quickly; importance of support from George III; the roles and contributions in domestic affairs of Grenville, Dundas and Portland as ministers; the recasting of the ministry in 1794 and the implications of this for Pitt's control of parliament.</p> <p>Pitt's domestic reforms in finance and administration His policies designed to raise revenue, reduce waste and improve efficiency in revenue raising and in governmental administration; the Sinking Fund, Window Tax and excise schemes; attacks on patronage.</p> <p>Political radicalism and the campaigns for parliamentary reform Growth of radical activity in the 1780s; work of middle-class reformers in respect of parliamentary reform and attempts to remove political disabilities from nonconformists; the impact of enlightenment thinking and of the French Revolution; the growth of radical politics in the 1790s - the Friends of the People and the Corresponding Societies.</p> <p>The Pitt government's response to radical activity, 1789-1801 Responses to increasing radical activity in the wake of the French Revolution; opposition to proposals for parliamentary reform; government involvement in anti-radical propaganda - the Association Movement and <i>The Anti-Jacobin</i>; repression and censorship - suspension of Habeas Corpus, 'Two Acts', regulation of newspapers.</p>

Assignment Titles

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Either

- 1) Why did Pitt support parliamentary reform in the 1780s, but oppose it so strongly in the 1790s?

(1,750-2,750 words)

(60 marks)

Or

- 2) How far do you agree that Pitt's long hold on power in the years 1783-1801 owed more to changing political circumstances than to his own abilities and policies?

(1,750-2,750 words)

(60 marks)

Assessment

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Teachers **must** ensure that the word limit is enforced when applying the mark scheme.

Indicative Reading

Dickinson H – *Britain and the French Revolution* (Macmillan, Problems in Focus, 1989)

Evans E J – *William Pitt the Younger* (Taylor Francis, Lancaster Pamphlets, 1999)

Hague W – *William Pitt the Younger* (Harper Collins, 2004)

Hilton B – *A Mad, Bad and Dangerous People? English History, 1783-1846* (Clarendon Press, 2006)

O'Gorman F – *The Long Eighteenth Century: British Political and Social History, 1660-1832* (Arnold, 1997)

Turner M – *Pitt the Younger: A Life* (Hambledon, 2003)

Edexcel Advanced GCE History (Issue 5, first examination 2007)

Coursework Programme for Unit 3 (6523)

Title	The Age of the Railway, 1830-1914
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Entry Option	British (6523J)
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Outline of Content
<ul style="list-style-type: none">• The establishment and development of the railway network: supporters and opponents• Government attitudes and policies towards the railways• The economic impact of railways: industry, private investment and food supplies• The social impact of railways: cities, holidays and leisure.

Course Content
<p>The establishment and development of the railway network Railway development from the 1830s; the linking of large towns, extension of the network to smaller towns, suburbs and countryside; reasons for speed and nature of development; the work of navvies; investment in railways and railway booms; competition between railway companies.</p> <p>Government attitudes and policies towards the railways Government involvement in railways - issues concerning competition, regulation and safety; provision of 'parliamentary trains'; debates about the role of government during a period when <i>laissez-faire</i> policies were dominant.</p> <p>The economic impact of railways Importance of private investment and extent to which railway investment fuelled economic booms and contributed to slumps; the importance of railways for commodity prices and the development of new markets; railways and supplies - the development of the food industry; the impact of railway development on price levels and wider economic competition; railways and workforce mobility.</p> <p>The social impact of railways Importance of railways for urban development - the growth of suburbs and the displacement of people to make way for new lines; the impact of 'commuting' on work patterns and on the balance between work and leisure; railways and the development of a holiday industry - seaside holidays and the expansion of seaside resorts; railways and leisure - the impact of railways on the expansion of leisure opportunities, including the development of professional sport.</p>

Assignment Titles

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Teachers may write their own assignment titles if they wish. They do not need to seek approval for those titles from Edexcel.

Either

- 1) How far do you agree that the economic consequences of railway development in the years 1830-1914 were much more significant and substantial than the social consequences?
(1,750-2,750 words) (60 marks)

Or

- 2) 'The role of private investment was the most important factor in the period 1830-1914 which influenced both the ways in which the railway network expanded and also how it was regulated.' How far do you agree with this view?
(1,750-2,750 words) (60 marks)

Assessment

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Teachers **must** ensure that the word limit is enforced when applying the mark scheme.

Indicative Reading

Arnold A J and McCartney S M – *George Hudson: The Rise and Fall of the Railway King* (Hambledon, 2004)
Barton S – *Working Class Organisations and Popular Tourism, 1840-1970* (Manchester University Press, 2005)
Dyos H J and Aldcroft D H – *British Transport* (Leicester University Press, 1969)
Evans A K B and Gough J – *The Impact of the Railway on Society in Britain* (Ashgate, 2003)
Gourvish T R – *Railways and the British Economy* (Macmillan, Studies in Social and Economic History, 1980)
Kellett J R – *The Impact of Railways on Victorian Cities* (RKP, 1979)
More C – *The Industrial Age: Economy and Society, 1750-1985* (Longman, 1989)
Perkin H J – *The Age of the Railway* (Panther Books, 1970)
Ville S – 'Transport' in Floud R and Johnson P (eds) – *The Cambridge Economic History of Modern Britain, Vol 1* (Cambridge University Press, 2004)

Unit 3 - non-British

Edexcel Advanced GCE History (Issue 5, first examination 2007)

Coursework Programme for Unit 3 (6523)

Title	The Sun King in Splendour: France under Louis XIV, 1661-88
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Entry Option	Non-British (6523K)
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Outline of Content
<ul style="list-style-type: none">• The Structure of French Absolutism under Louis XIV• Colbert and economic policy• Louis XIV and religion: the Huguenots and the Gallicans to 1688• Foreign Policy: relations with the Dutch, the League of Augsburg.

Course Content
<p>The growth of absolutism The implications of administrative and financial reforms; Louis XIV's relations with the nobility; the significance of the Court of Versailles.</p> <p>The work of Colbert Reform of the financial system; support for trade and manufacturing; assessment of his achievements.</p> <p>Religious policy Religious division in France in 1661; the strength of Gallicanism in France; relations with the Papacy: the struggle over the <i>régale</i> and the Four Articles; Louis XIV's relations with the Huguenots; the reasons for, and significance of, the Revocation of the Edict of Nantes; Louis XIV's relations with the Jansenists to 1688; reasons for their persecution.</p> <p>Foreign policy France's position in Europe in 1661; the pursuit of <i>gloire</i>; the origins and conduct of the Dutch War; the Peace of Nymegen; the reasons for the creation of the League of Augsburg; assessment of Louis XIV's foreign policy to 1688.</p>

Assignment Titles
NB: Two assignment titles are given to provide a choice for the teacher and a second assignment title for re-sit candidates.
Either
1) How far is the increased power of the monarchy in France in the period 1661-88 explained by the strength of Louis XIV's own personality?
(1,750-2,750 words) (60 marks)

Or

- 2) How far were weaknesses in Colbert's strategies responsible for the financial problems faced by the French government by 1688?

(1,750-2,750 words)

(60 marks)

Assessment

Completed assignments must be marked using the *Level descriptions for coursework assignments* provided in the specification (issue 5) on pages 46-47. These level descriptions should not be altered by the teacher, but should be interpreted in relation to the content outlined in the coursework programme above.

Teachers must ensure that the word limit is enforced when applying the mark scheme.

Indicative Reading

- Campbell P – *Louis XIV* (Longman, Seminar Studies in History, 1996)
Hatton R (ed) – *Louis XIV and Absolutism* (Macmillan, 1976)
Henshall N – *The Myth of Absolutism* (Longman, 1992)
Mettam R (ed) – *Government and Society in Louis XIV's France* (Macmillan, 1977)
Mousnier R – *Louis XIV* (Blackwell, Historical Association Pamphlet, 1973)
Parker D – *The Making of French Absolutism* (Arnold, 1983)
Shennan J H – *Louis XIV* (Routledge, Lancaster Pamphlet, 1986)
Smith D – *Louis XIV* (Cambridge University Press, 1992)

Edexcel Advanced GCE History (Issue 5, first examination 2007)

Coursework Programme for Unit 3 (6523)

Title	The Sun King in Eclipse: the Later Years of Louis XIV, 1688-1715
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Entry Option	Non-British (6523K)
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Outline of Content
<ul style="list-style-type: none">• Louis XIV and Versailles: court, nobility and society• Louis XIV and religion: Jansenists and Gallicans• France and the Spanish Succession: war and diplomacy from 1690• The impact of war on France, 1690-1715.

Course Content
<p>French society in 1688 The First, Second and Third Estates; privilege; the Palace of Versailles - the role and etiquette of the court and nobility; Louis XIV's use of Versailles in his perception of kingship.</p> <p>Louis XIV and Religion Religious divisions in France in 1688; Louis XIV's relations with the Papacy and with the Jesuits and Jansenists within France; the significance of the Bull Unigenitus; the social and economic consequences for France in the years from 1688 of Louis XIV's persecution of the Huguenots and of the revocation of the Edict of Nantes in 1685.</p> <p>War and diplomacy from 1690 The reasons for, and outcomes of, the war of the League of Augsburg (1689-97) and the War of the Spanish Succession (1702-13).</p> <p>France during the period of conflict 1690-1715 Natural disasters; the demands of war and their implications for the economy and society of France to 1715; attitudes in France to the King in the last decade of his reign.</p>

Assignment Titles
<p>NB: Two assignment titles are given to provide a choice for the teacher and a second assignment title for re-sit candidates.</p> <p>Teachers may write their own assignment titles if they wish. They do not need to seek approval for those titles from Edexcel.</p>

Either
1) With how much success did Louis XIV seek both to impress and to control the nobility of France in the years 1688-1715?
(1,750-2,750 words) (60 marks)

Or

2) 'I have been too fond of war.' To what extent does a study of Louis XIV's reign after 1688 support this observation made by the King on his deathbed?

(1,750-2,750 words)

(60 marks)

Assessment

Completed assignments must be marked using the *Level descriptions for coursework assignments* provided in the specification (issue 5) on pages 46-47. These level descriptions should not be altered by the teacher, but should be interpreted in relation to the content outlined in the coursework programme above.

Teachers must ensure that the word limit is enforced when applying the mark scheme.

Indicative Reading

Campbell P – *Louis XIV* (Longman, Seminar Studies in History, 1991)

Hatton R (ed) – *Louis XIV and Europe* (Macmillan, 1976)

McKay D and Scott H – *The Rise of the Great Powers, 1648-1815* (Longman, 1983)

Mettam R – *Government and Society in Louis XIV's France* (Macmillan, 1977)

Mousnier R – *Louis XIV* (Blackwell, Historical Association Pamphlet, 1973)

Shennan J H – *Louis XIV* (Routledge, Lancaster Pamphlet, 1986)

Wilkinson R – *Louis XIV, France and Europe, 1661-1715* (Hodder and Stoughton, 1993)

Edexcel Advanced GCE History (Issue 5, first examination 2007)

Coursework Programme for Unit 3 (6523)

Title	The Origins of the First World War, 1878-1914
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Entry Option	Non-British (6523K)
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Outline of Content
<ul style="list-style-type: none">• The alliance system and international tensions• The arms race and military plans• Diplomatic crises and Balkan conflicts, 1905-13• The assassination at Sarajevo and the road to war, June-August 1914.

Course Content
<p>The alliance system The reasons for the development of the Triple Alliance and the Triple Entente; the effect of these systems on the balance of power.</p> <p>Tensions between the great powers Austro-Russian tension in the Balkans; Franco-German tension arising from the war of 1870; Anglo-German tension over the navy; Anglo-German colonial rivalry in Africa.</p> <p>The arms race The development of Europe into two armed camps; the Schlieffen plan.</p> <p>Events on the edges of Europe The Moroccan crisis of 1905/6; the Bosnian crisis of 1908/9; the second Moroccan crisis of 1911; the Balkan Wars of 1912-13.</p> <p>The slide to war The murder of Archduke Franz Ferdinand in Bosnia, June 28 1914; the German offer of support to Austria; the Austrian ultimatum to Serbia; the slide into war, July and August 1914.</p>

Assignment Titles
NB: Two assignment titles are given to provide a choice for the teacher and a second assignment title for re-sit candidates.
Teachers may write their own assignment titles if they wish. They do not need to seek approval for those titles from Edexcel.
Either
1) 'The First World War was the result of long-standing rivalries between the great powers.' How valid is this view?
(1,750-2,750 words) (60 marks)

Or

2) To what extent was the German government responsible for the outbreak of the First World War in 1914?

(1,750-2,750 words)

(60 marks)

Assessment

Completed assignments must be marked using the *Level descriptions for coursework assignments* provided in the specification (issue 5) on pages 46-47. These level descriptions should not be altered by the teacher, but should be interpreted in relation to the content outlined in the coursework programme above.

Teachers **must** ensure that the word limit is enforced when applying the mark scheme.

Indicative Reading

Henig R – *Origins of the First World War* (Routledge, 2001)

Joll J – *The Origins of the First World War* (Longman, 1984)

Koch H W (ed) – *Origins of the First World War* (Macmillan, 1972)

Martell G – *The Origins of the First World War* (Longman, 1987)

Roberts J A G – *On the Origins of the First World War* (Huddersfield, 1990)

Steiner Z – *Britain and the Origins of the First World War* (Macmillan, 1977)

Edexcel Advanced GCE History (Issue 5, first examination 2007)

Coursework Programme for Unit 3 (6523)

Title	Verwoerd to Mandela: Apartheid in South Africa, c.1950-1994
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Entry Option	Non-British (6523K)
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Outline of Content
<ul style="list-style-type: none">• Verwoerd and the implementation of the system of apartheid• Reactions to apartheid inside and outside South Africa c.1950-c.1980• The growing challenge to apartheid in the 1980s• The end of apartheid: the roles of de Klerk and Mandela.

Course Content
<p>The implementation of apartheid from 1948 The roles of Hendrik Verwoerd and John Vorster; the legislative framework; segregation and Separate Development; labour control and political repression; the economic and social consequences of apartheid, c.1950-c1980.</p> <p>Reactions to Apartheid The extent of support for apartheid within South Africa, c.1950-c.1980 - the strength of the Nationalist party; the range and strength of opposition to apartheid within South Africa - challenge from church and student movements and political organisations, the ANC, PAC and the South African Communist party; the significance of Sharpeville and Soweto; opposition to apartheid from outside South Africa - international diplomacy and sanctions; the role of the UN.</p> <p>Change to Apartheid in the 1980s The forces for change within South Africa and from outside; the weakening Nationalist party; Pieter Willem Botha and the defence of apartheid; Desmond Tutu and the UDF; Mangosuthu Buthelezi and Inkatha.</p> <p>1989-94, the last phase The presidency of Frederik Willem De Klerk; the role of the ANC; the personality and influence of Nelson Mandela; the election of 1994.</p>

Assignment Titles

NB: Two assignment titles are given to provide a choice for the teacher and a second assignment title for re-sit candidates.

Teachers may write their own assignment titles if they wish. They do not need to seek approval for those titles from Edexcel.

Either

- 1) How significant was the part played by the ANC in undermining apartheid in South Africa in the period 1948-94?

(1,750-2,750 words)

(60 marks)

Or

- 2) The economic consequences of apartheid in the period c.1950-94 primarily account for its ultimate collapse. How far do you agree with this view?

(1,750-2,750 words)

(60 marks)

Assessment

Completed assignments must be marked using the *Level descriptions for coursework assignments* provided in the specification (issue 5) on pages 46-47. These level descriptions should not be altered by the teacher, but should be interpreted in relation to the content outlined in the coursework programme above.

Teachers **must** ensure that the word limit is enforced when applying the mark scheme.

Indicative Reading

Beinhart W – *Twentieth Century South Africa* (Oxford University Press, 1994)
Clark N and Worger W – *South Africa: The Rise and Fall of Apartheid* (Pearson, 2004)
De Klerk F – *The Last Trek: A New Beginning* (St Martin's Press, 1999)
Mandela N – *Long Walk to Freedom* (Little Brown, 1994)
Meredith M – *Nelson Mandela* (Penguin, 1997)
Wordern N – *The Making of Modern South Africa* (Blackwell, 2000)

Edexcel Advanced GCE History (Issue 5, first examination 2007)

Coursework Programme for Unit 3 (6523)

Title	China after Mao, 1976-2000
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Entry Option	Non-British (6523K)
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Outline of Content
<ul style="list-style-type: none">• Deng Xiaoping, his re-emergence, role and influence• The limitations of political change: continuing repression, the democracy movement and Tiananmen Square• China's economic miracle, agriculture and industry• China and the World, defence and foreign policy.

Course Content
<p>The political situation on the death of Mao; personalities and the distribution and exercise of power; the role of the Communist Party and the Army of the People's Republic.</p> <p>The defeat of the Gang of Four; the re-emergence of Deng, the resignation of Hua Guofeng in 1980.</p> <p>Authoritarianism and corruption; the limits of political change and the crushing of dissent.</p> <p>Changes in agriculture and their consequences.</p> <p>The transformation of industry and the achievement of rapid economic growth.</p> <p>China and the world economy; external trade and inward investment, the banking sector.</p> <p>China as a great power, the build up of the armed forces, the return of Hong Kong, the issue of Taiwan.</p>

Assignment Titles
<p>NB: Two assignment titles are given to provide a choice for the teacher and a second assignment title for re-sit candidates.</p> <p>Teachers may write their own assignment titles if they wish. They do not need to seek approval for those titles from Edexcel.</p>
<p>Either</p> <p>1) How far was Deng Xiaoping responsible for China's economic success in the years 1980-2000?</p> <p>(1,750-2,750 words) (60 marks)</p>

Or

2) To what extent has China been transformed in the years 1976-2000?

(1,750-2,750 words)

(60 marks)

Assessment

Completed assignments must be marked using the *Level descriptions for coursework assignments* provided in the specification (issue 5) on pages 46-47. These level descriptions should not be altered by the teacher, but should be interpreted in relation to the content outlined in the coursework programme above.

Teachers must ensure that the word limit is enforced when applying the mark scheme.

Indicative Reading

Lynch M – *The People's Republic of China since 1949* (Hodder and Stoughton, 1998)

Roberts J A G – *A Concise History of China* (Harvard, 1999)

Salisbury H E – *The New Emperors: Mao and Deng* (Harper Collins, 1993)

Spence J D – *The Search for Modern China*, 2nd edition (Norton, 1999)

Unit 5 - British

Edexcel Advanced GCE History (Issue 5, first examination 2007)

Coursework Programme for Unit 5 (6525)

Title	Medieval Kingship, 1100-1216
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Entry Option	British (6525J)
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Outline of Content
<ul style="list-style-type: none">• To what extent did central and local government become increasingly bureaucratised in the period 1100-1216?• How far, in the years 1100-1216, did the personalities of the monarchs impact on the ways in which government was conducted?

Course Content
<p>Introduction Twelfth century England: cathedrals, monasteries and universities educating a new class of bureaucrats; the standardisation of laws and regulation of government finances; the educated aristocracy and their increasing awareness of their legal position and the rights they held from the king; the beginnings of a nation state with the loss of continental territories and the attempts to subdue Ireland, Scotland and Wales.</p> <p>Henry I, 1100-35 Contractual kingship; developments in finance, justice and administration; Henry's personality and the problem of the succession.</p> <p>Stephen, 1135-54 Intermittent warfare with Matilda; Stephen's weakness leading to over-mighty barons and the exercise of their power; anarchy; reactions to the constraints of Henry I; disputed succession.</p> <p>Henry II, 1154-89 Henry's personality and the ways in which he secured the realm; royal justice and the development of English common law; restoration and reform of royal finances; the demands of war and its implications for finance and the royal prerogative; problems of an absentee king, the changing nature of kingship and the development of a more autonomous form of government; breakdown of relationships with his immediate family.</p> <p>Richard I, 1189-99 The effect of Richard's direct involvement in the Third Crusade on English government and administration; the impact of the Third Crusade on England's finances and the creation of a war economy; ways in which Richard attempted to restore the power of the monarchy on his return.</p> <p>John, 1199-1216 Loss of the Angevin Empire and the refusal of the barony to re-conquer Normandy; the failure of John to manage Richard's war economy; conflict with the papacy; impact of the baronial rebellion (1214-15) on English government and kingship; the significance of Magna Carta; the beginning of the Common Counsel of the realm as a political concept.</p>

Assignment Titles

NB: Two assignment titles are given to provide a choice for the teacher and a second assignment title for re-sit candidates.

Teachers may write their own assignment titles if they wish. They do not need to seek approval for those titles from Edexcel.

Either

- 1) How far would you agree that throughout the years 1100-1216 there was a steady increase in the effectiveness with which the monarchy was able to control and rule its English subjects?

(2,000-3,000 words)

(60 marks)

Or

- 2) How far would you agree with the view that, in the years 1100-1216, the personality of the monarch was the most important factor in bringing about change in the way England was governed?

(2,000-3,000 words)

(60 marks)

Assessment

Completed assignments must be marked using the *Level descriptions for coursework assignments* provided in the specification (issue 5) on pages 48-49. These level descriptions should not be altered by the teacher, but should be interpreted in relation to the content outlined in the coursework programme above.

Teachers must ensure that the word limit is enforced when applying the mark scheme.

Indicative Reading

- F Barlow — *The Feudal Kingdom of England, 1042-1216*, 5th edition (Longman, 1999)
R Bartlett — *England under the Norman and Angevin Kings* (Oxford University Press, 2000)
M Chibnall — *The Empress Matilda* (Blackwell, 1997)
S D Church — *King John: New Interpretations* (Boydell, 2003)
D Crouch — *King Stephen*, 3rd edition (Longman, 1990)
J Gillingham — *Richard the Lionheart* (Yale, 1999)
B Harvey — *The Twelfth and Thirteenth Centuries* (Oxford University Press, 2001)
C W Hollister — *Henry I* (Yale, 2001)
J C Holt — *Magna Carta*, 2nd edition (Cambridge University Press, 1992)
R Huscroft — *Ruling England, 1042-1216* (Longman, 2004)
H Jewell — *Women in Medieval England* (Manchester University Press, 1996)
E King (ed) — *The Anarchy of King Stephen's Reign* (Oxford University Press, 2001)
A L Poole — *From Domesday Book to Magna Carta*, 2nd edition ((Oxford University Press, 1987)
T Purser — *Medieval England, 1042-1228* (Heinemann, 2004)

Edexcel Advanced GCE History (Issue 5, first examination 2007)

Coursework Programme for Unit 5 (6525)

Title	The Changing Role of Parliament in England 1529-1640
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Entry Option	British (6525J)
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Outline of Content
<ul style="list-style-type: none">• In what ways did the nature and composition of parliaments change between 1529 and 1640?• To what extent did parliamentary power and its role within government increase in this period?

Course Content
<p>Overview The long-term impact of the Henrician Reformation and its effect on the relationship between the monarchy and parliament; the interaction between political, religious, social and economic developments in shaping the British system of government.</p> <p>The Reformation Parliament, 1529-36 Nature and composition, attitudes, role and significance.</p> <p>Religious settlements and the role of parliaments The Edwardian Reformation; the reign of Mary I; the Elizabethan Settlement; puritans, reformers and parliamentary privilege in the reign of Elizabeth.</p> <p>Tudor economy and society Inflation and economic change; the economic effects of the Reformation; land, literacy and a Protestant gentry, 1536-1603; the development of the House of Commons.</p> <p>The reign of James I, 1603-25 Divine Right and parliamentary privilege; the impact of financial problems; war, religion and foreign policy 1618-24.</p> <p>Charles I and the crisis of parliaments, 1625-40 Charles, Buckingham and parliament 1625-29; the impact of personal rule; the parliaments of 1640, their nature, composition and attitudes.</p>

Assignment Titles

NB: Two assignment titles are given to provide a choice for the teacher and a second assignment title for re-sit candidates.

Teachers may write their own assignment titles if they wish. They do not need to seek approval for those titles from Edexcel.

Either

- 1) How far is it true to say that in the years 1529-1640 the powers and privileges of parliament increased steadily at the expense of royal power?

(2,000-3,000 words)

(60 marks)

Or

- 2) To what extent can changes in the relationship between monarchy and parliament from 1529 to 1640 be seen as arising from divisions over the future of the Church?

(2,000-3,000 words)

(60 marks)

Assessment

Completed assignments must be marked using the *Level descriptions for coursework assignments* provided in the specification (issue 5) on pages 48-49. These level descriptions should not be altered by the teacher, but should be interpreted in relation to the content outlined in the coursework programme above.

Teachers **must** ensure that the word limit is enforced when applying the mark scheme.

Indicative Reading

Anderson A – *An Introduction to Stuart Britain, 1603-1714* (Hodder and Stoughton, 1999)

Anderson A and Imperato T – *An Introduction to Tudor England, 1485-1603* (Hodder Murray, Access to History Context, 2001)

Dawson I – *The Tudor Century, 1485-1603* (Nelson, Challenging History, 2001)

Graves G A – *The Tudor Parliaments: Crown, Lords and Commons, 1485-1603* (Longman, Studies in Modern History, 1985)

Graves M A – *Elizabethan Parliaments, 1559-1601, Second Edition* (Longman, Seminar Studies in History, 1996)

Loades D M – *Politics and the Nation, 1450-1660* (Blackwell, 1986)

Lockyer R and O'Sullivan D – *Tudor Britain, 1485-1603* (Addison Wesley Longman, Longman Advanced History, 1997)

Russell C – *The Crisis of Parliaments: English History, 1509-1660* (Oxford University Press, 1971)

Scarboro D – *The Great Rebellion: England 1625-1660 Charles, the Civil War and Cromwell* (Hodder Murray, 2005)

Seel G E – *Regicide and Republic, 1603-1660* (Cambridge University Press, 2001)

Smith A G R – *The Emergence of a Nation State, 1527-1660* (Longman, 1984)

Edexcel Advanced GCE History (Issue 5, first examination 2007)

Coursework Programme for Unit 5 (6525)

Title	The Impact of Industrialisation in Britain, c.1780-1914
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Entry Option	British (6525J)
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Outline of Content
<ul style="list-style-type: none">• In what ways did the process of industrialisation change the lives of people in Britain?• How much did the industrial revolution affect the structure of both the economy and the work force?

Course Content
<p>Overview of the main areas of change in three areas - textiles, transport and heavy industry</p> <p>Textiles Establishment of factories; changing role of spinners and weavers; role of women in textile factories.</p> <p>Transport The development of canals 1780-1830 and railways from 1830; their economic and social impact.</p> <p>Heavy industry Mining, ship building, iron and steel; the way in which developments in heavy industry brought change and development to working communities.</p> <p>PLUS EITHER</p> <p>The role of the state in response to the impact of the industrial revolution Why the state intervened; overview of factory and other work legislation; public health and sanitary legislation; the expanded role of the state from 1880; legislation on pensions, children and national insurance.</p> <p>OR</p> <p>The changing role of women Implications of the industrial revolution for working opportunities in both working and middle classes; expansion of domestic service after c1850; women and the family; the 'angel in the house' and separate spheres; women and changing professional opportunities.</p>

Assignment Titles

NB: Two assignment titles are given to provide a choice for the teacher and a second assignment title for re-sit candidates.

Teachers may write their own assignment titles if they wish. They do not need to seek approval for those titles from Edexcel.

Either

- 1) 'The expansion of heavy industry from c1850 was the key turning point in making Britain a fully industrial society by 1914.' How far do you agree with this judgement on the process of change over the period 1780-1914?

(2,000-3,000 words)

(60 marks)

Or

- 2) 'Initially damaging, but eventually beneficial.' How far do you agree with this view of the impact of industrialisation on the lives of ordinary people during the period 1780-1914?

(2,000-3,000 words)

(60 marks)

Assessment

Completed assignments must be marked using the *Level descriptions for coursework assignments* provided in the specification (issue 5) on pages 48-49. These level descriptions should not be altered by the teacher, but should be interpreted in relation to the content outlined in the coursework programme above.

Teachers **must** ensure that the word limit is enforced when applying the mark scheme.

Indicative Reading

Evans E J – *The Birth of Modern Britain, 1780-1914* (Longman, 1997)
Fraser D – *The Evolution of the British Welfare State* (Macmillan, 1984)
Hudson P – *The Industrial Revolution* (Arnold, 1992)
Laybourn K – *The Evolution of British Social Policy* (Sutton, 1995)
Mathias P – *The First Industrial Nation* (Routledge, 1983)
May T – *An Economic and Social History of Britain, 1760-1990* (Longman, 1996)
More C – *The industrial Age: Economy and Society in Britain, 1750-1985* (Longman, 1997)
Roberts E – *Women's Work, 1840-1940* (Macmillan, 1988)
Royle E – *Modern Britain: a Social History, 1750-1997* (Arnold, 1997)

Edexcel Advanced GCE History (Issue 5, first examination 2007)

Coursework Programme for Unit 5 (6525)

Title	Ireland and the Union, 1801-1921
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Entry Option	British (6525J)
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Outline of Content
<p>Two different focuses are possible here:</p> <p>EITHER</p> <p>A - Nationalist identities and the nationalist challenge</p> <ul style="list-style-type: none">• How did demands for alterations in the constitutional relationship between Ireland and Great Britain change during the period?• How important was Ireland's 'radical tradition' in the movements for emancipation and Home Rule during the period? <p>OR</p> <p>B - Nationalist challenge and Unionist response</p> <ul style="list-style-type: none">• How did demands for alterations in the constitutional relationship between Ireland and Great Britain change during the period?• In what ways, and for what reasons, did divisions between the Protestant and Catholic communities of Ireland grow over the period?

Course Content
<p>The course content for both approaches is the same. Centres will need to ensure that they teach the designated content with an appropriate focus.</p> <p>Overview The changing relationship between Britain and Ireland in the years between the Act of Union and the signing of the Anglo-Irish Treaty; Irish catholic and nationalist demands for greater representation and autonomy, and opposition to these within Ireland.</p> <p>The Act of Union to Home Rule The Act of Union and how it defined the constitutional relationship between Britain and Ireland; the legacy of the United Irishmen on later nationalist activity; O'Connell and the Catholic Association Movement; Young Ireland: nationalism and the challenge to O'Connell; the impact of the Famine on Irish politics; the Fenian Movement and its objectives; Home Rule movements from the 1870s; Michael Davitt and the Land league; Charles Stewart Parnell and John Redmond.</p> <p>The Protestant response to Nationalism and Home Rule The roles of Edward Carson and James Craig.</p> <p>Militant nationalism in the early 20th century Sinn Fein, the Easter Rising, and negotiations over the Anglo-Irish Treaty.</p>

Assignment Titles for Option A

NB: Two assignment titles are given to provide a choice for the teacher and a second assignment title for re-sit candidates.

Teachers may write their own assignment titles if they wish. They do not need to seek approval for those titles from Edexcel.

Option A Either

- 1) To what extent did the aims and methods of Irish nationalism change during the years 1820-1921?
(2,000-3,000 words) (60 marks)

Or

- 2) How effectively did Irish Catholic and nationalist leaders advance their cause in the years 1801-1921?
(2,000-3,000 words) (60 marks)

Assignment Titles for Option B

NB: Two assignment titles are given to provide a choice for the teacher and a second assignment title for re-sit candidates.

Teachers may write their own assignment titles if they wish. They do not need to seek approval for those titles from Edexcel.

Option B Either

- 1) To what extent did the aims and methods of Irish nationalism change during the years 1820-1921?
(2,000-3,000 words) (60 marks)

Or

- 2) In what ways, and how effectively, in the years 1801-1921, did the Protestant communities in Ireland respond to the changing challenges presented by Nationalism?
(2,000-3,000 words) (60 marks)

Assessment

Completed assignments must be marked using the *Level descriptions for coursework assignments* provided in the specification (issue 5) on pages 48-49. These level descriptions should not be altered by the teacher, but should be interpreted in relation to the content outlined in the coursework programme above.

Teachers **must** ensure that the word limit is enforced when applying the mark scheme.

Indicative Reading

Adelman P – *Great Britain and the Irish Question, 1880-1822* (Hodder and Stoughton, 1996)

Buckland P – *Irish Unionism* (The Historical Association, 1973)

Cronin S – *Irish Nationalism: A History of its Roots and Ideology* (Academy Press, 1980)

Foster R F – *Modern Ireland, 1600-1922* (Penguin, 1988)

Hoppen K T – *Ireland since 1800: Conflict and Conformity* (Longman, 1988)

Kee R – *The Green Flag: A History of Irish Nationalism* (Penguin, 1972)

Lyons F S L – *Ireland since the Famine* (Fontana, 1973)

Mansergh N – *The Irish Question, 1840-1921* (Allen and Unwin, 1965)

Norman E – *A History of Modern Ireland* (Allen Lane, Penguin, 1971)

O'Day – *Reactions to Irish Nationalism, 1865-1914* (Hambledon Press, 1967)

Tuathaigh G A – *Ireland before the Famine* (Gill and Macmillan, 1972)

Edexcel Advanced GCE History (Issue 5, first examination 2007)

Coursework Programme for Unit 5 (6525)

Title	Defending Great-Power Status: British Foreign Policy, 1814-1914
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Entry Option	British (6525J)
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Outline of Content
<ul style="list-style-type: none">• What principles underlay the formulation and execution of British foreign policy from the opening of the Congress of Vienna in 1814 to the outbreak of the First World War in 1914?• To what extent was British foreign policy in these years effective and successful in sustaining Britain's power and status in world affairs?

Course Content
<p>Background Students should be aware that Britain ended the Napoleonic Wars with its power and status greatly enhanced. The Napoleonic Wars were the last of a long succession of conflicts during the eighteenth century, the majority of which had had successful outcomes for Britain. These conflicts had also confirmed Britain's status as the world's foremost maritime power. By 1815, also, its imperial role was clear, with colonies developed largely for commercial reasons.</p> <p>Key themes to carry through the study The objectives of British foreign policy in the years 1814-1914 and the extent to which these changed; the extent to which diplomacy and foreign policy helped to sustain Britain's power and prestige in the world; the identification of 'natural enemies' over the course of the century, the extent to which these changed and the reasons for the build-up of alliance systems in the late nineteenth and early twentieth centuries.</p> <p>The concept of <i>Pax Britannica</i> The extent to which this guided British foreign policy formulation from 1814; the importance of sea power for defence and also to support commerce; the priority given to naval support especially during years of peace; British concern to prevent any 'overmighty' European power achieving continental domination; the extent to which peace was pursued as a predominant objective from 1814 and the extent to which long-term peace was considered a necessary element of prosperity and economic growth; the extent to which British policy was 'isolationist' and the extent to which the objectives of <i>Pax Britannica</i> were sustained over the period.</p> <p>Britain and Europe to 1880 Britain's concern to ensure that strategically sensitive areas were never dominated by a hostile great power; the strategic importance of the Netherlands, Belgium and the Baltic, with potential threat to the English Channel; the importance for Britain of the Straits between the Black Sea and the Mediterranean and the perception of a potential threat to Britain's trade routes to India and beyond; Russia's emergence as the greatest threat to European stability; the significance for Britain of the 'Eastern Question'; reasons for, and significance of, the Crimean War (1854-6) and the conflict in the Balkans (1876-8).</p> <p>Britain and the Empire The importance of the Britain Empire both economically and strategically; its value to Britain and reasons for rapid imperial expansion from the late 1870s; the reasons for the frequency of 'colonial wars' and rebellions throughout the period; the extent to which the Empire remained of strategic and economic</p>

value by 1914.

The growth of alliance systems, 1880-1914

The reasons for increasing rivalries involving Britain from 1880 - the race for empire and the partition of Africa; Britain's increasing sense of diplomatic isolation by the late 1890s; the formulation of the *Ententes* and the importance of resumed naval rivalry in the early years of the twentieth century.

Defending British interests

The objectives of leading foreign secretaries - the work of Castlereagh in the reconstruction of Europe from 1814 and of Canning in supporting national self-determination and weakening established continental European empires; Palmerston's role in identifying and sustaining Britain's key objectives - reasons why his policies were controversial; Disraeli's and Derby's often conflicting objectives over the Eastern Question in the 1870s; Grey's role in the development of the alliance system in the years 1906-14.

Assignment Titles

NB: Two assignment titles are given to provide a choice for the teacher and a second assignment title for re-sit candidates.

Teachers may write their own assignment titles if they wish. They do not need to seek approval for those titles from Edexcel.

Either

- 1) How important were British strategic objectives in respect of continental Europe to the formulation and development of British foreign policy as a whole in the years 1814-1914?

(2,000-3,000 words)

(60 marks)

Or

- 2) How far do you agree that Britain's broad foreign policy objectives, though effectively pursued in the period 1814-50, became increasingly unrealistic and their pursuance unsuccessful in the years 1850-1914?

(2,000-3,000 words)

(60 marks)

Assessment

Completed assignments must be marked using the *Level descriptions for coursework assignments* provided in the specification (issue 5) on pages 48-49. These level descriptions should not be altered by the teacher, but should be interpreted in relation to the content outlined in the coursework programme above.

Teachers must ensure that the word limit is enforced when applying the mark scheme.

Indicative Reading

Chamberlain M — *'Pax Britannica?': British Foreign Policy, 1789-1914* (Longman, London, 1988)
Lowe J C — *Britain and Foreign Affairs, 1815-85* (Routledge, Lancaster Pamphlet, 1998)
Bourne K — *The Foreign Policy of Victorian England, 1830-1902* (Clarendon Press, 1970)
Otte T G (ed.) — *The makers of British Foreign Policy: from Pitt to Thatcher* (Palgrave, 2002)
Hayes P M — *The Nineteenth Century, 1814-80* (A.C.Black, 1975)
Hyam R — *Britain's Imperial Century, 1815-1914* (Batsford, 1976)
Platt D C M — *Finance, Trade and Politics in British Foreign Policy, 1815-1914* (Clarendon Press, 1968)
Henig R — *The Origins of the First World War, 3rd edition* (Routledge, Lancaster Pamphlet, 2002)

Edexcel Advanced GCE History (Issue 5, first examination 2007)

Coursework Programme for Unit 5 (6525)

Title	The Conservative Party, 1815-1922
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Entry Option	British (6525J)
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Outline of Content
<ul style="list-style-type: none">• What factors explain the changing fortunes of the Conservative party in the nineteenth and early twentieth centuries?• To what extent did the composition of, and support for, the Conservative party change in the nineteenth and early twentieth centuries?

Course Content
<p>Background The position of the party in 1815 - the basis and extent of support for the Tory party; Party values - a party of order opposed to radical change.</p> <p>The party's development and changing fortunes, 1815-46 The Key features of, and reasons for, Tory dominance under Lord Liverpool and also for the crisis of 1827; the revival under Peel in the 1830s and reasons for the party's split in 1846 so soon after major election victory.</p> <p>The party's development and changing fortunes, 1846-86 The roles of Derby and Disraeli during the 1850s and 1860s, when the Conservatives were mostly in opposition; the impact of Disraeli on party fortunes, including his appeal to newly enfranchised voters; the role of imperialism and patriotism in reviving party fortunes; the reasons for rapid changes of fortune in 1870s and early 1880s.</p> <p>The party's development and changing fortunes, 1886-1922 The importance of the Home Rule issue in changing party fortunes; the roles of Salisbury and Balfour during the late the nineteenth and early twentieth centuries, when the party was mostly dominant; the reasons why the Conservatives were in difficulties in the early twentieth century and extent to which the House of Lords was responsible for this; the Conservatives during the First World War and the reasons why they were so influential in the wartime and post-war coalitions of 1916-22.</p> <p>The changing composition of the party The domination of the party by the gentry and county squires in first half of the nineteenth century; the party's strong links with the Church of England; the nature of its regional support with strength much greater in England than elsewhere in the UK and its core support in rural constituencies and English market towns; the growing influence of the party in some larger commercial towns from the 1840s; the impact of the expanded franchise on the party - its growing links with the middle classes and sections of the working classes from 1860s; the growing importance of 'Villa Toryism' from the late 1870s and Conservative strength in growing suburbs; support for the Conservative party among new women voters from 1918.</p>

Assignment Titles

NB: Two assignment titles are given to provide a choice for the teacher and a second assignment title for re-sit candidates.

Teachers may write their own assignment titles if they wish. They do not need to seek approval for those titles from Edexcel.

Either

- 1) How, and why, was the Conservative party able to broaden the base of its support among the electorates of the nineteenth and early twentieth centuries?

(2,000-3,000 words)

(60 marks)

Or

- 2) To what extent, and why, were the changing fortunes of the Conservative party determined by the abilities and attitudes of its party leaders during the nineteenth and early twentieth centuries?

(2,000-3,000 words)

(60 marks)

Assessment

Completed assignments must be marked using the *Level descriptions for coursework assignments* provided in the specification (issue 5) on pages 48-49. These level descriptions should not be altered by the teacher, but should be interpreted in relation to the content outlined in the coursework programme above.

Teachers must ensure that the word limit is enforced when applying the mark scheme.

Indicative Reading

- Adelman P – *Peel and the Conservative Party* (Longman, Seminar Studies, 1989)
Blake R – *The Conservative Party from Peel to Major*, revised edition (Heinemann, 1997)
Coleman B – *Conservatism and the Conservative Party in the Nineteenth Century* (Arnold, 1988)
Crowson N – *The Longman Companion to the Conservative Party since 1830* (Longman, 2001)
Evans E J – *The Birth of Modern Britain, 1780-1914* (Longman, 1997) esp. chapters 9, 13, 20, 23 and 29
Goodlad G – 'Disraeli and the mid-Victorian Conservative Party: seeking a way out of the political wilderness' in *Modern History Review* (2001) pp26-29
Hilton B – 'The Political Arts of Lord Liverpool' in *Transactions of the Royal Historical Society* (1988) pp147-70
Pearce M and Stewart G – *British Political History, 1867-2001*, 3rd edition (London, 2002)
Ramsden J – *An Appetite for Power: A History of the Conservative Party since 1830* (Harper Collins, 1998)
Seldon A and Ball S (eds.) – *Recovering Power: the Conservatives in Opposition since 1867* (Palgrave Macmillan, 2005)
Seldon A and Snowdon P – *The Conservative Party* (Sutton, 2004)
Smith J – *The Taming of Democracy: The Conservative Party, 1880-1924* (University of Wales Press, 1997)

Edexcel Advanced GCE History (Issue 5, first examination 2007)

Coursework Programme for Unit 5 (6525)

Title	The Growth of Mass Education in England, 1870-1988
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Entry Option	British (6525J)
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Outline of Content
<ul style="list-style-type: none">• What were the main reasons for change in educational provision for ordinary people in England in these years?• How far did changes to the educational system improve opportunities for girls and for boys?

Course Content
<p>The era of Board schools, 1870-1902 The impact of the 1870 Education Act; extent of new opportunities; differences between Board schools and Church schools; attitudes of Liberal and Conservative & Unionist parties towards education policy; the importance of religion as an issue in educational provision.</p> <p>The emergence of local education authorities, 1902-18 The impact of the 1902 Education Act and the reasons why it was controversial; attitudes of Liberal and Conservative & Unionist parties towards education policy; the role and significance of local education authorities; the extent to which there was opportunity for progression beyond elementary education.</p> <p>The era of the Fisher Act, 1918-44 Reasons for raising the school leaving age; the impact of the Fisher Act on improving educational opportunity; expansion of secondary education; debates about selection and identifying different schools for different types of student; extent of agreement between the main political parties on education policy.</p> <p>The Butler Act and its impact, 1944-65 Reasons for the passing of the 1944 Act; the extent to which the tripartite system increased opportunities for students; reasons why it was controversial; growing pressure for a comprehensive system; extent of agreement between the main political parties on educational policy.</p> <p>The era of comprehensive education and the Education Act 1988 Expansion in number of comprehensive schools and their significance in changing secondary education; debates over educational standards and over the success of comprehensive schools; reasons for the emergence of a 'national curriculum'.</p> <p>The impact of educational changes Impact on the nature of educational opportunity; how these changes affected the life chances of boys and girls; reasons for the pressure to enable equality of opportunity within an educational context.</p>

Assignment Titles

NB: Two assignment titles are given to provide a choice for the teacher and a second assignment title for re-sit candidates.

Teachers may write their own assignment titles if they wish. They do not need to seek approval for those titles from Edexcel.

Either

- 1) The key turning point in educational provision for ordinary people in Britain in the years 1870-1988 was the Butler Education Act of 1944.' How far do you agree with this judgement?

(2,000-3,000 words)

(60 marks)

Or

- 2) To what extent were changes in educational provision in the years 1870-1988 accompanied by significant advances in the education of girls?

(2,000-3,000 words)

(60 marks)

Assessment

Completed assignments must be marked using the *Level descriptions for coursework assignments* provided in the specification (issue 5) on pages 48-49. These level descriptions should not be altered by the teacher, but should be interpreted in relation to the content outlined in the coursework programme above.

Teachers **must** ensure that the word limit is enforced when applying the mark scheme.

Indicative Reading

Bash L and Coulby D – *Contradiction and Conflict in Education: the 1988 Education Act in Action* (Koogan Page Ltd, 1990)

Digby A and Searby P (eds) – *Children, School and Society in Nineteenth Century England* (Macmillan, 1981)

Fowler W S – *Implementing the National Curriculum: Policy and Practice of the 1988 Education Reform Act* (Koogan Page Ltd, 1990)

Hurt J S – *Elementary Schooling and the Working Classes, 1860-1918* (Routledge, 1979)

Lawson J and Silver H – *A Social History of Education in England* (Methuen, 1973)

Maclure S – *One Hundred Years of London Education, 1870-1970* (Allen Lane, 1970)

Murphy J – *Church, State and Schools in Britain, 1800-1970* (Routledge, 1971)

Simon B – *Education and the Social Order: British Education since 1944* (Lawrence and Wishart Ltd, 2000)

Edexcel Advanced GCE History (Issue 5, first examination 2007)

Coursework Programme for Unit 5 (6525)

Title	The Impact of Changes in Media and Communication in the Twentieth Century
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Entry Option	British (6525J)
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Outline of Content
<ul style="list-style-type: none">• In what ways have developments in media and communications affected the lives and opportunities of people in Britain since c1900?• How much have changes in media and communication increased levels of understanding and political awareness in Britain since c1900?

Course Content
<p>Background Brief outline of the key aspects of media which will enable students to understand that, although broadcast media, cinema and video and information technology are all twentieth century inventions, newspapers date back to the seventeenth century and made an important impact on the lives of British citizens through the dissemination of information and the raising of political consciousness well before the twentieth century.</p> <p>Key themes To carry through the study are the changing and developing impact of various forms of mass media, their relative importance over time and, in particular, the extent to which changes in media and communication have contributed to increasing political and cultural knowledge, understanding and awareness in Britain since c1900.</p> <p>Newspapers How newspapers responded to the extension of educational opportunities from the early twentieth century; the importance of the popular press and whether its political influence has increased over time; the extent to which the distinction between 'broadsheet' and 'tabloid' journalism is valid; the role and importance of newspapers in terms of political partisanship; the balance between information and entertainment in newspapers.</p> <p>Broadcast media The roles of radio and television and the extent to which the two forms of broadcast media have different messages and are aimed at different audiences; the extent to which broadcasting has become more 'segmented' over time, aiming at clearly identified and different target audiences; the extent to which public-service broadcasting, independent TV and radio, and satellite and cable broadcasting have distinct identities and target different audiences; how broadcast media are financed and with what political implications; the extent to which broadcasting has developed a greater sense of national identity and awareness.</p> <p>Cinema, Video and DVD How, and to what extent, the cinema changed leisure habits; changes in cinema attendance; the importance of Hollywood and the impact of US films more generally on British society, including the extent to which British society has become more 'Americanized'; the impact of video and DVD on leisure habits and experiences; the extent to which these forms of media segment audiences by age, ability and cultural background.</p>

Information Technology

The impact of computers on life, leisure and educational opportunity since 1945; the importance of PCs and laptops, including computer games, on leisure habits; the importance of IT for access to information and the concept of an 'information revolution.'

Assignment Titles

NB: Two assignment titles are given to provide a choice for the teacher and a second assignment title for re-sit candidates.

Teachers may write their own assignment titles if they wish. They do not need to seek approval for those titles from Edexcel.

Either

- 1) 'The emergence of TV as a mass medium of communication was much more important in improving leisure opportunities for ordinary people than were any other twentieth century developments in the media.' How far do you agree with this judgement as applied to the growth of leisure opportunities in Britain during the course of the twentieth century as a whole?

(2,000-3,000 words)

(60 marks)

Or

- 2) 'Changes in media and communication over the period from c1900 to the present day were accompanied by greater fragmentation of local and national allegiances and not by any increasing sense of national identity.' How far do you agree with this judgement?

(2,000-3,000 words)

(60 marks)

Assessment

Completed assignments must be marked using the *Level descriptions for coursework assignments* provided in the specification (issue 5) on pages 48-49. These level descriptions should not be altered by the teacher, but should be interpreted in relation to the content outlined in the coursework programme above.

Teachers **must** ensure that the word limit is enforced when applying the mark scheme.

Indicative Reading

Brockenhurst H and Phillips R – "'You're History" - Media Representation, Nationhood and the National Past' in Brockenhurst and Phillips (eds)– *History, Nationhood and the Question of Britain*, pp 386-98 (Palgrave Macmillan, 2004)

Curran J, Petley J and Gaber I – *Culture Wars: The Media and the British Left* (Edinburgh University Press, 2005)

Johnson P (ed) – *Twentieth Century Britain: Economic, Social and Cultural Change*, esp. chapters 1, 7, 14, 15, 26 and 27 (Longman, 1994)

Marwick A – *British Society since 1945*, 4th ed (Penguin, 1996)

Marwick A – *Culture in Britain since 1945* (Blackwell, 1991)

O'Sullivan T, Dutton B and Rayner P – *Studying the Media*, 2nd ed (Arnold, 1998)

Royle E – *Modern Britain: A Social History, 1750-1997*, 2nd ed (Arnold, 1998)

Seymour-Muir C – 'How far did the role of the media change in the twentieth century?' in *Modern History Review*, 2001

Ward P – *Britishness since 1870* (Routledge, 2004)

Unit 5 - non-British

Edexcel Advanced GCE History (Issue 5, first examination 2007)

Coursework Programme for Unit 5 (6525)

Title	Crusading Europe, 1095-1204
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Entry Option	Non-British (6525K)
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Outline of Content
<ul style="list-style-type: none">• How far did the nature and purpose of crusading change during the period 1095-1204?• To what extent did the Church seek to, and succeed in, changing the concept of knighthood between 1095 and 1204?

Course Content
<p>Background Christians and Muslims; the Great Schism; the papacy and secular rulers; the importance of pilgrimage; Gregory VII and the concept of a 'just war'.</p>
<p>First Crusade Alexius Comnenus and the appeal to Urban II; reasons for the Papal response; Clermont and the First Crusade; responses of the Western leaders; the knightly and People's Crusade; the roles of Peter the Hermit, Bohemond, Robert of Flanders, Godfrey of Lorraine, and Raymond of Toulouse; the outcome of the First Crusade and its significance for Europe.</p>
<p>Second Crusade Establishment and defence of Outremer; the Knights Templar and Knights Hospitaller; the interests of Genoa and Venice; the Papacy and Capetian monarchs; the significance of Nur al Din; Eugenius III and St Bernard; the logistics of crusading; the results of the Second Crusade; why the pleas of Outremer remained unheeded for so long in Western Europe.</p>
<p>Third Crusade Significance of Saladin; impact on Europe of Hattin and the fall of Jerusalem; the launch and progress of the Third Crusade and the interests of Philip II, Richard I, Frederick Barbarossa, Leopold, and the Papacy; the progress of the crusading armies; the fall of Acre.</p>
<p>Fourth Crusade Attitudes towards the Greeks; financing and equipment; ambitions of Innocent III; Dandolo's manipulation of the Fourth Crusade; destruction of Constantinople; significance of the new Latin empire.</p>
<p>Overview What did the Crusades achieve? Differing historical interpretations.</p>

Assignment Titles

NB: Two assignment titles are given to provide a choice for the teacher and a second assignment title for re-sit candidates.

Teachers may write their own assignment titles if they wish. They do not need to seek approval for those titles from Edexcel.

Either

- 1) 'Crusading began in religious passion but quickly progressed into cynical self interest.' To what extent would you agree that this is a fair assessment of the changing nature and purpose of crusading between 1095 and 1204?

(2,000-3,000 words)

(60 marks)

Or

- 2) To what extent was the Church effective in its attempts at developing a new knighthood during the period 1095-1204?

(2,000-3,000 words)

(60 marks)

Assessment

Completed assignments must be marked using the *Level descriptions for coursework assignments* provided in the specification (issue 5) on pages 48-49. These level descriptions should not be altered by the teacher, but should be interpreted in relation to the content outlined in the coursework programme above.

Teachers must ensure that the word limit is enforced when applying the mark scheme.

Indicative Reading

Baldwin J W – *The Government of Philip Augustus* (University of California Press, 1986)

Barber M – *The Two Cities: Medieval Europe, 1050-1320* (Routledge, 1992)

Bradbury J – *Philip Augustus, King of France* (Addison Wesley Longman, 1998)

Bridge – *The Crusades* (Granada Publishing, 1980)

Davis R H C – *A History of Medieval Europe, from Constantine to St Louis* (Longman, 1988)

Gabrieli F (ed) – *Arab Historians of the Crusades* (University of California Press, 1992)

Hamilton B – *The Crusades* (Sutton Publishing, 1998)

Holt P M – *The Age of the Crusades* (Longman, 1989)

Mayer H E – *The Crusades* (Oxford University Press, 1972)

Queller D – *The Fourth Crusade* (Leicester University Press, 1978)

Riley-Smith J – *What were the Crusades?* (Ignatius Press, 2002)

Riley-Smith J – *The Crusades: A Short History* (Yale University Press, 1990)

Riley-Smith J – *The Atlas of the Crusades* (Time Books, 1991)

Riley-Smith J – *The First Crusaders, 1095-1131* (Cambridge University Press, 1997)

Robinson I S – *The Papacy, 1073-1198* (Cambridge University Press, 1990)

Runciman I S – *A History of the Crusades*, 3 vols (Penguin, 1990)

Southern R W – *Western Society and the Church in the Middle Ages* (Penguin, 1988)

Tyerman C J – *England and the Crusades* (University of Chicago Press, 1988)

Tyerman C J – *The Invention of the Crusades* (Palgrave Macmillan, 1998)

Edexcel Advanced GCE History (Issue 5, first examination 2007)

Coursework Programme for Unit 5 (6525)

Title	The Mongols and China in the Thirteenth Century
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Entry Option	Non-British (6525K)
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Outline of Content
<ul style="list-style-type: none">• How and why did Mongol power grow and eventually extend throughout the whole of China?• In what ways did the Mongol conquest and contact with the wider world bring about change in China over the period c.1206-c.1369?

Course Content
<p>Background Brief outline of Chinese Dynastic History and Culture; the importance and difficulty of the system of writing; Confucius' legacy; unification under the Qin; the Han, Sui and Tang.</p> <p>Chinese civilisation under the Song and Jin in the late twelfth century The system of government and the role of scholar bureaucrats; the nature and extent of urban civilisation and culture; technology and the economy.</p> <p>The rise of Temuchin to 1206 The nature of Mongol tribal society; the growth of Temuchin's power base and his transformation into Chinghis Khan.</p> <p>The conquest of Northern China in the early thirteenth century; the destruction of Xi Xia and the Jin Empire.</p> <p>The destruction of the Song to 1279 The leadership of Mangu And Kubilai Khan; the capture of Hangchow, 1275; the establishment of the Yuan Dynasty.</p> <p>China under Kubilai Khan The descriptions of Chinese Civilisation and governmental systems by Marco Polo.</p> <p>The impact of the Mongol conquest on Song and Jin China In terms of the economy , system of government and social and cultural habits; how and why contacts were established between China and Europe</p> <p>Victory and defeat Mongol military campaigns into Indo China, 1281-88; attacks on Japan 1274 and 1281; the growing challenge to the Yuan Dynasty and their expulsion from China in 1369.</p>

Assignment Titles

NB: Two assignment titles are given to provide a choice for the teacher and a second assignment title for re-sit candidates.

Teachers may write their own assignment titles if they wish. They do not need to seek approval for those titles from Edexcel.

Either

- 1) To what extent was the Mongol conquest of China a result of the outstanding leadership provided by Chingis Khan and his heirs in the thirteenth century?

(2,000-3,000 words)

(60 marks)

Or

- 2) To what extent was the influence of the Mongols on China during the period 1206-1369 constructive rather than destructive?

(2,000-3,000 words)

(60 marks)

Assessment

Completed assignments must be marked using the *Level descriptions for coursework assignments* provided in the specification (issue 5) on pages 48-49. These level descriptions should not be altered by the teacher, but should be interpreted in relation to the content outlined in the coursework programme above.

Teachers **must** ensure that the word limit is enforced when applying the mark scheme.

Indicative Reading

Gasgoigne B – *The Dynasties of China*, Chapters 5 and 6 (Robinson, 2003)

Jackson P – *The Mongols and the West* (Longmans, 2005)

Man J – *Gengis Khan* (Bantam, 2004)

Roberts J A G – *A Concise History of China* (Harvard, 1999)

Roux J P – *Ghengis Khan and the Mongol Empire* (Thames and Hudson, 2003)

The Travels of Marco Polo (Dent, 1908 and frequently reprinted)

Edexcel Advanced GCE History (Issue 5, first examination 2007)

Coursework Programme for Unit 5 (6525)

Title	The Golden Age of Spain, c.1474-1598
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Entry Option	Non-British (6525K)
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Outline of Content
<ul style="list-style-type: none">• What key factors influenced the aims and policies of Spanish monarchs in this period?• How valid, in the light of changing Spanish fortunes in this period, is the phrase 'The Golden Age of Spain'?

Course Content
<p>Background Brief outline of Spain's background to the late fifteenth century, including long period of Muslim domination only recently brought to an end; the significance of the marriage of Ferdinand of Aragon and Isabella of Castile (1469) which paved the way to national unification; key features of strength - new religious unity and strength of political purpose, overseas trade.</p> <p>Key themes Key themes to carry through the study are the growing importance and influence of Spain as a nation state, the centrality of orthodox religion and the extent to which Spain in this period was peculiarly successful.</p> <p>Ferdinand II Nature of his rule from 1474 to 1516; his drive to forge and sustain political unity; the significance of religion and of Catholic orthodoxy; royal government and the nature of law, and use of the law; the significance of the Italian wars for Spain; importance of Castile as the centre of new government; importance of acquisition of Navarre (1512) in increasing Ferdinand's power; beginnings of colonial expansion.</p> <p>Charles I Nature of his rule from 1516-56; troubled accession and early rebellions (Comuneros & Germania); the establishment of secure rule, increased authority and extent of Charles's territories; continued expansion in the Americas and the development of 'New Spain'; its economic importance; the problems brought to Spain by Charles as frequently an absentee ruler; relations with France and difficulties of the later period of his reign; importance of religious orthodoxy in Spain.</p> <p>Philip II Nature of his rule from 1556-98; extent to which Philip's was a personal rule - the advantages and disadvantages of this in context of Spanish government machinery; importance of continued imperial expansion, including economic value of silver imports; impact of inflation on Spain; significance of ending of long wars with France; Philip's religious orthodoxy and the use of the Inquisition; repression and expulsion of the Moriscos; unity with Portugal in 1580; problems brought by Spain's far-flung territories; the economic cost of rebellions and wars; significance of Revolt in the Netherlands and war against England from the later 1580s; growing problems in second half of the reign.</p>

Assignment Titles

NB: Two assignment titles are given to provide a choice for the teacher and a second assignment title for re-sit candidates.

Teachers may write their own assignment titles if they wish. They do not need to seek approval for those titles from Edexcel.

Either

- 1) To what extent did the acquisition and management of colonies increase the power and influence of Spain during the years 1474-1598?

(2,000-3,000 words)

(60 marks)

Or

- 2) To what extent did Spain's claim to greatness in the period 1474-1598 rest ultimately on its cultural development rather than on its economic and political strength?

(2,000-3,000 words)

(60 marks)

Assessment

Completed assignments must be marked using the *Level descriptions for coursework assignments* provided in the specification (issue 5) on pages 48-49. These level descriptions should not be altered by the teacher, but should be interpreted in relation to the content outlined in the coursework programme above.

Teachers **must** ensure that the word limit is enforced when applying the mark scheme.

Indicative Reading

Davies R T – *Golden Century of Spain, 1501-1621* (Macmillan, 1967)

Elliot J H – *Spain and its World, 1500-1700* (Yale University Press, 1990)

Fernandez-Armesto F – *Isabella and Ferdinand of Spain*, (Dorset Press, 1991)

Hunt J – *Spain, 1474-1598* (Routledge, 2001)

Kilsby J – *Spain: Rise and Decline, 1474-1643* (Hodder & Stoughton, 1989)

Koenigsberger H G – 'The Statecraft of Philip II', *European Studies Review*, 1971

Richardson G – *Renaissance Monarchy: the Reigns of Henry VIII, Francis I and Charles V* (Arnold, 2001)

Edexcel Advanced GCE History (Issue 5, first examination 2007)

Coursework Programme for Unit 5 (6525)

Title	The Ascendancy of France, 1589-1715
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Entry Option	Non-British (6525K)
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Outline of Content
<ul style="list-style-type: none">• How did the power of the monarchy in France increase?• By how much did the power of France in Europe change?

Course Content
<p>The power of the monarchy in France and in Europe in 1589</p> <p>Royal power at court and in central administration; the relationship between central and local government; religious conflict in France; France's borders in 1589 and its relationships with European rivals; Habsburg influence in Europe.</p> <p>The reign of Henry IV</p> <p>Henry IV's handling of religious conflict 1589-98; the peace of Vervins and the Edict of Nantes; the restoration of royal authority in France after 1598; the work of Sully; foreign policy to 1610.</p> <p>The reign of Louis XIII and the minority of Louis XIV, 1610-1661</p> <p>The regency of Mari de Medici; the significance of Richelieu and Mazarin in the conduct of domestic and foreign affairs; the Peace of Westphalia and the Treaty of the Pyrenees; the Frondes.</p> <p>The reign of Louis XIV, 1661- 1715</p> <p>The personality and influence of the King; the roles of key ministers - Lionne, Le Tellier, Louvois and Colbert; economic and administrative reforms; the Monarch's relations with the nobility and the Church; France's relations with other major European powers; the Wars of Louis XIV's reign; the growth of, and challenge to, French power in Europe.</p> <p>Overview</p> <p>The reasons for, and the nature and extent of, the changes in French power within Europe 1589-1715; the reasons for, and the nature and extent of, the changes in royal power within France, 1589-1715.</p>

Assignment Titles

NB: Two assignment titles are given to provide a choice for the teacher and a second assignment title for re-sit candidates.

Teachers may write their own assignment titles if they wish. They do not need to seek approval for those titles from Edexcel.

Either

- 1) How far do you agree that the power of the monarchy in France increased steadily throughout the period 1589-1715?

(2,000-3,000 words)

(60 marks)

Or

- 2) How far do you agree that the willingness of the French monarchs to wage war was the key factor influencing the changing power of France in Europe in the period 1589-1715?

(2,000-3,000 words)

(60 marks)

Assessment

Completed assignments must be marked using the *Level descriptions for coursework assignments* provided in the specification (issue 5) on pages 48-49. These level descriptions should not be altered by the teacher, but should be interpreted in relation to the content outlined in the coursework programme above.

Teachers must ensure that the word limit is enforced when applying the mark scheme.

Indicative Reading

Briggs R – *Early Modern France, 1560-1715* (Oxford University Press, 1977)

Campbell P – *Louis XIV* (Longman, 1991)

Collins J B – *The State in Early Modern France* (Cambridge University Press, 1995)

Knecht R J – *Richelieu* (Addison Wesley Longman, 1991)

Mousnier R – *Louis XIV* (Blackwell, 1973)

Shennan J H – *Louis XIV* (Routledge, 1986)

Treasure G – *Richelieu and Mazarin* (Routledge, 1998)

Woodward G – *The Development of Early Modern Europe, 1480-1648* - chapter 23 (Longman, 1997)

Edexcel Advanced GCE History (Issue 5, first examination 2007)

Coursework Programme for Unit 5 (6525)

Title	Enlightenment and Enlightened Despots in the Eighteenth Century, c.1700-1800
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Entry Option	Non-British (6525K)
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Outline of Content
<ul style="list-style-type: none">• What key factors influenced the development of 'enlightened' ideas in Europe in the eighteenth century?• To what extent did the ideas of the Enlightenment influence the nature and direction of government in the territories ruled by the Hohenzollerns and Habsburgs during the eighteenth century?

Course Content

Background

Students should be aware that enlightenment ideas had established themselves in many fields of enquiry before the beginning of the eighteenth century; they should also know that the use and celebration of the key concept of 'reason' had been influential in the fields of science, philosophy and ethics in the later seventeenth century.

Key themes

Key themes to carry through the study are the development of 'enlightened ideas' during the eighteenth century as applied to rational critiques of government and religion and also the response, through case studies, of three rulers to the new opportunities and challenges which these ideas presented.

The work of the *philosophes*

Their use of the concepts of reason and progress as a basis for increasing human happiness and understanding; the importance of deism and of support for religious toleration; the work of Voltaire on empirical enquiry and on tolerance; the *Encyclopedie* and the work of Diderot in attempting to secularize learning; the work of Rousseau on principles of education and of government, including the 'Social Contract' and concepts of political rights and liberties; tensions between Rousseau and Voltaire and respective role of emotions and of intellect; impact of enlightenment ideas on Europe to 1800.

Frederick II in Prussia

His interest in advancing education and culture in Prussia, within the context of a strong sense of personal rule and support for a landed nobility as the dominant class; his involvement with the ideas of French intellectuals; government and civil service reforms and the emergence of a governing bureaucracy; his attempts to improve the living standards of the peasantry; policies on religious toleration; extent to which Frederick could be considered an enlightened monarch.

Maria Theresa and Joseph II in Austria

Maria Theresa's strengthening of the Austrian state, including increasing professionalisation of government, an enlarged civil service and the abolition of great landowner tax exemptions; separation of judiciary from central administration; reforms in elementary and in higher education; her suspicion of Joseph's excessive support for 'the new philosophy' when they were joint rulers; as sole ruler, extent to which Joseph departed from the principles of government espoused by his mother; his centralization of government, and attempt to reduce powers of Hungarian state within the Empire; moves to control the Catholic Church, and attacks on monasteries; policies of religious toleration; abolition of serfdom and

reduction of landowner privileges over the peasantry; law reforms; extent to which Joseph extended Maria Theresa's reforms or undermined her legacy; extent to which these two rulers could be considered enlightened.

The legacy of 'enlightenment' ideas to 1800

Although knowledge will not be required in detail, students should be aware of the legacy of enlightenment ideas in respect of opposition to the received or inherited authority in both Church and State, and the extent to which ideas of representative government, religious toleration and equality had gained hold by the end of the century.

Assignment Titles

NB: Two assignment titles are given to provide a choice for the teacher and a second assignment title for re-sit candidates.

Teachers may write their own assignment titles if they wish. They do not need to seek approval for those titles from Edexcel.

Either

- 1) Why, despite the prevalence of 'absolutist rule' in most states, did 'enlightened' ideas gain such currency in Europe during the eighteenth century?

(2,000-3,000 words)

(60 marks)

Or

- 2) Why, and to what extent, did Enlightenment ideas provoke changes in the nature and direction of government in Habsburg and Hohenzollern territories over the course of the eighteenth century?

(2,000-3,000 words)

(60 marks)

Assessment

Completed assignments must be marked using the *Level descriptions for coursework assignments* provided in the specification (issue 5) on pages 48-49. These level descriptions should not be altered by the teacher, but should be interpreted in relation to the content outlined in the coursework programme above.

Teachers **must** ensure that the word limit is enforced when applying the mark scheme.

Indicative Reading

Anderson M S – *Europe in the Eighteenth Century*, 4th ed (Longman, 2000)

Behrens B – 'Enlightened Despotism,' *Historical Journal* vol. 18, pp 401-8 (1975)

Behrens C B A – *Society, Government and the Enlightenment* (Harper Collins, 1985)

Blanning T C W (ed) – *Joseph II* (Longman, Profiles in Power, 1994)

Blanning T C W (ed) – *Joseph II and Enlightened Despotism* (Longman, 1970)

Blanning T C W (ed) – *The Eighteenth Century*, relevant essays (2001)

Gay P – *The Enlightenment: An Interpretation* (Knopf, 1966)

Hubatsch W – *Frederick the Great of Prussia: Absolutism and Administration* (Thames & Hudson, 1975)

Oppenheim W – *Europe and the Enlightened Despots* (Hodder, Access to History, 1990)

Outram D – *The Enlightenment* (Cambridge University Press, New Approaches to European History, 1985)

Scott H – 'Whatever happened to the Enlightened Despots?' *History* (1983)

Scott H M (ed) – *Enlightened Absolutism: Reform and Reformers in Late Eighteenth Century Europe* (Macmillan, 1990)

Yolton J, Rogers P, Porter R and Stafford B (eds) – *The Blackwell Companion to the Enlightenment* (Blackwell, 1995)

Edexcel Advanced GCE History (Issue 5, first examination 2007)

Coursework Programme for Unit 5 (6525)

Title	India: from Moghul Empire to the British Raj, c.1700-1857
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Entry Option	Non-British (6525K)
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Outline of Content
<ul style="list-style-type: none">• How far did European intrusion in the Indian sub-continent alter its political, economic and social structure?• To what extent, and why, did the motives behind British involvement in India change in the years c.1700-1857?

Course Content
<p>Background: The Mughal Empire The Great Mughals; the establishment of the Mughal Empire; Mughal music, literature and arts; the impact of the Moghul Empire on ordinary people.</p> <p>Patterns of authority in seventeenth century India The All-India regime; regional structures of authority; local level administration; village notables and grass-roots opposition to change.</p> <p>European traders and trading Differences and similarities between the British, Dutch, French and Portuguese; trading patterns within India, overland and overseas.</p> <p>The role of the British East India Company Importance to the UK economy; eighteenth century operations in India; impact on Indian economy and politics.</p> <p>Robert Clive Significance of the Anglo-French European conflict; Arcot, 1751; Plassey, 1757, and control of Bengal; governorship of Bengal; the emergence of Britain as part of the existing regional power structure.</p> <p>The collapse of Mughal power in India Aurangzeb and the start of Mughal decline; Shivaji and Maratha power; attacks from outside - Persia and Nadir Shah, Afghans and the battle of Panipat, 1761; the resistance of Jats, Sikhs and Marathas to Mughal expansion; the impact of Europeans and the significance of the Black Hole of Calcutta.</p> <p>The consolidation of the British presence Warren Hastings as governor of Bengal and governor-general of India - reforms and impeachment; the opposition of Hyder Ali and Tipu Sultan of Mysore; the roles of Cornwallis and Wellesley.</p> <p>'Pax Britannia' The Maratha Wars to 1820; Dalhousie's annexations to 1856; the role of William Bentinck; British expansion into the Punjab, Sind and Afghanistan.</p> <p>The Mutiny of 1857 The military mutiny, its impact and spread; the civilian rebellion across the Gangetic plain and the</p>

collapse of British authority; the restoration of law and order; the collapse of the EIC and take-over by the British Crown; the significance of the Mutiny in bringing about direct rule from Westminster.

Assignment Titles

NB: Two assignment titles are given to provide a choice for the teacher and a second assignment title for re-sit candidates.

Teachers may write their own assignment titles if they wish. They do not need to seek approval for those titles from Edexcel.

Either

- 1) 'Britain's acquisition of an empire in India over the period 1700-1857 was entirely accidental.' How far do you agree with this judgement?

(2,000-3,000 words)

(60 marks)

Or

- 2) To what extent did the Mughal Empire collapse in the years to 1820 because of British intrusion into Indian affairs?

(2,000-3,000 words)

(60 marks)

Assessment

Completed assignments must be marked using the *Level descriptions for coursework assignments* provided in the specification (issue 5) on pages 48-49. These level descriptions should not be altered by the teacher, but should be interpreted in relation to the content outlined in the coursework programme above.

Teachers **must** ensure that the word limit is enforced when applying the mark scheme.

Indicative Reading

Brown J— *Modern India* (Oxford University Press, 1985)

Key J — *India* (Harper, 2000)

James L — *Raj: The Making and Unmaking of British India* (Little, Brown and Company, 1997)

Metcalf and Metcalf — *A Concise History of India* (Cambridge University Press, 2002)

Wolpert S — *A New History of India* (Oxford University Press, 2004)

Edexcel Advanced GCE History (Issue 5, first examination 2007)

Coursework Programme for Unit 5 (6525)

Title	Conflict in Europe, c.1845-1945
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Entry Option	Non-British (6525K)
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Outline of Content
<ul style="list-style-type: none">• In what ways, and for what reasons, did the nature of warfare change during the period 1845-1945?• How far did the motivation for war change during the period 1845-1945?

Course Content
<p>Background The nature of warfare in 1845: weaponry, fighting methods, the role of navies; the nature of European relations c.1845: the key priorities of Britain, France, Russia, Austria and Prussia.</p> <p>Change will be considered in the key areas of:</p> <ul style="list-style-type: none">(i) developments in weaponry that led to changes in strategy, tactics, methods of leadership and demands on the soldier(ii) the changing reasons why European nations went to war; in particular consideration should be given to the imperatives of nationalism, power and ideology. <p>Change in these two strands should be explored and exemplified via a study of the following conflicts:</p> <p>The Crimean War (1854-6) Why were Britain, France, Russia and Piedmont interested in what happened in the Crimea? Developments in strategy; care of soldiers.</p> <p>Germany's wars of unification (1864, 1866 and 1870) Why did Germany fight first Denmark, then Austria and finally France? The influence of railways and changing military technology on the conduct of military campaigns.</p> <p>Russo-Japanese war (1904-5) Why was Russia interested in penetrating Manchuria and Korea? The importance of the disastrous defeat at Tsushima on strategy and tactics; developments in military technology and planning.</p> <p>The First World War (1914-18) Why was Europe divided into two armed camps by 1914? The nature and demands of warfare consequent upon technological change, including artillery, machine guns, gas, tanks and aircraft; the nature and demands of trench warfare; leadership of the generals; shell-shock and the treatment of deserters and 'cowards'.</p> <p style="text-align: right;">continued</p>

The Spanish Civil War (1936-9)

Reasons for the involvement of Russia and Germany; the role of the International Brigades; war atrocities including the bombing of Guernica; the strategy and tactics employed in fighting a civil war and the implications arising from the involvement of a civilian population.

The Second World War (1939-45)

The reasons why the powers that fought the First World War went to war again within twenty years of the armistice following the First World War; strategy and tactics: blitzkrieg, the Battle of Britain, Operation Barbarossa and the Battle of Stalingrad, strategic bombing, U-boat warfare, the use of atomic weapons.

Overview

The pace and extent of change in the conduct of war over the period; the extent of continuity and change in the motives and aims of the powers involved in warfare over the period 1845-1945.

Assignment Titles

NB: Two assignment titles are given to provide a choice for the teacher and a second assignment title for re-sit candidates.

Teachers may write their own assignment titles if they wish. They do not need to seek approval for those titles from Edexcel.

Either

- 1) 'The transformation of military technology was the most significant feature in bringing about change in the nature of warfare between the years 1845 and 1945.' To what extent would you agree with this view?

(2,000-3,000 words)

(60 marks)

Or

- 2) To what extent does the growth of popular nationalism account for the outbreak of war in Europe in the years 1845-1945?

(2,000-3,000 words)

(60 marks)

Assessment

Completed assignments must be marked using the *Level descriptions for coursework assignments* provided in the specification (issue 5) on pages 48-49. These level descriptions should not be altered by the teacher, but should be interpreted in relation to the content outlined in the coursework programme above.

Teachers must ensure that the word limit is enforced when applying the mark scheme.

Indicative Reading

Best G - *War and Society in Revolutionary Europe, 1770-1870* (Sutton, 1998)

Bond B - *War and Society in Europe, 1870-1970* (Fontana, 1984)

Budiansky S - *Air Power* (Penguin, 2003)

Dixon N - *On the Psychology of Military Incompetence* (Pimlico, 1994)

Holmes R (ed) - *The Oxford Companion to Military History* (Oxford, 2001)

Howard M - *War and the Liberal Conscience* (Oxford, 1981)

Howard M - *War in European History* (Oxford, 1976)
Kaiser D - *Politics and War* (IB Tauris, 1990)
Kennedy P - *The Rise and Fall of Great Powers* (Unwin Hymen, 1988)
Newark T - *Turning the Tide of War: Fifty Battles that Changed the Course of Modern History* (Hamlyn, 2001)
Taylor A J P - *The Struggle for the Mastery of Europe, 1848-1918* (Oxford, 1971)
Townshend C (ed) - *The Oxford History of Modern War* (Oxford, 2000)

Edexcel Advanced GCE History (Issue 5, first examination 2007)

Coursework Programme for Unit 5 (6525)

Title	The Making of Modern Russia, 1856-1964
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Entry Option	Non-British (6525K)
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Outline of Content
<ul style="list-style-type: none">• In what ways was the rule of the Tsars in the years 1856-1917 similar to that of the Communists who ruled afterwards, and in what ways was it different?• How did the main economic changes of the period affect the peasantry?

Course Content
<p>Introduction The nature of rule in Russia during this period; an overview of the main areas of change and continuity and of comparisons and contrasts between Tsarist and Communist rule.</p> <p>The Tsarist political structure The nature of Tsarist rule; reforms and reactions 1856-1917.</p> <p>The emancipation of serfs Its effects on agriculture, urbanisation and the structure of society.</p> <p>Economic developments in late Tsarist Russia Industrialisation; the Stolypin reforms in agriculture.</p> <p>The impact of the revolutions of 1917 Peasant land seizures; war communism; the NEP.</p> <p>The Communist State The distribution of political power; the methods employed to maintain dictatorship by Lenin, Stalin and Khrushchev.</p> <p>A comparison between dictators A comparison between Lenin, Stalin and Khrushchev, and between the Communist leaders and the Tsars.</p> <p>The control and development of Soviet industry and agriculture Collectivisation, repression and the 5 year plans under Stalin; Khrushchev's agricultural reforms, 1953-1964.</p> <p>The origins of the destalinisation movement The struggle for power after Stalin's death and the reasons for the defeat of Beira (1953) and the Molotov group (1956-7).</p> <p>Khrushchev's policies The impact of Khrushchev's foreign policy adventures on his standing within the USSR; Khrushchev's agrarian and economic policies, their impact on the Soviet economy and their political significance for Khrushchev's hold on power.</p>

Assignment Titles

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Either

- 1) 'Tsarist rule in the years 1856-1917 and Communist rule from the death of Lenin to the fall of Khrushchev both depended on high degrees of central power and control by the state. The similarities between the two forms of government were therefore much greater than were the differences.' How far do you agree?

(2,000-3,000 words)

(60 marks)

Or

- 2) How far do you agree that the economic position of the peasantry in Russia was stronger in the period between the Emancipation and the Revolution than it was under Lenin, Stalin and Khrushchev?

(2,000-3,000 words)

(60 marks)

Assessment

Completed assignments must be marked using the *Level descriptions for coursework assignments* provided in the specification (issue 5) on pages 48-49. These level descriptions should not be altered by the teacher, but should be interpreted in relation to the content outlined in the coursework programme above.

Teachers must ensure that the word limit is enforced when applying the mark scheme.

Indicative Reading

- Acton E – *Russia: The Tsarist and Soviet Legacy*, 2nd edition (Longman, 1995)
Fiehn S and Corin C – *Communist Russia under Lenin and Stalin* (John Murray, 2001)
Hite J – *Tsarist Russia, 1801-1917* (Causeway Press, 1989)
Lynch M – *Reaction and Revolutions: Russia, 1881-1924* (Hodder and Stoughton, 1992)
Lynch M – *Stalin and Khrushchev: The USSR, 1924-64* (Hodder and Stoughton, 1992)
Mawdsley E – *The Stalin Years, 1922-56* (Manchester University Press, 1998)
Phillips S – *Lenin and the Russian Revolution* (Heinemann, 2000)
Phillips S – *Stalinist Russia* (Heinemann, 2000)
Sherman R – *Russia, 1815-81* (Hodder and Stoughton, 1991)
Waldron P – *The End of Imperial Russia, 1855-1917* (Macmillan, 1997)
Westwood J N – *Russia: Endurance and Endeavour*, 4th edition (Oxford University Press, 1993)
Williams B – *The Russian Revolution, 1917-21* (Blackwell, 1987)

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