

# AS AND A-LEVEL HISTORY

AS (7041)  
A-level (7042)

## Specifications

For teaching from September 2015 onwards  
For AS exams in May/June 2016 onwards  
For A-level exams in May/June 2017 onwards

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## Are you using the latest version of this specification?

- You will always find the most up-to-date version of this specification on our website at
- We will write to you if there are significant changes to the specification.

# 1 Introduction

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## 1.1 Why choose AQA for AS and A-level History

### Helping students understand the significance of historical events

Our AS and A-level History qualifications have been designed to help students understand the significance of historical events, the role of individuals in history and the nature of change over time. Our qualifications will help them to gain a deeper understanding of the past through political, social, economic and cultural perspectives. The engaging topics available to them throughout the course will provide them with the knowledge and skills they require to succeed as AS and A-level historians.

### Flexibility of choice

- We offer teachers and students the choice of British, European, American and World history
- We have retained as much of the flexibility of our current specification as possible.

### Well-resourced and popular topics

- After careful consultation with teachers and Higher Education, we have kept our most popular topics so you can re-use or adapt your departmental resources. We have also developed some new topics in response to teachers' feedback
- We have worked closely with a number of publishers to produce textbooks that link directly to the specifications.

### Teach AS and A-level together

- Our AS not only provides a strong stand-alone qualification, it is also fully co-teachable with the A-level
- Content for the AS and the first year of the A-level is identical
- The skills required for AS questions are closely linked to those in A-level questions
- We clearly articulate the skills and techniques that we expect students to display at AS and A-level as well as producing clear question papers and mark schemes

We're confident that you will enjoy teaching the AQA specifications and that your students will be able to show what they know, understand and can do, mastering the craft of the A-level historian.

You can find out about all our History qualifications at [aqa.org.uk/history](https://www.aqa.org.uk/history).

## 1.2 Support and resources to help you teach

We know that support and resources are vital for your teaching and that you have limited time to find or develop good quality materials. So we've worked with experienced teachers to provide you with a range of resources that will help you confidently plan, teach and prepare for exams.

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## Teaching resources

We have too many History resources to list here so visit [aqa.org.uk/7042](https://aqa.org.uk/7042) to see them all. They include:

- sample schemes of work and lesson plans to help you plan your course with confidence
- specimen question papers and mark schemes
- guidance about source material and teaching resources
- training courses to help you deliver AQA History qualifications.

## Preparing for exams

Visit [aqa.org.uk/7042](https://aqa.org.uk/7042) for everything you need to prepare for our exams, including:

- past papers, mark schemes and examiners' reports
- specimen papers and mark schemes for new courses
- exemplar student answers with examiner commentaries.

## Analyse your students' results with Enhanced Results Analysis (ERA)

Find out which questions were the most challenging, how the results compare to previous years and where your students need to improve. ERA, our free online results analysis tool, will help you see where to focus your teaching. Register at [aqa.org.uk/era](https://aqa.org.uk/era)

For information about results, including maintaining standards over time, grade boundaries and our post-results services, visit [aqa.org.uk/results](https://aqa.org.uk/results)

## Keep your skills up to date with professional development

Wherever you are in your career, there's always something new to learn. As well as subject-specific training, we offer a range of courses to help boost your skills:

- improve your teaching skills in areas including differentiation, teaching literacy and meeting Ofsted requirements
- help you prepare for a new role with our leadership and management courses.

You can attend a course at venues around the country, in your school or online – whatever suits your needs and availability. Find out more at [coursesandevents.aqa.org.uk](https://coursesandevents.aqa.org.uk)

## Get help and support

Visit our website for information, guidance, support and resources at [aqa.org.uk/7042](https://aqa.org.uk/7042)

You can talk directly to the History subject team:

E: [history@aqa.org.uk](mailto:history@aqa.org.uk)

T: 0161 958 3865





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# 2 Specification at a glance

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## 2.1 Subject content

### Component 1: Breadth study

- [1A The Age of the Crusades, c1071–1204](#) (page 17)
- [1B Spain in the Age of Discovery, 1469–1598](#) (page 19)
- [1C The Tudors: England, 1485–1603](#) (page 20)
- [1D Stuart Britain and the Crisis of Monarchy, 1603–1702](#) (page 21)
- [1E Russia in the Age of Absolutism and Enlightenment, 1682–1796](#) (page 23)
- [1F Industrialisation and the people: Britain, c1783–1885](#) (page 24)
- [1G Challenge and transformation: Britain, c1851–1964](#) (page 26)
- [1H Tsarist and Communist Russia, 1855–1964](#) (page 28)
- [1J The British Empire, c1857–1967](#) (page 29)
- [1K The making of a Superpower: USA, 1865–1975](#) (page 31)
- [1L The quest for political stability: Germany, 1871–1991](#) (page 32)

### Component 2: Depth study

- [2A Royal Authority and the Angevin Kings, 1154–1216](#) (page 34)
- [2B The Wars of the Roses, 1450–1499](#) (page 35)
- [2C The Reformation in Europe, c1500–1564](#) (page 37)
- [2D Religious conflict and the Church in England, c1529–c1570](#) (page 38)
- [2E The English Revolution, 1625–1660](#) (page 40)
- [2F The Sun King: Louis XIV, France and Europe, 1643–1715](#) (page 42)
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- [2K International Relations and Global Conflict, c1890–1941](#) (page 48)
- [2L Italy and Fascism, c1900–1945](#) (page 50)
- [2M Wars and Welfare: Britain in Transition, 1906–1957](#) (page 51)
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- [2Q The American Dream: reality and illusion, 1945–1980](#) (page 58)
- [2R The Cold War, c1945–1991](#) (page 60)



[2S The Making of Modern Britain, 1951–2007](#) (page 62)

[2T The Crisis of Communism: The USSR and the Soviet Empire, 1953–2000](#) (page 64)

[Component 3: Historical Investigation](#) (page 66)

## 2.2 AS

AS students must take assessments in both of the following components, in the same series.

- Component 1: Breadth study
- Component 2: Depth study

Students must:

- study the history of more than one country
- study a British history option for Component 1 or 2
- study a non-British history option for Component 1 or 2

## Assessments

Component 1: Breadth study
<p><b>What's assessed</b></p> <p>The first part of the corresponding full A-level option. This involves the study of significant historical developments over a period of around 50 years and associated historical interpretations.</p>
<p><b>Assessed</b></p> <ul style="list-style-type: none"> <li>• written exam: 1 hour 30 minutes</li> <li>• Two questions (one compulsory)</li> <li>• 50 marks</li> <li>• 50% of AS</li> </ul>
<p><b>Questions</b></p> <ul style="list-style-type: none"> <li>• two sections</li> <li>• Section A – one compulsory question linked to interpretations (25 marks)</li> <li>• Section B – one question from two (25 marks)</li> </ul>



Component 2: Depth study
<b>What's assessed</b> <p>The first part of the corresponding full A-level option. This involves the study in depth of a major historical change or development and associated primary evidence</p>
<b>Assessed</b> <ul style="list-style-type: none"> <li>written exam: 1 hour 30 minutes</li> <li>Two questions (one compulsory)</li> <li>50 marks</li> <li>50% of AS</li> </ul>
<b>Questions</b> <ul style="list-style-type: none"> <li>two sections</li> <li>Section A – one compulsory question linked to primary sources or sources contemporary to the period (25 marks)</li> <li>Section B – one question from two (25 marks)</li> </ul>

### Prohibited Combinations

Students must study a British history option for either Component 1 or Component 2. If a British history option is chosen for Component 1, it must be combined with a non-British option for Component 2. If a British history option is chosen for Component 2, it must be combined with a non-British option for Component 1. Any British option may be combined with any non-British option, other than the following:

- 1C The Tudors may not be combined with 2C The Reformation in Europe
- 1D Stuart Britain and the Crisis of Monarchy may not be combined with 2F The Sun King: Louis XIV, France and Europe

This is because there is a strong conceptual emphasis which runs across both breadth and depth options which would result in a narrowing of the student's experience.

**The following are designated British history options:**

### Component 1

1C The Tudors: England, 1485–1547

1D Stuart Britain and the Crisis of Monarchy, 1603–1649

1F Industrialisation and the People: Britain, c1783–1832

1G Challenge and Transformation: Britain, c1851–1914

1J The British Empire, c1857–1914

### Component 2

2A Royal Authority and the Angevin Kings, 1154–1189

2B The Wars of the Roses, 1450–1471

2D Religious Conflict and the Church in England, c1529–c1547

2E The English Revolution, 1625–1642

2M Wars and Welfare: Britain in Transition, 1906–1929

## 2S The Making of Modern Britain, 1951–1979

## 2.3 A-level

A-level students must take assessments in all three of the following components in the same series:

- Component 1: Breadth study
- Component 2: Depth study
- Component 3: Historical investigation (Personal study)

Students must:

- study the history of more than one country
- study a British history option for Component 1 or 2
- study a non-British history option for Component 1 or 2
- study topics from a chronological range of at least 200 years

## Assessments

Component 1: Breadth study
<b>What's assessed</b> The study of significant historical developments over a period of around 100 years and associated interpretations.
<b>Assessed</b> <ul style="list-style-type: none"> <li>• written exam: 2 hours 30 minutes</li> <li>• three questions (one compulsory)</li> <li>• 80 marks</li> <li>• 40% of A-level</li> </ul>
<b>Questions</b> <ul style="list-style-type: none"> <li>• two sections</li> <li>• Section A – one compulsory question linked to historical interpretations (30 marks)</li> <li>• Section B – two from three essays (2 x 25 marks)</li> </ul>



Component 2: Depth study
<b>What's assessed</b> The study in depth of a period of major historical change or development and associated primary evidence.
<b>Assessed</b> <ul style="list-style-type: none"> <li>written exam: 2 hours 30 minutes</li> <li>three questions (one compulsory)</li> <li>80 marks</li> <li>40% of A-level</li> </ul>
<b>Questions</b> <ul style="list-style-type: none"> <li>two sections</li> <li>Section A – one compulsory question linked to primary sources or sources contemporary to the period (30 marks)</li> <li>Section B – two from three essays (2 x 25 marks)</li> </ul>



Component 3: Historical investigation
<b>What's assessed</b> A personal study based on a topic of student's choice. This should take the form of a question in the context of approximately 100 years. It must not duplicate the content of options chosen for Components 1 and 2.
<b>Assessed</b> <ul style="list-style-type: none"> <li>3500–4500 words</li> <li>40 marks</li> <li>20% of A-level</li> <li>marked by teachers</li> <li>moderated by AQA</li> </ul>

- Through the topics studied in Components 1, 2 and 3 (Historical investigation), A-level students must cover a chronological range of at least 200 years.

### Prohibited Combinations

Students must study a British history option for either Component 1 or Component 2. If a British history option is chosen for Component 1, it must be combined with a non-British option for Component 2. If a British history option is chosen for Component 2, it must be combined with a non-British option for Component 1. Any British option may be combined with any non-British option, other than the following:

- 1C The Tudors may not be combined with 2C The Reformation in Europe
- 1D Stuart Britain and the Crisis of Monarchy may not be combined with 2F The Sun King: Louis XIV, France and Europe

This is because there is a strong conceptual emphasis which runs across both breadth and depth options which would result in a narrowing of the student's experience.

**The following are designated British history options:**

**Component 1**

1C The Tudors: England, 1485–1603

1D Stuart Britain and the Crisis of Monarchy, 1603–1702

1F Industrialisation and the People: Britain, c1783–1885

1G Challenge and Transformation: Britain, c1851–1964

1J The British Empire, c1857–1967

**Component 2**

2A Royal Authority and the Angevin Kings, 1154–1216

2B The Wars of the Roses, 1450–1499

2D Religious Conflict and the Church in England, c1529–c1570

2E The English Revolution, 1625–1660

2M Wars and Welfare: Britain in Transition, 1906–1957

2S The Making of Modern Britain, 1951–2007



# 3 Subject content

The AS component content is designed to be co-teachable with the first part of the corresponding full A-level component content – or it can be taught as a stand-alone course.

## Introduction

The GCE AS and A-level Subject Content for History state that:

- AS and A-level specifications in History must provide sufficient depth and breadth to allow students to develop the knowledge, skills and understanding specified below, and must include a rationale for the specification of topics including periods and/or themes which indicate how the following criteria for content are addressed
- AS and A-level specifications in History must provide a broad and coherent course of study for all students whether they progress to further study in the subject or not
- There are no prior knowledge requirements for AS and A-level specifications in History.

Both AS and A level specifications must require students to study:

- the history of more than one country or state, including at least one outside the British Isles
- aspects of the past in breadth (through period and/or theme) and in depth
- significant individuals, societies, events, developments and issues within a broad historical context
- developments affecting different groups within the societies studied
- a range of appropriate historical perspectives, for example aesthetic, cultural, economic, ethnic, political, religious, scientific, social or technological.

## A-level only

In addition, A-level specifications must require students to study:

- topics from a chronological range of at least 200 years
- a substantial (a minimum of 20 per cent) and coherent element of British history and/or the history of England, Scotland, Ireland or Wales
- change and/or development over a period of time sufficient to demonstrate understanding of the process of change, both long term (normally at least 100 years) and short term.

## Rationale

### Assuring a broad and coherent course of study

The Subject Criteria require that, at AS and A-level, students follow a 'broad and coherent' course of study.

The specifications meet these requirements as follows.

- At both AS and A-level, an option from Component 1 and an option from Component 2 must be studied. This must include the history of more than one country or state, including at least one outside the British Isles.
- Coherence of study is achieved across the specification as a whole. Components 1 and 2 have similar perspectives in relation to, for example, the role of elites and the basis of



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legitimacy of power and decision-making, how the exercise of power changes over time when confronted with opposition, how ideas, social and economic or ideological developments influence and change the exercise of power. Any combination of components therefore, provides for a coherent and interrelated course of study enabling students to understand these perspectives in the context of breadth and depth.

- In addition, the choice of options within the components, irrespective of chronology, will allow students to draw conclusions about and make links in relation to, the various processes of historical change and continuity. The components chosen provide a coherent understanding of how change occurs, how the causes of change interrelate, of degrees of change and continuity and of similarity, difference and significance. The components chosen also provide a coherent understanding of how individuals and groups bring about and react to broader social, economic, religious and cultural changes.

Not all combinations of Component 1 (the Breadth Study) with Component 2 (the Depth Study) ensure that a broad course of study is followed. The combinations which follow will be prohibited because their chronology is limited to predominantly a single century where there is also a strong conceptual emphasis which runs across both breadth and depth options:

- 1C The Tudors with 2C The Reformation in Europe
- 1D Stuart Britain and the Crisis of Monarchy with 2F The Sun King: Louis XIV, France and Europe

In addition, at A-level the Subject Criteria require that students study 'a substantial element of British history' and study topics from a chronological range of at least 200 years.

The specifications meet this requirement as follows:

- at A-level, a student must study a British history option for either Component 1 or Component 2. This meets the requirement to study 'a substantial element of British history'
- at A-level, the option studied for Component 1 covers a period of 100 years. This meets the requirement to study change and/or development over a period of time sufficient to demonstrate understanding of change (normally at least 100 years).

By building on the knowledge of historical processes and perspectives developed in Components 1 and 2, Component 3 will add to overall coherence.

At A-level the issue to be investigated in Component 3 must be placed in the context of approximately 100 years, must not duplicate the content of Components 1 and 2 and must ensure that the three components together cover a chronological range of at least 200 years.

At A-level the requirement to complete a non-exam assessment task within the context of approximately 100 years further broadens the student's experience.

### Component 1: Breadth study

Each Breadth Study requires the study of an extended period and enables students to develop secure understanding of the process of change over time.

Each Breadth Study is introduced by six key questions which identify issues and perspectives which are central to the period of study. They emphasise that the study of breadth requires students to develop an understanding of:

- The nature of causes and consequences, of change and continuity and of similarity and differences over a long period of time
- The links between perspectives, such as political, economic, social or religious as well as appreciating developments relating to the perspectives separately over time
- The role played by individuals, groups, ideas or ideology.

The content for each period of study is set out in chronological sections. An examination question may arise from one or more of these sections of specified content. There is an important interrelationship between the six key questions and the specified content. Study of the content enables students to develop a secure understanding and knowledge of the period. The key questions inform and guide how the content should be studied. This combination of historical content, informed by key questions, seeks to combine 'periods or themes' in a manner which is manageable and historically valid. Thus, 'understanding of the process of change over time' stems from secure knowledge of shorter periods which enable the development of a broader understanding as the study progresses.

## Component 2: Depth study

Each Depth Study is focused on a significant period of historical change or development. Students will gain deep understanding of change and continuity through the study of the interrelationships of a variety of perspectives as indicated in the content. They will develop detailed knowledge and understanding of developments and the roles of individuals, groups, ideas and ideology. Depth Studies also promote an understanding of the complexity of the historical process through a detailed focus on a specific period of change.

Content is presented chronologically in sections as is most appropriate to the period of study. An examination question may arise from one, or more than one, section of specified content. To demonstrate depth of historical knowledge and understanding, students should be able to make links and comparisons between the aspects of the period studied. Therefore it is important that specified content should be studied both in its own right and holistically. In this way links and contrasts will be rooted in secure knowledge and understanding.

Each of the Depth Studies has an introductory commentary, setting out the focus of the study and the key concepts that apply to it. There is a close interrelationship between the commentary and the content that follows which enables students to appreciate the focus of the depth study.

## Component 3: Historical investigation – non-exam assessment (A-level only)

Students will be required to identify an issue they wish to study and develop a question from this issue which will be the focus of the Historical Investigation.

To ensure that this represents a substantial study, the issue to be investigated has to be placed in the context of approximately 100 years. It must not duplicate the content studied for Components 1 or 2.

Students may study a specific issue or development in depth, but this must be placed in the context of approximately 100 years, or a broader theme and/or development. Issues which relate to international, national or local developments are appropriate, as are investigations which adopt specific historical perspectives such as cultural, social or technological.

Through undertaking the Historical Investigation, students will develop an enhanced understanding of the nature and purpose of history as a discipline and how historians work. They will broaden their study of the past whilst having the opportunity to study a specific issue in great depth.

## 1A The Age of the Crusades, c1071–1204

This option allows students to study in breadth issues of change, continuity, cause and consequence in this period through the following key questions:

- What were the motives of the crusaders and the counter-crusaders?
- What problems faced the states in Outremer and how successfully were these problems addressed?

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## Part two: Philip II's Spain, 1556–1598 (A-level only)

### The 'Golden Age', 1556–1598 (A-level only)

- Philip II as ruler: character; inheritance; change and continuity in government; administration and policy
- Opposition of individuals and groups: faction and curbing internal rebellions
- Religion and society; the Jesuits, Inquisition and relations with the Papacy
- Economic developments; royal finances, policies and impact of overseas empire
- Social and cultural developments of the 'Golden Age'; impact of new ideas and intellectual movements
- The condition of Spain in 1598: political, economic and social strengths and weaknesses

### Spain: The 'Great Power', 1556–1598 (A-level only)

- Philip's inheritance and ambitions; ideas and pressures; the Spanish army and navy
- The eclipsing of French power: Italy; war and interference in France
- Control of the Mediterranean: challenging the Turks; the conquest of and relationship with Portugal
- Revolt in the Netherlands; relations with England: conflict in Europe and the Caribbean
- Spain in the New World: expansion, settlement and trade; the impact of empire
- Spain's international position by 1598: the extent of Spain's power; illusion or reality

## 1C The Tudors: England, 1485–1603

This option allows students to study in breadth issues of change, continuity, cause and consequence in this period through the following key questions:

- How effectively did the Tudors restore and develop the powers of the monarchy?
- In what ways and how effectively was England governed during this period?
- How did relations with foreign powers change and how was the succession secured?
- How did English society and economy change and with what effects?
- How far did intellectual and religious ideas change and develop and with what effects?
- How important was the role of key individuals and groups and how were they affected by developments?

## Part one: consolidation of the Tudor Dynasty: England, 1485–1547

### Henry VII, 1485–1509

- Henry Tudor's consolidation of power: character and aims; establishing the Tudor dynasty
- Government: councils, parliament, justice, royal finance, domestic policies
- Relationships with Scotland and other foreign powers; securing the succession; marriage alliances
- Society: churchmen, nobles and commoners; regional division; social discontent and rebellions
- Economic development: trade, exploration, prosperity and depression
- Religion; humanism; arts and learning

## Henry VIII, 1509–1547

- Henry VIII: character and aims; addressing Henry VII's legacy
- Government: Crown and Parliament, ministers, domestic policies including the establishment of Royal Supremacy
- Relationships with Scotland and other foreign powers; securing the succession
- Society: elites and commoners; regional issues and the social impact of religious upheaval; rebellion
- Economic development: trade, exploration, prosperity and depression
- Religion: renaissance ideas; reform of the Church; continuity and change by 1547

## Part two: England: turmoil and triumph, 1547–1603 (A-level only)

### Instability and consolidation: 'the Mid-Tudor Crisis', 1547–1563 (A-level only)

- Edward VI, Somerset and Northumberland; royal authority; problems of succession; relations with foreign powers
- The social impact of religious and economic changes under Edward VI; rebellion; intellectual developments; humanist and religious thought
- Mary I and her ministers; royal authority; problems of succession; relations with foreign powers
- The social impact of religious and economic changes under Mary I; rebellion; intellectual developments; humanist and religious thought
- Elizabeth I: character and aims; consolidation of power, including the Elizabethan Settlement and relations with foreign powers
- The impact of economic, social and religious developments in the early years of Elizabeth's rule

### The triumph of Elizabeth, 1563–1603 (A-level only)

- Elizabethan government: court, ministers and parliament; factional rivalries
- Foreign affairs: issues of succession; Mary, Queen of Scots; relations with Spain
- Society: continuity and change; problems in the regions; social discontent and rebellions
- Economic development: trade, exploration and colonisation; prosperity and depression
- Religious developments, change and continuity; the English renaissance and 'the Golden Age' of art, literature and music
- The last years of Elizabeth: the state of England politically, economically, religiously and socially by 1603

## 1D Stuart Britain and the Crisis of Monarchy, 1603–1702

This option allows students to study in breadth issues of change, continuity, cause and consequence in this period through the following key questions:

- How far did the monarchy change?
- To what extent and why was power more widely shared during this period?
- Why and with what results were there disputes over religion?
- How effective was opposition?
- How important were ideas and ideology?
- How important was the role of key individuals and groups and how were they affected by developments?

- Social and cultural impact of the Depression: changes in working opportunities and living standards; National Government policies; social and regional division; literary responses; radio and cinema; social and cultural responses to international crises
- Challenges to stability: the abdication crisis; radical political groups: the BUF; Communism

### The People's War and Peace, 1939–1951 (A-level only)

- Political developments: the fall of Chamberlain; Churchill as wartime leader, character and style; coalition government; the reasons for Labour victory in 1945; Attlee as Prime Minister; Labour ideology and aims
- Economic issues: mobilisation of resources in wartime; the post-war economic readjustment; Labour's post-war balance of payments problems and policies, including nationalisation
- The social and cultural impact of 'total' war: conscription; women and children; civil liberties and restrictions; propaganda; the Blitz; plans for reconstruction including Beveridge and the Butler Act; policies of post-war Labour government, including the creation of the NHS and medical advances
- Britain by 1951: the Festival of Britain; continuing austerity; Labour divisions; Conservative reorganisation and the elections of 1950 and 1951

### 'Never had it so good'? 1951–1957 (A-level only)

- Conservative governments and reasons for political dominance: Churchill, Eden and Macmillan as political leaders; domestic policies; internal Labour divisions; consensus politics
- Economic developments: post-war boom; balance of payments issues and 'stop-go' policies
- Social and cultural developments: rising living standards; the impact of affluence and consumerism; changing social attitudes and behaviour; class and 'the Establishment', the position of women
- Britain by 1957: issues relating to New Commonwealth migrants and race-relations; nuclear concerns and the formation of CND

## 2N Revolution and dictatorship: Russia, 1917–1953

This option provides for the study in depth of the coming and practice of communism in Russia. It explores concepts such as Marxism, communism, Leninism, and Stalinism, ideological control and dictatorship. It also enables students to consider issues of political authority, the power of individuals and the inter-relationship of governmental and economic and social change.

### Part one: The Russian Revolution and the Rise of Stalin, 1917–1929

#### Dissent and Revolution, 1917

- The condition of Russia before the revolution of February/March 1917: the Tsar and political authority; the war effort; the economic and social state of Russia; discontent
- The February/March revolution of 1917: causes and course of revolution; issues of leadership and the Tsar's abdication; the establishment of Provisional Government and the Petrograd Soviet; the workings of the Dual authority
- Developments between the revolutions including: the return of Lenin; Lenin's ideology and the April Theses; the July Days; the Kornilov coup and the roles of both the Provisional Government and Trotsky; Lenin and the Central Committee of the Bolshevik Party
- The October/November 1917 revolution: causes, course and extent of revolution; leadership and the establishment of Bolshevik authority; Sovnarkom and decrees and actions to December

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## Bolshevik consolidation, 1918–1924

- The consolidation of the Communist dictatorship: the establishment of one-party control; the removal of the Constituent Assembly; the ending of involvement in the First World War
- The Civil War: causes and course; the role of Trotsky; the murder of the Tsar; the reasons for the Red victory; government and control in wartime
- Economic and social developments: state capitalism; social change; conditions in cities and countryside during the Civil War; war communism; the Red Terror: revolts of 1920–1921 including the Tambov revolt and Kronstadt rising; the NEP and its political and economic impact
- Foreign relations and attitudes of foreign powers: foreign intervention in the Civil War; Comintern; the Russo-Polish War; discussions leading to the Rapallo Treaty; official recognition and the repercussions of the 'Zinoviev letter'; Lenin's rule by 1924

## Stalin's rise to power, 1924–1929

- The power vacuum and power struggle: ideology and the nature of leadership; Lenin's testament; divisions and contenders for power: character, strengths and weaknesses of Stalin, Trotsky, Bukharin, Kamenev, Rykov, Tomsky and Zinoviev
- Ideological debates and issues in the leadership struggle: NEP and industrialisation; 'permanent revolution' versus 'Socialism in One Country'; how and why Stalin became party leader and the outcome for the other contenders
- Economic developments: reasons for and impact of the 'Great Turn'; the economic shift; the launch of the first Five Year Plan and the decision to collectivise
- Government, propaganda and the beginning of the Stalinist cult; Stalin's attitude to foreign powers: China; Germany and the Treaty of Berlin; changes in the Comintern

## Part two: Stalin's Rule, 1929–1953 (A-level only)

### Economy and society, 1929–1941 (A-level only)

- Agricultural and social developments in the countryside: voluntary and forced collectivisation; state farms; mechanisation; the impact of collectivisation on the kulaks and other peasants; the famine of 1932–1934; the success of collectivisation
- Industrial and social developments in towns and cities: Gosplan; the organisation, aims and results of the first three Five Year Plans; new industrial centres and projects; the involvement of foreign companies; the working and living conditions of managers, workers and women; Stakhanovites; the success of the Five Year Plans
- The development of the Stalin cult: literature, the arts and other propaganda; Socialist Realism
- The social and economic condition of the Soviet Union by 1941: strengths and weaknesses

### Stalinism, politics and control, 1929–1941 (A-level only)

- Dictatorship and Stalinism: the machinery of state terror; the NKVD; the early purges; Kirov's murder; the show trials; the Stalin constitution
- The Yezhovshchina: mass terror and repression at central and local levels; treatment of national minorities; the gulags; the end of the purges; the death of Trotsky; responsibility for and impact of the Terror and purges



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## Component 3: Historical investigation (non-exam assessment) (A-level only)

### Purpose of the Historical investigation

The purpose of the Historical Investigation is to enable students to develop the skills, knowledge and historical understanding acquired through the study of the examined components of the specification.

Through undertaking the Historical Investigation students will develop an enhanced understanding of the nature and purpose of history as a discipline and how historians work.

The Historical Investigation contributes towards meeting the aims and objectives of the A-level specification. In particular it encourages students to:

- ask relevant and significant questions about the past and undertake research
- develop as independent learners and critical and reflective thinkers
- acquire an understanding of the nature of historical study
- organise and communicate their knowledge and understanding in a piece of sustained writing

### Introduction

Students will be required to submit a Historical Investigation based on a development or issue which has been subject to different historical interpretations.

The Historical Investigation must:

- be independently researched and written by the student
- be presented in the form of a piece of extended writing of between 3500 and 4500 words in length, with a limit of 4500 words
- draw upon the student's investigation of sources (both primary and secondary) which relate to the development or issue chosen and the differing interpretations that have been placed on this
- place the issue to be investigated within a context of approximately 100 years
- be an issue which does not duplicate the content of Components 1 and 2.

The Historical Investigation must be supervised in accordance with the requirements of Section 5.1 of this specification.

The centre must complete a non-examined assessment (NEA) title approval form no later than 20 October in the year before the intended completion of the A-level course. The form must detail the title and date range of the proposed historical investigation for each student. The teacher must state which examined components will be studied. This form must be submitted to AQA for review. AQA will check that the proposed historical investigation title, when combined with the examined components, meets the following requirements:

- the proposed title is set in the context of approximately 100 years
- there is no overlap with the content of the options studied for the examined components
- all three components together cover a chronological range of at least 200 years

AQA will inform the centre if any historical investigation title does not meet the requirements and the focus for the non-examined assessment will need to be changed.

**Failure to comply with these requirements will invalidate the student's entry and no A-level result will be issued.**



It is therefore vital that the teacher ensures that all requirements are met. If a student changes their historical investigation title, a new form should be completed.

On completion of the NEA, each student must also complete a Candidate Record Form (CRF) detailing the options studied for the examined components. The student must sign this form. The teacher must counter sign the CRF and this declaration will confirm that the historical investigation complies with the NEA title approval form and has adhered to all requirements.

The CRF must be sent to the moderator at the same time as marks for the NEA are submitted. The moderator will check that all course requirements have been met.

**If the requirements have not been met, then the entry will be invalid and no result issued.**

Copies of all the documentation, including the NEA proposal form and guidance on submission procedures are available from the AQA website at [www.aqa.org.uk/history](http://www.aqa.org.uk/history)

Further guidance is available from the History subject team: [history@aqa.org.uk](mailto:history@aqa.org.uk)

## Choice of issue and question to be studied

Students will be required to identify an issue or topic they wish to study and develop a question from this issue or topic as the focus of the Historical Investigation. The issue or topic to be studied and the question which stems from it must place the issue or topic in the context of approximately 100 years of history. The question could be based on British history or non-British history or could be a multi-country issue. However, it must not duplicate content studied in Components 1 and 2.

The Historical Investigation could identify an issue and a related question which traces a development over approximately 100 years. Alternatively, it could focus on a narrower issue, but place it in the context of approximately 100 years.

Examples of possible approaches:

- A broad issue and related question which analyses its development over approximately 100 years, for example: assessing how Puritanism changed during the Seventeenth Century; or assessing the extent to which the condition of the Russian peasant improved over the period 1850–1950
- A more specific issue in the context of approximately 100 years, for example: assessing the extent to which the Glorious Revolution successfully settled relations between Crown and Parliament in the context of the Stuart period; or assessing the extent to which Tsar Nicholas I changed the nature of Tsarist rule set against the period of Catherine the Great, Alexander and Nicholas I.

Issues which relate to international, national or local developments are appropriate, as are investigations which adopt specific historical perspectives such as cultural, social or technological.

However, in choosing the issue, students need to take the following into account:

- Is there a range of primary sources and primary material available to support individual investigation?
- Is the issue and related question one which has promoted debate and differences of interpretation amongst historians?

When framing the question to be answered, students must ensure that it enables them to demonstrate skills of historical analysis, evaluation and judgement, to appraise the views of historians and to evaluate primary sources.

Students are advised to use the type of question formulations seen in examinations such as the use of questions which begin 'To what extent' or a quotation in the form of a judgement followed by 'Assess the validity of this view'.

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The A-level subject content for history requires that students carry out a Historical Investigation that is independently researched. It is acceptable that students within a centre base their Historical Investigations around the same topic. However, the essential pre-requisite of non-exam assessment and the principal purpose of the Historical Investigation both require that the Historical Investigation is the work of individual students each developing a question to investigate and each evaluating individually, primary sources and historical interpretations. Where students in a centre are studying a similar topic or topics, there may be only a limited number of primary sources and, more so, a limited number of historical interpretations. However, the centre must ensure that students assess and evaluate sources individually, even where sources used are similar. It is not permitted for centres to direct students to the same sources as this fundamentally undermines the need for the Historical Investigation to be the work of an individual student.

Further guidance and exemplar material are available via the AQA website.

## The skills and qualities to be demonstrated and assessed

The skills and qualities of all three Assessment Objectives must be demonstrated in the Historical Investigation. These are:

AO1: demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

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

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

The task required of students in responding to AO3 will be different from that in the examined components in that students will be expected to:

- show an understanding of the limitations placed on historians
- show an understanding of the significance of the time and/or context in which an historian writes
- compare and evaluate differing historical interpretations.

Students must base their analysis and evaluation of historical interpretations on the work of academic historians. It is not acceptable that the analysis and evaluation is based on textbook historians or course books.

Students are expected to use short quotations, paraphrase and/or footnotes to show the source of their interpretations. Lengthy extracts are not required.

In developing their response to a chosen issue to investigate, students are expected to consult a range of resources, which may include textbooks, course books and work of academic historians. Within the Historical Investigation, however, there must be explicit analysis and evaluation of two differing interpretations by academic historians where students analyse and evaluate the differences between the interpretations, show an awareness of the time and/or context of the interpretations and demonstrate an understanding of the limitations placed on historians.

The Historical Investigation must be written with the qualities of all three objectives integrated within the body of the work. For example, students will analyse, evaluate and reach judgements about the question chosen (AO1) and within this analysis and evaluation, appraise the views of historians (AO3) and analyse and evaluate primary source material and the extent to which it is useful in supporting arguments or conclusions (AO2).

## Completion of the Historical investigation

The Investigation should be completed in approximately 3500-4500 words, excluding bibliography, footnotes, and appendices, with a limit of 4500 words. Work that exceeds this word limit will incur a five mark penalty. This penalty will be applied by AQA, and should not be applied by the teacher. A word count must be included on the Candidate Record Form.

The Investigation must contain an evaluation of three primary sources. At least two different types of primary source should be evaluated. These may be different types of written primary sources, for example: official publications; reports; diaries; speeches; letters; chronicles; observations of elite or 'ordinary' people (from the inside or from the outside). Other appropriate sources may include artefacts, archaeological or visual sources.

The Investigation must also demonstrate an understanding of differing interpretations presented by two academic historians about the issue.

Students are advised to avoid extensive, verbatim copying from sources and to ensure that the Investigation is written in their own words. Extensive verbatim copying can lead to malpractice.

The use of footnotes is strongly advised in order to demonstrate the range of evidence consulted and validate the bibliography. Additionally, footnotes alleviate concerns about plagiarism, as the source of comments, views, detail or others' judgements is acknowledged. Skill in the use of footnotes is also highly valued by Higher Education. A bibliography should be provided, listing the sources that have been consulted.

## The role of the teacher

Teachers have a number of significant roles:

- to explain the requirements of the Historical Investigation to students
- to ensure that students do not duplicate content already covered in Components 1 and 2 and to ensure that the question which forms the focus of the Historical Investigation is placed in the context of approximately 100 years
- to provide appropriate supervision of students, offering general guidance about the issue and question chosen for investigation
- to monitor the progress of the Investigation
- to submit to AQA, by 20 October in the year before intended A-level certification, an NEA title approval form. This form will require that options from Components 1 and 2 are identified, along with the title of Component 3 and its chronological range for each student
- to sign a declaration that the Investigation is the work of the individual working independently
- to inform AQA where there are concerns about malpractice, such as plagiarism or the submission of work that is not that of the student

## Assessment and moderation

The Historical Investigation will be marked by centres and moderated by AQA. It is most important that centres establish rigorous internal standardisation to ensure that the rank order of the students is fair, accurate and appropriate. This is particularly important in larger centres where more than one teacher has prepared and assessed students.

The work of students is to be assessed by a levels of response mark scheme which addresses each of the following assessment objectives, with the weighting as indicated:

Assessment Objective	Max Mark
AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance	20
AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within the historical context.	10
AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.	10

## Mark Scheme to be used when assessing the Historical investigation

### AO1: 20 marks

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity and significance.

**NOTE: An Historical investigation which fails to show an understanding of change and continuity within the context of approximately 100 years cannot be placed above Level 2 in AO1 (maximum 8 marks)**

**Level 5: 17–20** The response demonstrates a very good understanding of change and continuity within the context of approximately 100 years and meets the full demands of the chosen question. It is very well organised and effectively delivered. The supporting information is well-selected, specific and precise. It shows a very good understanding of key features, issues and concepts. The answer is fully analytical with a balanced argument and well-substantiated judgement.

**Level 4: 13–16** The response demonstrates a good understanding of change and continuity within the context of approximately 100 years and meets the demands of the chosen question. It is well-organised and effectively communicated. There is a range of clear and specific supporting information, showing a good understanding of key features and issues, together with some conceptual awareness. The response is predominantly analytical in style with a range of direct comment relating to the question. The response is well-balanced with some judgement, which may, however, be only partially substantiated.

**Level 3: 9–12** The response demonstrates an understanding of change and continuity within the context of approximately 100 years and shows an understanding of the chosen question. It provides a range of largely accurate information which shows an awareness of some of the key issues. This information may, however, be unspecific or lack precision of detail in parts. The response is effectively organised and shows adequate communication skills. There is a good deal of comment in relation to the chosen question, although some of this may be generalised. The response demonstrates some analytical qualities and balance of argument.

**Level 2: 5–8** The response demonstrates some understanding of change and continuity but may have limitations in its coverage of a context of approximately 100 years. The response may be either descriptive or partial, showing some awareness of the chosen question but a failure to grasp its full demands. There is some attempt to convey material in an organised way although communication skills may be limited. The response contains some appropriate information and shows an understanding of some aspects of the investigation, but there may be some inaccuracy and irrelevance. There is some comment in relation to the question but comments may be unsupported and generalised.

**Level 1: 1–4** The response demonstrates limited understanding of change and continuity and makes little reference to a context of approximately 100 years. The chosen question has been

imperfectly understood and the response shows limited organisational and communication skills. The information conveyed is extremely limited in scope and parts may be irrelevant. There may be some unsupported, vague or generalised comment.

**AO2: 10 marks**

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

**Level 5: 9–10** Provides a range of relevant and well-supported comments on the value of three sources of two or more different types used in the investigation to provide a balanced and convincing judgement on their merits in relation to the topic under investigation.

**Level 4: 7–8** Provides relevant and well-supported comments on the value of three sources of two or more different types used in the investigation, to produce a balanced assessment on their merits in relation to the topic under investigation. Judgements may, however, be partial or limited in substantiation.

**Level 3: 5–6** Provides some relevant comment on the value of three sources of at least two different types used in the Investigation. Some of the commentary is, however, of limited scope, not fully convincing or has only limited direction to the topic under investigation.

**Level 2: 3–4** Either: provides some comment on the value of more than one source used in the investigation but may not address three sources in equal measure or refers to sources of the same 'type'. Or: provides some comment on the value of three sources of at least two types used in the investigation but the comment is excessively generalised and not well directed to the topic of the investigation.

**Level 1: 1–2** Provides some comment on the value of at least one source used in the Investigation but the response is very limited and may be partially inaccurate. Comments are likely to be unsupported, vague or generalised.

In commenting and making judgements on the value of the sources, students will be expected to apply their own contextual knowledge and perspectives of time and place in order to assess the value and limitations of their sources as evidence. They will be expected to comment on, as appropriate to the investigation and chosen sources:

- the differing perspectives of the sources chosen
- the social, political, intellectual, religious and/or economic contexts in which the sources were written
- the credibility, authority, authenticity, consistency and comprehensiveness of the sources
- the bias, distortion or propagandist elements found in the sources

**AO3: 10 marks**

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

**Level 5: 9–10** Shows a very good understanding of the differing historical interpretations raised by the question. There is a strong, well-substantiated and convincing evaluation of two interpretations with reference to the time, context and/or limitations placed on the historians.

**Level 4: 7–8** Shows a good understanding of the differing historical interpretations raised by the question. There is some good evaluation of the two interpretations with reference to the time, context and/or limitations placed on historians, although not all comments are substantiated or convincing.

**Level 3: 5–6** Shows an understanding of differing historical interpretations raised by the question. There is some supported comment on two interpretations with reference to the time, context and/or limitations placed on historians, but the comments are limited in depth and/or substantiation.

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**Level 2: 3–4** Shows some understanding of the differing historical interpretations raised by the question. They may refer to the time, context and/or limitations placed on the historians in an unconvincing way.

**Level 1: 1–2** Shows limited understanding of the differing historical interpretations raised by the question. Comment on historical interpretations is generalised and vague.

In showing an understanding of historical interpretations and evaluating historical interpretations, students will be expected to apply their own contextual knowledge.

They will be expected, as appropriate to the investigation:

- to show an understanding of the limitations placed on historians
- to show an understanding of the significance of the time and/or context in which an historian writes
- to compare and evaluate differing historical interpretations.

**NOTE: The investigation has a limit of 4500 words. Work that exceeds this word limit will incur a 5 mark penalty. This deduction will be applied by AQA, and should not be applied by the teacher.**