

<b>Outline of A Level History Syllabus</b>				
<b>Paper 2, Option 2D.1: The unification of Italy, c1830 - 70</b>	<b>Power &amp; Control</b>	<b>Conflict &amp; Warfare</b>	<b>Protest &amp; Resistance</b>	<b>Empire &amp; Identity</b>
<p><b>Overview</b></p> <p>This option comprises a study in depth of the Italian states from the 1830 revolutions, through the growing economic and political dominance of Piedmont, to the creation and consolidation of the Kingdom of Italy in the years 1861 - 70.</p> <p>Student will gain an in-depth understanding of the nature and extent of change within the Italian states, and the extent to which unity within Italy was established by its leaders rather than by the growth of Italian nationalism.</p>				
<b>Key Topics</b>				
1. Challenges to the restored order and the failure of revolution, c1830 - 49	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2. The rise of Piedmont, 1849 - 56	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
3. The creation of the Kingdom of Italy, 1856 - 61	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
4. Consolidating the Kingdom of Italy, 1861 - 70	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Paper 1, Option 1D: Britain, c1785 - c1870: democracy, protest and reform</b>	<b>Power &amp; Control</b>	<b>Conflict &amp; Warfare</b>	<b>Protest &amp; Resistance</b>	<b>Empire &amp; Identity</b>
<p><b>Overview</b></p> <p>This options comprises a study in breadth, in which students will learn about the process of change in Britain in the given period, and the extent to which popular pressure, protest and cooperation were responsible for political, economic and social change.</p> <p>The focus of study is on developments and changes over a broad timescale and so the content is presented as themes spanning a significant duration c1785 - c1870. This option also contains a study in depth of historical interpretations on a broad question that is contextualised by, and runs parallel to, the themes: reasons for the abolition of the slave trade at the end of the period, c1785 - 1807.</p>				
<b>Themes</b>				
1. The growth of parliamentary democracy, c1785 - c1870	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Industrialisation and protest, c1785 - c1870	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
3. Unionism and cooperation, c1785 - c1870	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

4. Poverty and pauperism, c1785 - c1870	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Historical Interpretations</b>				
What explains the abolition of the slave trade at the end of the period, c1785 - 1807?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Paper 3, Option 37.2: Germany, 1871 - 1990: united, divided and reunited</b>	<b>Power &amp; Control</b>	<b>Conflict &amp; Warfare</b>	<b>Protest &amp; Resistance</b>	<b>Empire &amp; Identity</b>
<b>Overview</b>				
This option comprises two parts: the <i>Aspects in breadth</i> focus on long-term changes and contextualise the <i>Aspects in depth</i> , which focus in detail on key episodes  Together, the breadth and depth topics explore the ways in which Germany evolved as a new state in Europe undergoing dramatic changes of fortune, set within broader long-term social and economic developments (after 1945, these focus on West Germany). A dynamic empire ended in a brutal war and defeat; out of the ashes of imperial Germany, first a democratic republic and then an extraordinary dictatorship came in to being, followed once again by democracy and finally a new unity in 1990.				
<b>Aspects in breadth: prosperity and social change, 1871 - 1990</b>				
<b>Themes</b>				
1. Social change in Germany and West Germany	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Economic change in Germany and West Germany	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Aspects in depth: different approaches to the problem of difference</b>				
<b>Key Topics</b>				
1. Ruling the Second Reich, 1871 - 79	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2. The birth of democratic Germany, 1917 - 19	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
3. A new reich, 1933 - 35	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
4. Establishing and ruling the new Federal Republic, 1949 - 60	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Reunification: recreating a united Germany 1989 - 90	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Coursework</b>				
<b>Overview</b>				

<p>The purpose of this coursework is to enable students to develop skills in the analysis and evaluation of interpretations of history in a chosen question, problem or issue as part of an independently researched assignment.</p> <p>The focus is on understanding the nature and purpose of the work of the historian. Students will be required to form a critical view based on relevant reading on the question, problem or issue. They will also be specifically required to analyse, explain and evaluate the interpretations of three historians.</p> <p>The coursework will be assessed using a centre-set assignment. Assignments must meet the requirements detailed below. An assignment framework is provided to support the development of individual assignments.</p>				
<b>Content</b>				
<b>Learning objectives students will:</b>				
- recognise that interpretations are representations and constructions of the past				
- recognise the relationships between interpretations and the questions that they seek to ask and answer				
- comprehend and analyse the defining elements of particular interpretations				
- explain why historians arrive at the interpretations they do and understand that differences in interpretation can be legitimate				
- be able to evaluate differing interpretations against appropriate and relevant criteria				
- organise and communicate their findings				
<b>Teaching and learning</b>				
Teachers should provide students with a short skills-based course of study that covers the work of historians in creating interpretations and approaches to the analysis and evaluations of historical interpretations, for example to develop understanding of:				
- the range of methods used by historians in their work				
- the diverse range of focuses and purposes that historians have				
- the different perspectives of historians				
The course should also help students to develop enquiry skills, for example:				
- effective record keeping and referencing				
- planning skills				
- effective use of a library and the internet.				