

Cambridge Pre-U Syllabus

Cambridge
Pre-U

Cambridge International Level 3
Pre-U Certificate in
HISTORY

For examination in 2013, 2014 and 2015



UNIVERSITY of CAMBRIDGE
International Examinations

History (9769)

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

For examination in 2013, 2014 and 2015

QN 500/4268/3

Support

CIE provides comprehensive support for all its qualifications, including the Cambridge Pre-U. There are resources for teachers and candidates written by experts. CIE also endorses a range of materials from other publishers to give a choice of approach. More information on what is available for this particular syllabus can be found at **www.cie.org.uk**.

Syllabus updates

This syllabus is for teaching from 2011 and is valid for examination in 2013, 2014 and 2015.

If there are any changes to this syllabus, CIE will write to Centres to inform them. This syllabus will also be published annually on the CIE website (**www.cie.org.uk/cambridgepreu**). The version of the syllabus on the website should always be considered as the definitive version.

Further copies of this, or any other Cambridge Pre-U syllabus, can be obtained by either downloading from our website **www.cie.org.uk/cambridgepreu**

or contacting:

Customer Services, University of Cambridge International Examinations,

1 Hills Road, Cambridge CB1 2EU

Telephone: +44 (0)1223 553554

Fax: +44 (0)1223 553558

E-mail: **international@cie.org.uk**.

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

© University of Cambridge International Examinations 2011

Cambridge International Level 3 Pre-U Certificate

History**9769****Contents**

	Page
Introduction	4
Aims	5
Scheme of assessment	6
Assessment objectives	6
Relationship between scheme of assessment and assessment objectives	7
Description of components	8
Curriculum content	12
Appendix 1: Guidance for teachers	46
Appendix 2: Grade descriptors	50
Appendix 3: Additional information	51

Introduction

Cambridge Pre-U syllabuses aim to equip candidates with the skills required to make a success of their subsequent studies at university, involving not only a solid grounding in each specialist subject at an appropriate level, but also the ability to undertake independent and self-directed learning and to think laterally, critically and creatively. The Cambridge Pre-U curriculum is underpinned by a core set of educational principles:

- A programme of study which supports the development of well-informed, open and independent-minded individuals capable of applying their skills to meet the demands of the world as they will find it and over which they may have influence.
- A curriculum which retains the integrity of subject specialisms and which can be efficiently, effectively and reliably assessed, graded and reported to meet the needs of universities.
- A curriculum which is designed to recognise a wide range of individual talents, interests and abilities and which provides the depth and rigour required for a university degree course.
- A curriculum which encourages the acquisition of specific skills and abilities, in particular the skills of problem solving, creativity, critical thinking, team working and effective communication.
- The encouragement of 'deep understanding' in learning – where that deep understanding is likely to involve higher order cognitive activities.
- The development of a perspective which equips young people to understand a range of different cultures and ideas and to respond successfully to the opportunity for international mobility.

All Cambridge Pre-U syllabuses are linear. A candidate taking a Principal Subject must take all the components together at the end of the course in one examination session.

The study of history is the study of the past. In a rapidly changing world, studying history gives candidates the opportunity to develop an understanding of the complexity of human societies. The study of history should produce greater understanding of the present, not because events repeat themselves, but because all political, social, cultural and economic developments have their roots in the past, and cannot be explained without reference to these roots. It should also be intellectually stimulating, enjoyable and engaging.

The syllabus requires candidates to study different areas and substantial periods of history, thus encouraging them to identify patterns in, and connections between, apparently contrasting events and developments. It includes source-based studies through which candidates will develop their skills of interpreting and evaluating evidence.

The study of history encourages candidates to use independent study skills, to read widely, write fluently, and to develop the capacity to formulate and justify their own ideas about the past. This syllabus is intended to give freedom to choose aspects of historical study but also to ensure that all candidates are introduced to advanced study in a coherent way and are given an opportunity to put their study into wider historical context.

The syllabus builds on the knowledge, understanding and skills typically gained by candidates taking Level 2 qualifications. It is recommended that candidates have attained communication and literacy skills at a level equivalent to I/GCSE Grade C in English.

Progression

This course will equip candidates with a base of transferable skills and knowledge suitable for both further study in history and other humanities and arts subjects, and for those who wish to progress directly into employment. It is hoped that by stimulating independent thought, and encouraging independent and self-directed learning, the completion of this course will benefit whichever future path is taken by its candidates.

Aims

The aim of the syllabus is to stimulate interest in, and to promote the study of, History:

- Through the acquisition of a sound knowledge and understanding of a substantial period of the history of more than one country.
- By consideration of the nature of historical sources and the methods used by historians.
- Through an acquaintance with the variety of approaches to aspects and periods of history and a familiarity with differing interpretations of particular historical problems.
- By promoting an awareness of historical concepts such as change and continuity, causation and motivation, as well as appropriate period-specific concepts (e.g. nationalism, feudalism, laissez-faire, colonisation, tyranny, revolution).
- By encouraging an awareness of the links and comparisons which can be made between the histories of different countries or between different periods.
- By encouraging the development of candidates as critical, reflective and independent learners, deriving interest and enjoyment from their historical studies.

Scheme of assessment

For the Principal Cambridge Pre-U qualification in History, candidates take two components from Papers 1 to 4 (they must be from a different country or region) plus Paper 5 and Paper 6 at the end of the course in the same examination session.

Component	Component name	Duration	Weighting (%)	Type of assessment
Paper 1a	British History Outlines c. 300–1547	2 hours 15 minutes	25	Written paper, externally set and marked
Paper 1b	British History Outlines 1399–1815	2 hours 15 minutes	25	Written paper, externally set and marked
Paper 1c	British History Outlines 1689–2000	2 hours 15 minutes	25	Written paper, externally set and marked
Paper 2a	European History Outlines c. 300–c. 1516	2 hours 15 minutes	25	Written paper, externally set and marked
Paper 2b	European History Outlines c. 1378–c. 1815	2 hours 15 minutes	25	Written paper, externally set and marked
Paper 2c	European History Outlines c. 1715– 2000	2 hours 15 minutes	25	Written paper, externally set and marked
Paper 3	US History Outlines c. 1750–2000	2 hours 15 minutes	25	Written paper, externally set and marked
Paper 4	African and Asian History Outlines c. 1750–2000	2 hours 15 minutes	25	Written paper, externally set and marked
Paper 5	Special subject	2 hours	25	Written document based and essay paper, externally set and marked
Paper 6	Personal investigation	–	25	Externally marked long essay

Assessment objectives

AO1	Recall, select and deploy historical knowledge accurately.
AO2	Investigate historical questions and present explanations, showing understanding of appropriate concepts, and arriving at substantiated judgements, using historical documents where appropriate.
AO3	Explain, interpret and evaluate source material and interpretations of the historical events studied.
AO4	Organise and present historical information with a balanced, coherent structure, communicating historical knowledge and understanding clearly and persuasively, using appropriate terminology.

Relationship between scheme of assessment and assessment objectives

	A01	A02	A03	A04	Overall paper weighting
Papers 1–4 Outlines papers	33%	33%		33%	50%
Paper 5 Special subject documents	25%	25%	25%	25%	12.5%
Paper 5 Special subject essays	33%	33%		33%	12.5%
Paper 6 Personal investigation	25%	25%	25%	25%	25%
Total for whole qualification	29%	29%	13%	29%	100%

Description of components

Papers 1–4 – Outlines papers

Candidates may not take two papers on the same country or region. Candidates may take only one paper from Paper 1 (a, b or c) and only one paper from Paper 2 (a, b or c). Therefore, candidates cannot offer, for example, both Paper 1a and Paper 1b or Paper 2b and Paper 2c. Possible combinations of papers are indicated in the grid below:

1a, 2a, 5, 6
1a, 2b, 5, 6
1a, 2c, 5, 6
1a, 3, 5, 6
1a, 4, 5, 6
1b, 2a, 5, 6
1b, 2b, 5, 6
1b, 2c, 5, 6
1b, 3, 5, 6
1b, 4, 5, 6
1c, 2a, 5, 6
1c, 2b, 5, 6
1c, 2c, 5, 6
1c, 3, 5, 6
1c, 4, 5, 6
2a, 3, 5, 6
2a, 4, 5, 6
2b, 3, 5, 6
2b, 4, 5, 6
2c, 3, 5, 6
2c, 4, 5, 6
3, 4, 5, 6

- 1a British History Outlines, c. 300–1547
- 1b British History Outlines, 1399–1815
- 1c British History Outlines, 1689–2000
- 2a European History Outlines, c. 300–c. 1516
- 2b European History Outlines, c. 1378–c. 1815
- 2c European History Outlines, c. 1715–2000
- 3 US History Outlines, c. 1750–2000
- 4 African and Asian History Outlines, c. 1750–2000

- History outline papers are designed to encourage candidates to study chosen themes within a wider historical context. A wide range of choice is offered. Candidates will be expected to have studied a substantial period of history and a variety of topics for both of their chosen papers.
- Papers 1 to 3 are divided into smaller sections by chronology and themes. Paper 4 is divided by regions and themes. Depending upon period and region, papers are divided into five to seven sub-periods and two to three theme sections.
- Typically, there are seven to eight topics in the content lists for each chronological/regional section and eight to nine for themes. In the examination these usually produce five and six questions respectively.
- In each paper, candidates will be expected to answer three essay questions in 2 hours 15 minutes, choosing their questions from at least two sections.
- Depending upon period and region, the number of questions across a whole paper will be between 40 and 50, with sub-periods and regions normally attracting five questions and themes six questions.
- Candidates will not be permitted to answer questions on an outline paper which are directly connected with their chosen special subject and this prohibition will be indicated by a rubric. Not more than two questions will be prohibited in any outlines section.
- Some of the larger topics in the contents lists may attract more than one question in any one session.

Paper 5 – Special subject

This will require candidates to answer one source-based and one essay question.

- Candidates will be expected to study only **one** subject.
- In the examination paper four to five sources will normally be used, with an occasional use of a secondary source, with a maximum total of 750 words.
- There will be **one** source-based question and, therefore, no choice. However, the question will be firmly embedded in one of the six topics into which the special subject is divided. This topic will be notified to Centres at the beginning of the academic year in which the examination is to be set.
- Two sub-questions will be asked on the sources. Here the principal requirements will be to consider issues of corroboration and difference and to evaluate the quality of the evidence and historical interpretations. Candidates should consider the sources as a set.
- There will be a choice of three essay questions. Each will be based on one of the six topics, although in some cases a question might require knowledge of more than one topic.
- In addressing the essay questions, candidates will be invited, where appropriate, to use any relevant sources they have studied as well as contextual knowledge.
- The whole range of six topics will be covered by questions in the examination over a two-year cycle.

- 5a The Norman Conquest, 1051–1087
- 5b The Crusades, 1095–1192
- 5c The Reign of Henry VIII, 1509–1547
- 5d Reformation Europe, 1516–1559
- 5e The Reign of Charles I, 1625–1649
- 5f The French Revolution, 1774–1794
- 5g The Origins and Causes of the American Civil War, c. 1820–1861
- 5h Gladstone and Disraeli, 1867–1886
- 5i The Campaign for Female Suffrage, c. 1880–1928
- 5j Russia in Revolution, 1905–1924
- 5k Winston Churchill, 1914–1946
- 5l Germany, 1919–1945
- 5m China under Mao Zedong, 1949–1976
- 5n The Civil Rights Movement in the US, 1954–1980

Paper 6 – Personal investigation

- Candidates will write an extended essay of approximately 3,500–4,000 words.
- The title will be chosen by the candidate and approved in advance by CIE.
- It is preferable that the title is in the form of a question. Further guidance on this is available in the *CIE History Teacher Guide*.
- Candidates have a free choice of title, provided that it is on a historical subject, it is approved in advance by CIE, and the subject matter of the investigation must not be taken from within the candidate's chosen special subject. CIE must be notified of the special subject at the same time that the candidate's personal investigation title is submitted.
- Candidates are expected to provide footnotes and a bibliography.
- It is acceptable for teachers to offer candidates guidance on how to approach the personal investigation. Discussion, help in formulating the title, suggesting reading and devising strategies and approaches are all acceptable in the early stages. As the investigation develops, checks on progress, suggested lines of enquiry and possible supplementary questions, and guidance on overall strategy, are also permitted. However, teachers must **not** take in drafts of part or the whole of the investigation for marking or correction. The investigation must be the candidate's own work and a declaration will be required to that effect.
- Candidates are expected to: use a wide range of sources, demonstrate a critical sense, demonstrate an awareness of links and comparisons to other countries and periods, and to display high standards of presentation and use of English.
- It will be externally assessed.
- It may be submitted electronically or in hardcopy to CIE for assessment.

The specimen papers booklet, available separately, provides more detail on the assessment of the personal investigation.

Curriculum content

Papers 1a–4

Papers 1a, 1b and 1c

BRITISH HISTORY c. 300–2000

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

For the convenience and guidance of teachers and candidates, the content of this period is divided into sections determined by chronology and wider themes. Topics are indicated by bullet points and some of the broader ones may attract more than one question on the examination paper. There can be no guarantee that all the content entries will be allocated questions every single year, although the large majority will. The aim of this arrangement is, in the interests of candidates, to achieve a proper degree of predictability but also, for the integrity of the examination and the subject, to avoid excessive narrowness of concentration. It is important to read the content list alongside the specimen and, as they appear, the live papers. Since any division of history into periods is to an extent artificial, there will be some questions (a small proportion) which will, to a degree, relate to the period before or after that in which they appear. Candidates will be required to answer three questions from at least two sections of the paper.

Section 1: c. 300–663

- Roman Britain in the fourth century
- The evacuation and legacy of Roman Britain
- Folk movements and settlements of the fifth and sixth centuries
- The kingdoms of southern England and East Anglia
- The kingdoms of Mercia and Northumbria
- The Roman mission to the English
- Celtic Christianity: the Synod of Whitby

Section 2: 663–978

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

Section 3: 978–1135

- Renewal of Viking incursions; the reign of Ethelred II
- The Danish monarchy, 1016–1042
- The reign of Edward the Confessor; relations with continental Europe
- The Norman Conquest of England

- The reign of William I
- The Anglo-Norman realm: William II and Henry I
- The development of the Scottish monarchy: relations with England

Section 4: Themes c. 300–c. 1066

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

Section 5: 1135–1272

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

Section 6: 1272–1399

- The reign of Edward I: England and Aquitaine
- The Anglo-Scottish Wars, 1286–1357
- Wales: conquest, settlement and resistance, 1267–1416
- The reign of Edward II
- Edward III and the kingdom of England
- The Hundred Years War to 1396
- The reign of Richard II

Section 7: 1399–1461

- The early Lancastrians, 1399–1422: domestic policies and problems
- The renewal of war with France: Henry V
- The minority of Henry VI: England and France
- England and Wales: Owain Glyndwr
- The reign of Henry VI, 1437–1461: policies, problems and civil unrest
- The last phase of the Hundred Years War
- Civil strife, 1455–1461
- Kingship and nobility in the fifteenth century: lordship and chivalry

Section 8: 1461–1547

- The first reign of Edward IV and the crisis of 1469–1471
- The Yorkist Kings, 1471–1485
- The development of the Scottish monarchy, 1460–1542
- The reign of Henry VII
- Politics, court and government under Henry VIII
- The Henrician Reformation, c. 1529–1547
- Foreign Policy, 1461–1547

Section 9: Themes c. 1066–1547

- Industry, towns and trade, c. 1066–c. 1500
- Education and literacy; literature; printing, c. 1066–c. 1500
- Peasants and lords, c. 1066–c. 1400: the bonds of society; feudalism; agriculture
- The English Church, 1066–c. 1300: monasticism, the friars; relations with the Crown; relations between the Crown and the Papacy
- The origins and development of Parliament, 1265–1529
- Demography, famine, plague and popular unrest, c. 1300–c. 1500
- Women in society in late medieval Britain
- The late medieval Church, c. 1300–c. 1529; Lollardy
- Fifteenth-century art and architecture

Paper 1b: British History, 1399–1815

For the convenience and guidance of teachers and candidates, the content of this period is divided into sections determined by chronology and wider themes. Topics are indicated by bullet points and some of the broader ones may attract more than one question on the examination paper. There can be no guarantee that all the content entries will be allocated questions every single year, although the large majority will. The aim of this arrangement is, in the interests of candidates, to achieve a proper degree of predictability but also, for the integrity of the examination and the subject, to avoid excessive narrowness of concentration. It is important to read the content list alongside the specimen and, as they appear, the live papers. Since any division of history into periods is to an extent artificial, there will be some questions (a small proportion) which will, to a degree, relate to the period before or after that in which they appear. Candidates will be required to answer three questions from at least two sections of the paper.

Section 1: 1399–1461

- The early Lancastrians, 1399–1422: domestic policies and problems
- The renewal of war with France: Henry V
- The minority of Henry VI: France and England
- England and Wales: Owain Glyndwr
- The Reign of Henry VI, 1437–1461: policies, problems and civil unrest
- The last phase of the Hundred Years War
- Civil strife, 1455–1461
- Kingship and nobility in the fifteenth century: lordship and chivalry

Section 2: 1461–1547

- The first reign of Edward IV and the crisis of 1469–1471
- The Yorkist Kings, 1471–1485
- The development of the Scottish monarchy, 1460–1542
- The reign of Henry VII
- Politics, court and government under Henry VIII
- The Henrician Reformation, c. 1529–1547
- Foreign policy, 1461–1547
- The 'New Monarchy' and 'Renaissance Monarchy' debates

Section 3: 1547–1603

- The Henrician legacy: Edward VI and Mary I
- The Elizabethan religious settlement and Church: Catholics and Puritans
- Mary Stuart in Scotland and England
- The Elizabethan state: Council, Parliament and the government of the localities
- Foreign policy, 1547–1603
- The Elizabethan state at war, 1585–1604
- Social policy: the development of the Poor Law
- England and Ireland

Section 4: Themes c. 1399–c. 1603

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

Section 5: 1603–1689

- The early Stuarts, 1603–1629: Crown, government, finance, Parliament and foreign policy
- Anglicans, Catholics and Puritans, 1603–1642
- Personal rule and the coming of civil war, 1629–1642
- The British Civil Wars: origins, course and outcomes
- Britain and Ireland, 1603–1690
- Commonwealth and Protectorate, 1649–1660
- The restoration of the monarchy and the reign of Charles II
- James II: the Glorious Revolution and the Revolution Settlement

Section 6: 1689–1760

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

Section 7: 1760–1815

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

Section 8: Themes c. 1603–1815

- Seventeenth-century social and economic change: colonial expansion; the growth of London
- Intellectual and cultural life in Stuart Britain; art and architecture
- The role of women in seventeenth-century society
- The growth and development of religious dissent
- Economic change in eighteenth-century Britain: agriculture, industrialisation, transport
- Demographic and social change in eighteenth-century Britain
- The role of women in eighteenth-century society
- Art and architecture; the intellectual and cultural life of eighteenth-century Britain
- Eighteenth-century overseas trade and colonisation

Paper 1c: British History, 1689–2000

For the convenience and guidance of teachers and candidates, the content of this period is divided into sections determined by chronology and wider themes. Topics are indicated by bullet points and some of the broader ones may attract more than one question on the examination paper. There can be no guarantee that all the content entries will be allocated questions every single year, although the large majority will. The aim of this arrangement is, in the interest of candidates, to achieve a proper degree of predictability but also, for the integrity of the examination and the subject, to avoid excessive narrowness of concentration. It is important to read the content list alongside the specimen and, as they appear, the live papers. Since any division of history into periods is to an extent artificial, there will be some questions (a small proportion) which will, to a degree, relate to the period before or after that in which they appear. Candidates will be required to answer three questions from at least two sections of the paper.

Section 1: 1689–1760

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

Section 2: 1760–1815

- George III, 1760–1784: Crown, government, Parliament, party politics
- The American Revolution and the War of Independence
- The consequences of the loss of the American colonies for British colonial and foreign policy
- Movements for reform, Wilkes, Wyvill, the campaign against slavery
- The Age of Pitt the Younger: parties, politics and government; domestic reform; Charles James Fox; Burke
- The impact of the French Revolution
- Britain at War, 1793–1815

Section 3: Themes 1689–c. 1815

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

Section 4: 1815–1868

- The Age of Lord Liverpool
- Foreign policy, 1812–1827: Castlereagh and Canning
- An age of reform, 1830–1846: the Whig and Peel ministries
- British foreign policy in the age of Palmerston, 1830–1870
- Chartism
- The heirs of Peel: Gladstone and Disraeli (to 1868)
- The Crimean War: causes, course and outcomes

Section 5: 1868–1914

- Disraeli, 1868–1880
- Gladstone, 1868–1894
- Foreign and imperial policy, 1868–1905
- The Conservative supremacy, 1886–1905
- Trade unions and the growth of the Labour party
- The Liberal governments, 1905–1914; reform and the beginnings of the Welfare State
- Britain and the origins of the First World War, c. 1900–1914

Section 6: Themes c. 1815–c. 1914

- Britain and Ireland, 1815–1922
- The British economy and the British standard of living, c. 1800–1851
- The reform of education, 1815–1902
- The nineteenth-century novel
- Religious life and controversies in the nineteenth-century: Catholic Emancipation, Evangelicalism, the Oxford Movement
- The changing role of women, 1867–1918
- The performance of the British economy, 1880–1914

Section 7: 1914–1951

- Britain and the First World War
- The Lloyd George Coalition, 1918–1922
- Party politics, 1924–1931 (including the General Strike)
- The national governments, 1931–1939: economic problems and remedies; social issues and change; the extremes of Left and Right
- Foreign, and imperial policy, 1919–1939
- Britain and the Second World War
- The Labour governments of 1945–1951: domestic and imperial policies

Section 8: 1951–2005

- British foreign policy since 1945: the Cold War; relationship with the U.S.A; European integration
- The end of Empire: decolonisation; the British Commonwealth
- The Conservative governments, 1951–1964: domestic policies
- Industrial relations; the trade union movement
- Party politics, 1964–1979: Wilson, Heath and Callaghan
- From Thatcher to Blair (1979–2005)

Section 9: Themes c. 1914–2000

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

Papers 2a, 2b and 2c**EUROPEAN HISTORY c. 300–2000**

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

Paper 2a: European History, c. 300–c. 1516

For the convenience and guidance of teachers and candidates, the content of this period is divided into sections determined by chronology and wider themes. Topics are indicated by bullet points and some of the broader ones may attract more than one question on the examination paper. There can be no guarantee that all the content entries will be allocated questions every single year, although the large majority will. The aim of this arrangement is, in the interest of candidates, to achieve a proper degree of predictability but also, for the integrity of the examination and the subject, to avoid excessive narrowness of concentration. It is important to read the content list alongside the specimen and, as they appear, the live papers. Since any division of history into periods is to an extent artificial, there will be some questions (a small proportion) which will, to a degree, relate to the period before or after that in which they appear. Given the variety of regions, states and themes in a European history course the chronology will, in places, be inexact and flexible. Candidates will be required to answer three questions from at least two sections of the paper.

Section 1: c. 300–c. 632

- The Age of Diocletian and Constantine
- The demography and economy of the late Roman Empire
- The development of Christianity from Constantine to Pope Gregory the Great
- Folk movements and settlements in the Roman Empire: the fall of Rome
- Merovingian Francia and Visigothic Gaul
- The reign of Justinian the Great

Section 2: c. 632–c. 919

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

Section 3: c. 919–1099

- The development of the German monarchy and the revival of the Holy Roman Empire to 1039
- The early Capetian Kings, 987–1180
- The Normans in Italy and Sicily to 1189
- Spain and Portugal in the Age of Reconquest, c. 1036–1284
- The Reform of the Papacy and the Investiture Contest, 1046–1085
- Byzantium and its relations with the West from 1054; the First Crusade

Section 4: 1085–1250

- Germany and the Holy Roman Empire to 1152
- Frederick Barbarossa
- The Capetian Kings to 1180: Louis VI and Louis VII
- The French monarchy under Philip Augustus and Louis VIII
- The Pontificate of Innocent III
- The Emperor Frederick II

Section 5: Themes c. 300–c. 1200

- Feudalism and the development of feudal society in the early Middle Ages
- Towns and trade in the early Middle Ages
- Demography and population change in the early Middle Ages
- Monasticism and the friars c. 910–c. 1300
- Crusading and the Crusader States to 1204
- Intellectual and artistic developments: the twelfth-century Renaissance; the growth of the universities; medieval political thought
- Heresy and the response of the Church c. 1150–c. 1300: the Inquisition; the Albigensian Crusade

Section 6: 1250–c. 1378

- Sicily and developments in the Empire after 1250
- The Mongols: their impact upon and connections with Europe
- Louis IX of France
- The Capetian Monarchy after 1290, with particular reference to Philip the Fair
- Boniface VIII, the Avignon Papacy
- The development of the Italian city states

Section 7: c. 1378–c. 1461

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

Section 8: 1461–c. 1516

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

Section 9: Themes c. 1200–c. 1516

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

Paper 2b: European History, c. 1378–c. 1815

For the convenience and guidance of teachers and candidates, the content of this period is divided into sections determined by chronology and wider themes. Topics are indicated by bullet points and some of the broader ones may attract more than one question on the examination paper. There can be no guarantee that all the content entries will be allocated questions every single year, although the large majority will. The aim of this arrangement is, in the interest of candidates, to achieve a proper degree of predictability but also, for the integrity of the examination and the subject, to avoid excessive narrowness of concentration. It is important to read the content list alongside the specimen and, as they appear, the live papers. Since any division of history into periods is to an extent artificial, there will be some questions (a small proportion) which will, to a degree, relate to the period before or after that in which they appear. Given the variety of regions, states and themes in a European history course the chronology will, in places, be inexact and flexible. Candidates will be required to answer three questions from at least two sections of the paper.

Section 1: c. 1378–c. 1461

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

Section 2: c. 1461–c. 1516

- Valois France and Burgundy, 1461–1515
- The Italian city states and the Italian wars
- The Papacy, c. 1458–c. 1513
- The Ottoman Empire, c. 1451–1520
- Maximilian I of Habsburg
- The Spanish kingdoms, 1469–1516; Ferdinand and Isabella
- Ivan III and the rise of Muscovy

Section 3: c. 1516–c. 1559

- The Protestant Reformation; Luther
- The Protestant Reformation; Zwingli and Calvin
- Charles V as Holy Roman Emperor
- The Iberian kingdoms, 1516–1556
- The kingdom of France, 1515–1559; Francis I and Henry II
- Suleiman the Magnificent and the Ottoman Empire, 1520–1566
- Northern and Eastern Europe: Gustavus Vasa, 1523–60; Ivan IV, 1533–84

Section 4: c. 1559–c. 1610

- Philip II of Spain, 1556–1598
- Civil war in France, 1559–1598
- The Baltic states and the Baltic economy
- The Revolt of the Netherlands to 1609
- Catholic Reformation and Counter Reformation; religious and cultural implications
- Henry IV and the recovery of France, 1589–1610
- The Eastern frontiers: Russia, c. 1547–1613; the Ottoman Empire and Europe, c. 1566–c. 1606

Section 5: Themes c. 1378–c. 1610

- The pre-Reformation Church
- The Italian Renaissance
- Social issues in the later Middle Ages: the position of women; the 'outcasts' of society; the role of family
- Humanism: the Northern Renaissance
- Warfare in the fifteenth and sixteenth centuries; the idea of a 'military revolution'
- European overseas exploration and expansion in the fifteenth and early-sixteenth centuries
- The European economy in the sixteenth century: trade and industry; cities; demography and inflation
- Witchcraft and magic in the sixteenth and early-seventeenth centuries

Section 6: c. 1610–c. 1660

- France under the Cardinals; Richelieu and Mazarin
- The changing fortunes of Spain, c. 1598–c. 1659
- Sweden and the Baltic, c. 1604–c. 1660
- The Thirty Years' war; causes and course
- The Treaty of Westphalia and its consequences
- Brandenburg; Frederick William the Great Elector, 1640–1688
- The Dutch Republic to c. 1650

Section 7: c. 1660–c. 1715

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

Section 8: c. 1715–c. 1774

- France under the Regency and Fleury, 1715–1743
- The Habsburg monarchy, c. 1711–1780; Charles VI and Maria Theresa
- Prussia, 1713–1786: Frederick William I and Frederick II
- War and diplomacy, c. 1721–1763
- Russia: the successors of Peter the Great, 1725–1762
- The Iberian Peninsula, c. 1713–c. 1777
- France under Louis XV, 1743–1774; the ancien regime

Section 9: c. 1774–c. 1815

- Catherine the Great of Russia, 1762–1796
- The Emperor Joseph II, 1765–1790
- The Partitions of Poland
- The origins of the French Revolution
- France, 1789–1799; revolution, terror and reaction
- Napoleon Bonaparte: General, Consul and Emperor
- Tsar Alexander I, 1801–1825

Section 10: Themes c. 1610–c. 1815

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

Paper 2c: European History c. 1715–2000

For the convenience and guidance of teachers and candidates, the content of this period is divided into sections determined by chronology and wider themes. Topics are indicated by bullet points and some of the broader ones may attract more than one question on the examination paper. There can be no guarantee that all the content entries will be allocated questions every single year, although the large majority will. The aim of this arrangement is, in the interest of candidates, to achieve a proper degree of predictability but also, for the integrity of the examination and the subject, to avoid excessive narrowness of concentration. It is important to read the content list alongside the specimen and, as they appear, the live papers. Since any division of history into periods is to an extent artificial, there will be some questions (a small proportion) which will, to a degree, relate to the period before or after that in which they appear. Given the variety of regions, states and themes in a European history course the chronology will, in places, be inexact and flexible. Candidates will be required to answer three questions from at least two sections of the paper.

Section 1: c. 1715–c. 1774

- The Ottoman Empire: change and decline
- France under the Regency and Fleury, 1715–1743
- The Habsburg Monarchy, c. 1711–1780; Charles VI and Maria Theresa
- Prussia, 1713–1786: Frederick William I and Frederick II
- War and diplomacy, c. 1721–1763
- Russia: the successors of Peter the Great, 1725–1762
- The Iberian Peninsula, c. 1713–c. 1777
- France under Louis XV, 1743–1774; the ancien regime

Section 2: c. 1774–1815

- Catherine the Great of Russia, 1762–1796
- The Emperor Joseph II, 1765–1790
- The partitions of Poland
- The origins of the French Revolution, 1774–1789
- France, 1789–1799: the Revolution; terror and reaction
- Napoleon Bonaparte: General, Consul, Emperor
- Tsar Alexander I, 1801–1825

Section 3: Themes c. 1715–c. 1815

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

Section 4: 1815–1862

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

Section 5: 1862–1914

- Alexander II: The Tsar Liberator?
- The German Empire, 1871–1890: Bismarck
- Wilhelmine Germany, 1890–1914
- Tsarist Russia under Alexander III and Nicholas II: reaction, reform and revolution
- Italy, 1871–1914
- The French Third Republic, 1871–1940
- The First World War: origins and causes

Section 6: Themes c. 1815–1914

- The Habsburg Empire, 1815–1918
- The Eastern Question, c. 1815–1914: war and diplomacy; the decline of the Ottoman Empire and the rise of Balkan nationalism
- Imperialism: the European powers and the contest of overseas empires
- Nineteenth-century artistic and cultural movements: the Romantic movement; music; Vienna and Paris c. 1880–1914
- The industrialisation of nineteenth-century Europe; the transport and communications revolution
- Nineteenth-century thinking: literature; political ideas; movements for social change
- Demographic change: causes and consequences
- The changing role and status of women in the later-nineteenth and early-twentieth centuries

Section 7: 1914–1945

- The First World War: the War in Europe
- The Versailles Settlement and the League of Nations
- Russia in Revolution, 1917–1924
- Germany, 1919–1945: Weimar and the rise of Hitler; the Third Reich
- The rise and fall of Fascism; Italy, 1919–1945
- The USSR under Stalin
- Spain, 1923–c. 1945: Civil War, origins and outcome
- The Second World War: origins and causes; the War in Europe

Section 8: 1945–2000

- The USSR and its satellites, 1953–1991
- France, 1945–2000
- The German Federal Republic: unification with the German Democratic Republic
- The post-War impact of Communism; the Cold War
- The Iberian peninsula: Spain and Portugal to 2000
- The collapse of the USSR; the Eastern European states in the 1990s
- Italy 1945–2000

Section 9: Themes c. 1914–2000

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

Paper 3: United States History, c. 1750–2000

For the convenience and guidance of teachers and candidates, the content of this period is divided into sections determined by chronology and wider themes. Topics are indicated by bullet points and some of the broader ones may attract more than one question on the examination paper. There can be no guarantee that all the content entries will be allocated questions every single year, although the large majority will. The aim of this arrangement is, in the interest of candidates, to achieve a proper degree of predictability but also, for the integrity of the examination and the subject, to avoid excessive narrowness of concentration. It is important to read the content list alongside the specimen and, as they appear, the live papers. Since any division of history into periods is to an extent artificial, there will be some questions (a small proportion) which will, to a degree, relate to the period before or after that in which they appear. Candidates will be required to answer three questions from at least two sections of the paper.

Section 1: c. 1750–c. 1820

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

Section 2: c. 1820–1865

- The character and extent of slavery, c. 1820–1861: the growth of opposition to slavery, c. 1800–1865
- Jacksonian Democracy and the second party system
- Developments in foreign policy, including relations with neighbouring states, c. 1820–61
- The origins and causes of the Civil War
- The Civil War: course, impact and outcome
- The presidency of Lincoln

Section 3: Themes c. 1750–c. 1900

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

Section 4: 1865–1914

- Reconstruction (1865–1877), redemption and changing circumstances for African Americans
- Organised labour and American socialism, c. 1880–1914
- The Populist movement
- American imperialism and the debate surrounding it, c. 1880–1914
- The presidency of Theodore Roosevelt
- The presidency of Woodrow Wilson to 1916

Section 5: 1914–1953

- The war-time presidency of Woodrow Wilson; the role of the USA in the First World War and the peacemaking
- Domestic issues in the inter-war years: the Jazz Age as a crisis of values; prohibition, causes and consequences; the economic boom of the 1920s
- The Economic Depression: Franklin Roosevelt and the New Deal
- The foreign policy of the USA, 1920–1941
- The role of the USA in the Second World War
- The USA and the Cold War, 1945–1953
- McCarthyism: context and impact

Section 6: 1953–2000

- The Eisenhower landslide and presidency; the USA and the Cold War, 1953–1962
- The USA and Vietnam, 1954–1975
- New frontier and Great Society: the domestic policies of Kennedy and Johnson
- The presidency of Richard Nixon; a democratic interlude: the presidency of Jimmy Carter
- US foreign policy, 1963–1979
- Republican supremacy: the domestic and foreign policies of Ronald Reagan; George Bush and the first Gulf War
- The presidency of Bill Clinton: the presidential election of 2000

Section 7: Themes c. 1900–2000

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

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

For the convenience and guidance of teachers and candidates the content of this period is divided into sections determined by regions and wider themes. Topics are indicated by bullet points and some of the broader ones may attract more than one question on the examination paper. There can be no guarantee that all content entries will be allocated questions every single year, although the large majority will. The aim of this arrangement is, in the interest of candidates, to achieve a proper degree of predictability but also, for the integrity of the examination and the subject, to avoid excessive narrowness of concentration. It is important to read the content list alongside the specimen and, as they appear, the live papers. Candidates will be required to answer three questions from at least two sections of the paper.

Section 1: North and East Africa

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

Section 2: West, Central and Southern Africa

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

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

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

Section 4: China

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

Section 5: The Indian sub-continent and Ceylon/Sri Lanka

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

Section 6: Japan and Korea

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

Section 7: South East Asia

- French Indo-China and the Dutch East Indies in the colonial era
- The influence of China in South East Asia, 1949–2000
- South East Asia, 1945–2000; the independent states of Vietnam, Cambodia, Laos, and Thailand; the Vietnam War
- Burma and the British Indian Empire; Burma in the Second World War; independent Burma, 1948–2000
- Malaysia, Indonesia and the Philippines: the Struggle for Independence

Section 8: Themes: Asia c. 1750–2000

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

Paper 5: Special subject

Candidates will be expected to study only **one** subject.

The whole range of six topics will be covered by questions in the examination over a two-year cycle.

5a The Norman Conquest, 1051–1087

The reign of Edward the Confessor

- The events of the reign, especially the crises of 1051–2 and 1065 and Harold's shipwreck
- The state of Anglo-Saxon institutions (including the Church) on the eve of the Conquest

The invasion of 1066

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

Opposition to Norman rule

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

Norman government and law

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

The military and social structure of Norman England

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

The Church after 1066

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

5b The Crusades, 1095–1192**The preaching of, and responses to the call for, the First Crusade**

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

The First Crusade

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

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

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

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

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

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

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

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

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

5c The Reign of Henry VIII, 1509–1547

The accession of Henry and the Wolsey years to 1529

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

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

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

Politics, the Court and Government, 1536–1547

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

Religious ideas from the 1520s to 1547

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

Opposition to the Henrician Reformation

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

Foreign policy, 1529–1547

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

5d Reformation Europe, 1516–1559**Charles V's inheritance, his dynastic aims**

- The situation in Spain in 1516 and the Empire in 1519
- Charles V's approach to dynastic needs and imperial commitments
- Charles V's priorities

The Netherlands, Spain, Italy and the Valois-Habsburg rivalry to 1559

- The Netherlands
- Spain up to 1556
- The Valois-Habsburg rivalry and the Italian Wars to 1559

The Catholic church

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

The Empire

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

The Protestant Reformation (1)

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

The Protestant Reformation (2)

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

5e The Reign of Charles I, 1625–1649

The Years of Personal Rule (1629–1640): the Bishops’ Wars and the recall of Parliament in 1640

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

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

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

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

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

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

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

The Levellers and radicalism

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

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

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

5f The French Revolution, 1774–1794

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

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

The Revolution of 1789

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

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

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

The 'Crowd' in the Revolution and the role of women

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

Factions and personalities, 1792–1794

- The clash between factions and personalities
- Danton and Robespierre

The Terror, 1793–1794

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

5g The Origins and Causes of the American Civil War, c. 1820–1861

Sectionalism

- Key differences between the North and the South
- Growing political tensions
- The Jacksonian era and its importance
- The role of the presidents

Slavery

- Its economic and social place: ‘peculiar institution’
- ‘King Cotton’ and ‘Slave Power’
- Changes after c. 1820
- The status of new lands – ‘free’ v. ‘slave’

Economic issues

- Growing differences in respective economies, structures, needs
- The issue of tariffs
- The links to slavery as an issue

Disputes, compromises and tensions

- The Missouri Compromise and its importance
- The 1850 Compromise
- The Kansas-Nebraska Dispute
- The Dred Scott Case and the John Brown Raid

Party politics and changes

- The shifting allegiances after c. 1820
- The strengths, then weaknesses, of the Democrats
- The emergence of the Republicans
- The Lincoln-Douglas Debates and their aftermath

The Road to secession

- The Election of 1860 and the election of Lincoln
- The responses in South Carolina and other States
- The failure of compromise in early 1861 and the votes for secession
- Fort Sumter

5h Gladstone and Disraeli, 1867–1886

Gladstone's political ideas

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

Disraeli's political ideas

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

The Second Reform Act (1867) and Disraeli's Second Ministry of 1874–1880

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

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

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

Ireland and its problems, 1867–1886

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

Foreign and Imperial policies, 1867–1886

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

5i The Campaign for Female Suffrage, c. 1880–1928

The position of women in the late-nineteenth century

- Class, education, working opportunities, legal position
- Levels of gains made by c. 1900

Arguments for and against extending the franchise

- The main views advanced and the anomalies involved
- The main proponents, for and against

The attitudes of the main political parties to 1914

- Liberals, Conservatives and then Labour: leaders, rank-and-file MPs
- Links to female suffrage groups
- The fate of parliamentary attempts to gain the vote for women

Female pressure groups and their activities to 1914

- The formation, strategy and leadership of the NUWSS and WSPU
- Tactics and their conflicts with each other, splits by 1914

The impact of the First World War

- The position of women in society and politics in 1914
- Economic, social and political changes: war work, 1915, 1917, context of social changes
- The extension of the vote in 1918

The aftermath of war, 1918–1928

- Women's place in society
- The balance of gains and losses after 1918
- The further extension of the vote in 1928

5j Russia in Revolution, 1905–1924

Lenin's ideology and its progression

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

Russia 1905–1914

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

Russia and the First World War

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

The Revolutions of 1917

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

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

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

Economic and Social changes, 1917–1924

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

5k Winston Churchill, 1914–1946

The First World War

- First Lord of the Admiralty
- The Dardanelles
- Churchill on the Western Front
- Minister of Munitions

Crossing the House, 1918–1929

- Churchill in the Lloyd George Coalition
- The return to the Conservatives
- Chancellor of the Exchequer
- The General Strike and the *British Gazette*

The wilderness years, 1929–1938

- Churchill and the Conservative Party: resignation from the Shadow Cabinet
- The India Bill
- The rearmament issue
- Churchill the writer and historian: Chartwell
- The abdication of Edward VIII

The descent into War, 1938–1940

- Churchill and Chamberlain: rearmament and appeasement
- The Anschluss and the Sudetenland: Munich
- The dissolution of Czechoslovakia: the guarantee to Poland
- The outbreak of war: Churchill's return to the Admiralty
- Churchill's appointment as Prime Minister

War leadership, 1940–1944

- The conduct of war: relations with military commanders; the War Cabinet
- The Grand Alliance; relations with Roosevelt, Stalin and de Gaulle; Casablanca and Tehran
- Key events and Churchill's response (for example, the fall of France, Dunkirk, the Battle of Britain, the fall of Singapore, El Alamein)
- The Home Front: propaganda and morale

Victory, peace and Cold War, 1944–1946

- Overlord: the reconquest of Europe
- Yalta and Potsdam
- Tensions in the Grand Alliance
- The General Election of 1945
- Fulton, Missouri; the Iron Curtain

5I Germany, 1919–1945

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

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

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

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

Economic and social policies and the creation of the Volksgemeinschaft

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

Opposition and resistance

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

Nazi racial policies

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

Hitler’s foreign policy to 1941

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

5m China under Mao Zedong, 1949–1976

Mao and Communist ideology

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

The Communist take-over of 1949

- Key events and features
- Reasons for success

Communism in power, 1949–1956

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

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

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

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

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

China and the World, 1949–1976

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

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

The ideology of the Civil Rights Movement

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

Leadership: Martin Luther King and Malcolm X

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

Direct action and major events

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

African-American pressure groups

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

Federal roles – Presidents, Congress, Supreme Court

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

White resistance actions

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

Appendix 1: Guidance for teachers

The syllabus has been made as flexible as possible to enable teachers to create courses which reflect their own interests and the interests and needs of their pupils. Several 'routes' are suggested below, but any combination of papers and topics within the prescribed limits is possible.

1. The expansion of Europe, c. 1000–c. 1300

Year 12

British History: Paper 1a

The reign of Edward the Confessor; relations with continental Europe

The Norman Conquest

The reign of William I

The consolidation of the Scottish monarchy to 1286

The rise of princely power in Wales, c. 1100–1267

The Anglo-Norman realm: William II and Henry I

The reign of Stephen

European History: Paper 2a

The early Capetian Kings, 987–1180

The Normans in Italy and Sicily to 1189

Spain and Portugal in the Age of Reconquest, c. 1036–1284

Intellectual and artistic developments; the twelfth-century Renaissance; the growth of the universities; medieval political thought

The French monarchy under Philip Augustus and Louis VIII

Year 13

Special subject: The Crusades, 1095–1192 (Paper 5b)

Personal investigation (Paper 6)

2. Politics and religion in the sixteenth century**Year 12**

British History: Paper 1b

The reign of Henry VII

The development of the Scottish monarchy, 1460–1542

The Henrician legacy: Edward VI and Mary

Tudor rebellions

The Elizabethan state: Church, court, government and parliament

European History: Paper 2b

Charles V as Holy Roman Emperor

The Protestant Reformation: Luther

The Protestant Reformation: Zwingli and Calvin

Catholic Reformation and Counter-Reformation; religious and cultural implications

The Iberian Kingdoms, 1516–1556

Phillip II of Spain, 1556–1598

Civil War in France, 1559–1598

Year 13

Special subject: The Reign of Henry VIII, 1509–1547 (Paper 5c)

Personal investigation (Paper 6)

3. The experience of Africans and African Americans

Year 12

African and Asian History: Paper 4

African states, societies and cultures, c. 1750–c. 1850

The impact of slavery and the slave trade in Africa

The 'scramble for Africa' and European colonisation, c. 1870–1914

Opposition and cultural response to colonialism; the survival of slavery

African nationalism and the pan-African movement to c. 1939

The independent states of sub-Saharan Africa: nation building; differing political and economic models (for example, Ghana, Nigeria, Kenya, Zaire)

United States History, c. 1750–2000: Paper 3

The character and extent of slavery c. 1820–1865; the growth of opposition to slavery c. 1800–1865

The origins and causes of the Civil War

Reconstruction (1865–1877), redemption and changing circumstances for African-Americans

The growth of an industrial economy and society, 1865–1914

Year 13

Special subject: The Civil Rights Movement in the USA, 1954–1980 (Paper 5)

Personal investigation (Paper 6)

4. Europe of the dictators

Year 12

British History: Paper 1c

The national Governments, 1931–1939: economic problems and remedies; social issues and change; the extremes of left and right

Foreign and imperial policy, 1919–1939

Britain and the Second World War

The Labour governments of 1945–1951; domestic and imperial policies

British foreign policy since 1945: the Cold War; relationship with the USA; European integration

The End of Empire: decolonisation; the British Commonwealth

European History: Paper 2c

Russia in Revolution, 1917–1924

The rise and fall of Fascism; Italy, 1919–1945

The USSR under Stalin

The Second World War: origins and causes; the war in Europe

The Iberian peninsula: Spain and Portugal to 2000

European Culture between the wars (1918–1939) and in the 1960s and 1970s

Year 13

Special subject: Germany 1919–45 (Paper 5j)

Personal investigation (Paper 6)

NB It is expected that teachers will prepare pupils for four to six topics, depending upon their scope, in each of the two outlines papers. In order to achieve this, it may be necessary for teaching for these papers to continue into Year 13 when, for example, one teacher could prepare pupils for the special subject, while the other continues with the outlines papers before turning to preparation for the personal investigation. The syllabus has been left deliberately flexible to enable teachers to decide how best to use the time available.

Appendix 2: Grade descriptors

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

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

Distinction (D2)

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

Merit (M2)

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

Pass (P2)

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

Appendix 3: Additional information

Guided learning hours

It is intended that each Principal Subject should be delivered through 380 hours of guided learning. This is a notional measure of the substance of the qualification. It includes an estimate of the time that might be allocated to direct teaching or instruction, together with other structured learning time such as directed assignments or supported individual study and practice. It excludes learner-initiated private study.

Certification title

This qualification is shown on a certificate as:

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

The qualification is accredited at Level 3 of the UK National Qualifications Framework and provides a solid grounding for candidates to pursue a variety of progression pathways.

Entries

For entry information please refer to the *UK E3 Booklet*.

Grading and reporting

The Cambridge International Level 3 Pre-U Certificates in the Principal Subjects are qualifications in their own right. They are acceptable as an alternative to A Level (or other Level 3 qualifications) for entry into higher education or employment. Each individual Principal Subject is graded separately on a scale of nine grades: Distinction 1, Distinction 2, Distinction 3, Merit 1, Merit 2, Merit 3, Pass 1, Pass 2, Pass 3.

Subjects can also be combined with two core components to meet the requirements for eligibility for the Cambridge International Level 3 Pre-U Diploma. More details about the Diploma requirements and the core components can be found in a separate Diploma syllabus. The results of the individual Principal Subjects are reported on a separate certificate to the Diploma result.

Classification code for UK Centres

In the UK, every syllabus is assigned to a national classification code that indicates the subject area to which it belongs. UK Centres should be aware that candidates who enter for more than one qualification with the same classification code will have only one grade (the highest) counted for the purpose of the School and College Performance Tables.

The classification code for this syllabus is **4010**.

Language

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

Procedures and regulations

This syllabus complies with the *CIE Code of Practice* and *The Statutory Regulation of External Qualifications 2004*.

Further information about the administration of Cambridge Pre-U qualifications can be found in the *CIE Handbook for UK Centres* available from CIE Publications or by contacting international@cie.org.uk.

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

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

Through the study of different topics on this syllabus, candidates may, during research into, and in forming judgements upon the values, beliefs and behaviour of individuals and groups, find their awareness of these issues is enhanced.

Examples of such topics include:

Outlines:

Reconstruction, Redemption and changing circumstances for African-Americans.

Germany, 1919–1945: Weimar and the rise of Hitler; the Third Reich.

The establishment of the Chinese People's Republic; Communist China under Mao, 1949–1976.

Special subject:

The Crusades, 1095–1192.

Reformation Europe, 1516–1559.

The Civil Rights Movement in the US, 1954–1980.

European and international dimension

CIE has developed this syllabus in line with UK, European and international legislation and agreements.

This syllabus, through the topics included and the opportunity to submit a Personal investigation, provides opportunities to consider both the European and international dimensions.

Avoidance of bias

CIE has taken great care in the preparation of this syllabus and assessment materials to avoid bias of any kind.

Key Skills

This syllabus provides opportunities for the development of evidence for the Key Skills of: *Communication, Application of Number, Information Technology, Working with Others, Improving Own Learning and Performance* and *Problem Solving* at Levels 2 and/or 3. However, the extent to which this evidence fulfils the Key Skills criteria at these levels will be totally dependent on the style of teaching and learning adopted for each section.

The Key Skills awarding bodies and the regulatory authorities have produced a suite of example portfolios that will help to give candidates and practitioners a clear understanding of the requirements for the Key Skills portfolio. These are available on the QCDA website (www.qcda.org.uk/keyskills). Full details of the requirements for certification can be obtained from the awarding bodies that are approved to offer Key Skills. For further information about Key Skills assessment, please see the document *The Key Skills Qualifications Standards and Guidance* published by the Qualifications and Curriculum Authority 2004 (ISBN 1 85838 548 2).

The following table indicates where opportunities may exist for at least some coverage of the various Key Skills criteria at Levels 2 and/or 3 for each section.

Paper	Communication	Application of Number	IT	Working with Others	Improving own Learning and Performance	Problem Solving
1 (a)–(c)	✓	✓	✓	✓	✓	✓
2 (a)–(c)	✓	✓	✓	✓	✓	✓
3	✓	✓	✓	✓	✓	✓
4	✓	✓	✓	✓	✓	✓
5	✓	✓	✓	✓	✓	✓
6	✓	✓	✓		✓	✓

University of Cambridge International Examinations
1 Hills Road, Cambridge, CB1 2EU, United Kingdom
Tel: +44 1223 553554 Fax: +44 1223 553558
Email: international@cie.org.uk Website: www.cie.org.uk

© University of Cambridge International Examinations 2011

