



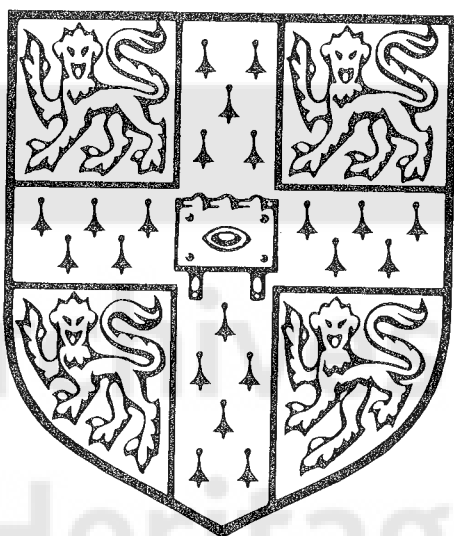
# A Level

## History

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Session: 1994  
Type: Syllabus  
Code: 9020

University of Cambridge  
Local Examinations Syndicate



**HISTORY**  
**ARCHAEOLOGY**

Examination Syllabuses for 1994 and 1995  
(UK Centres only)

## HISTORY

### ADVANCED LEVEL

#### Subject 9020/9023

#### Common Core at Advanced Level

The Advanced Level History Syllabus conforms to the Common Core agreement published by the G.C.E. Boards in Autumn 1983.

**Entries to A Level incorporating A/S options should employ syllabus code 9023. All other options employ 9020.**

#### Aims and Objectives

The **aims** of the syllabus are to stimulate interest in and to promote the study of history:

- (a) through the acquisition of an understanding and a sound knowledge of selected periods or themes;
- (b) by consideration of the nature of historical sources and the methods used by historians;
- (c) through an acquaintance with the variety of approaches to aspects and periods of history and a familiarity with differing interpretations of particular historical problems;
- (d) by promoting an awareness of change and continuity in the past.

The **objectives** of the examination are to test candidates' proficiency in the following skills:

- (a) the ability to make effective use of relevant factual knowledge to demonstrate an understanding of a historical period or periods in outline and of particular topics in depth;
- (b) the ability to evaluate and interpret source material as historical evidence and to demonstrate facility in its use;
- (c) the ability to distinguish and assess different approaches to, interpretations of, and opinions about the past;
- (d) the ability to express awareness of change and continuity in the past;
- (e) the ability to present a clear, concise, logical and relevant argument.

#### 1. Paper Groupings

Candidates must enter for two papers, with not more than one paper chosen from each group. Candidates may also offer an optional Individual Study (9020/25) unless they have chosen a paper from Groups E or F. Permitted combinations of groups are explained in Section 2 below. Each paper will be of three hours' duration.

Papers 1-6 and 10-15 are available in **June and November**. Other papers are available in **June only**.

##### *Group A*

- Paper 1: English History to c. 1500
- Paper 2: English History, 1450-1714
- Paper 3: English History, 1660-1832
- Paper 4: English History, 1783-1964
- Paper 5: English History, 1450-1964\*
- Paper 6: English Social and Economic History, c. 1750-1973
- Paper 7: History of the USA, 1783-1945

##### *Group B*

- Paper 10: European History, 337-c. 1500
- Paper 11: European History, 1450-1715
- Paper 12: European History, 1610-1815
- Paper 13: European History, 1789-1964
- Paper 14: European History, 1450-1964\*
- Paper 15: World Affairs since c. 1945
- Paper 7: History of the USA, 1783-1945

\*N.B. Papers 5 and 14 contain all the questions in Papers 2-4 and 11-13 respectively.

*Group C*

Paper 16: The Normans in England, c. 1051-1100

Paper 17: Mid-Tudor Crises, 1529-69

Paper 18: British Society, 1815-50

Paper 24: Roman Britain

*Group D*

Paper 19: France in the Age of Louis XIV

Paper 20: The Russian Revolution, 1917-21

Paper 21: The Origins of the Second World War, 1929-39

[The following papers taken from the Advanced Supplementary syllabus are offered as paper options at 'A' level. Any candidate choosing one of the papers in Groups E or F must write an A/S level Individual Study. The papers are all studies of a society in change. The written paper and the Individual Study each count for half of the available marks in these options. Full details of these options are given on pp. 46-59].

**Entries to A Level incorporating A/S options should employ syllabus code 9023.**

*Group E*

Paper 34: A/S Option 4: Europe 1917 to 1939. This examines the emergence of new political systems and economic ideas to meet new social and economic challenges.

*Group F*

Paper 31: A/S Option 1: Revolutions in Seventeenth-Century England. This examines the transformation which took place in the seventeenth century in English government, society, economy and culture.

Paper 32: A/S Option 2: Britain and the Industrial Revolution. This is a study of continuity and change in the British economy, society and politics between 1750 and 1850.

Paper 33: A/S Option 3: Britain in the Twentieth Century. This examines economic change in modern Britain and the consequences of that change for British society, politics and culture.

**Christians and Moslems – The Crusades and The Coming of Independence to the Indian Subcontinent have been withdrawn.**

**It is emphasised that the regulations for the Individual Study within syllabus 9023 differ markedly from the regulations for the Individual Study within syllabus 9020. Particular care should be taken when consulting the guidance notes for these options.**

## 2. Entry Requirements

- (a) Candidates must enter for two papers. Candidates taking two papers chosen from Groups A-D may also, if they wish, submit an 'A' Level Individual Study (Paper 9020/25).

Candidates must select one paper from each of Group A and Group B, or one from either Group A or Group B with one paper from Groups C-D, but they may **not** offer one paper from each of Groups A and C or one from each of Groups B and D.

- (b) Paper 7 may be offered either in Group A or in Group B.

- (c) In addition to the above combinations 'A' level candidates can take an A/S level option in place of an 'A' level paper as shown in the following table:

<i>A Level</i>	<i>A/S Level</i>
Group A: 1 paper from this group <i>plus</i>	A/S 4
Group B: 1 paper from this group <i>plus</i>	any of A/S options 1, 2, 3
Group C	It is not permitted to combine Special Subject papers with the A/S options.
Group D	
9020/25 Individual Study	It is not permitted to take this paper with an A/S option.

### 3. Award Conditions

In order to pass in the subject:

Candidates must obtain a minimum aggregate mark in the subject as a whole.

### 4. History 'A' Level Individual Study Scheme (Paper 9020/25)

Candidates offering an 'A' Level History Individual Study will also offer two written papers as prescribed above. Details of the Individual Study Scheme are given on p. 45.

### Document-Based Topics

In all papers candidates will be required to answer a document-based question set on a prescribed topic. Essay questions may be set on subject matter covered by a document-based topic, but candidates will not be permitted to answer both a document-based question and an essay question on the same subject. Asterisks on the question paper will indicate forbidden combinations of questions. The syllabuses for the prescribed topics in the outline papers are set out on the pages shown. Document questions are included both in June and November papers.

#### Document-Based Question Topics

<i>English History</i> (Group A)	<i>Page</i>
The Reign of Henry III (Paper 9020/1)	8
Aspects of the Reign of Henry VIII (Paper 9020/2)	8
The English Civil War (Paper 9020/2)	9
Britain and the American Colonies (Paper 9020/3)	10
The Early Industrial Revolution* (Papers 9020/3, 9020/4)	10
The Age of Reform, 1832-46 (Paper 9020/4)	12
Unemployment in Britain*, 1919-39 (Paper 9020/4)	12
*These topics will also be included in Paper 9020/6, English Social and Economic History.	
<i>European and World History</i> (Group B)	
The Crusades (Paper 9020/10)	13
The Protestant Reformation 1517-63 (9020/10, 9020/11)	14
Louis XIV (Papers 9020/11, 9020/12)	16
France 1787-1799 (Papers 9020/12, 9020/13)	16
The Unification of Germany (Paper 9020/13)	17
Hitler and Germany (Paper 9020/13)	17
The Origins of the Cold War (Paper 9020/15)	31
Sectional Conflict in the United States (Paper 9020/7)	23

#### *Special Subjects* (Groups C and D)

Papers 16-24. One compulsory document-based question will be set on each paper.

#### *Note:*

Papers 9020/5 and 9020/14 will consist of all questions included on Papers 9020/2-4 and 9020/11-13 respectively.

### Document-Based Questions

#### *General outline*

The topic of the document-based question in the outline papers is prescribed, with a short syllabus describing the scope of the topic. A published collection of documents on each topic is recommended as an introduction to and exemplar of the kinds of sources for the topic. An attempt has been made to recommend reasonably priced (mainly paperback) editions. In instances where published collections are non-existent or unsuitable, the Syndicate will publish its own and make them available to schools at a low price.

Questions will usually be based on unseen documents rather than on those in the recommended collection. Candidates will be assumed to have a sound 'A' level knowledge of the prescribed topic and an acquaintance with the kinds of sources available and the uses to which they can be put. Questions will be based on contemporary sources, such as might be used by historians in building up an account of the period, and not on secondary works of writers of a much later period.

Candidates will be expected to have an understanding of the ways in which sources may be evaluated. A useful introduction to the subject is A. Marwick, *The Nature of History* (Macmillan, 1977). His Open University course unit A100/6, *Primary Sources*, is a 'programmed' discussion with examples, illustrations and exercises. The Syndicate approached the Open University to arrange a reprint of unit A100/6, which can now be obtained from the Publications Department of the Syndicate at a modest price.

#### *Question construction*

In order to pose a 'problem' for the candidate to solve, more than one documentary extract will be set for each question. Thus two or more differing accounts of the same situation might be set, or two or more accounts from the same source, showing different views as time progresses or in communicating to different recipients.

The extracts set will usually total about 600-800 words. Pre-modern English spelling will be modernised. Obscure terms (other than those which should be known to those who have studied the syllabus) will be annotated. Translations of documents from foreign languages will be 'improved' (i.e. pseudo-antique phrasing modernised).

Questions will not be extensively based on 'literary' sources, although such sources may provide one of a selection of extracts. Mainly written sources will be used, although these might include information in numerical form. In order to provide some predictability for candidates and teachers, and also guidelines for setters and moderators, the structure of questions which follow the documentary extracts will contain 4 or 5 clearly separate sub-questions. These will have their weighting out of 25 shown, as a rough indication of the length of answer expected. Every complete question will as far as possible contain sub-questions covering at least 3 of the question types listed below. Not more than 5/25 marks will be allocated to simple examples of question type (a) which depend heavily on a basic factual knowledge of the topic.

#### *Question types*

Listed below are the types of questions which will be set. Each complete question will include sub-questions of at least three of the following types:

- (a) *Explanation of content* by reference to the wider context (which will be assumed to be known from study of the topic syllabus).
- (b) *Comparison of content* (between the given documents).
- (c) *Evaluation of reliability/usefulness by cross reference* between given documents.
- (d) *Evaluation of reliability/usefulness by external reference* to other evidence.
- (e) *Testing an assertion* against given and not-given sources.

The following types of questions will be avoided:

- (i) copying/précis;
- (ii) speculation;
- (iii) questions spuriously originating from given sources;
- (iv) undirected assessments;
- (v) assessment of authenticity.

## Prescribed topics for document-based questions, Papers 1-5 and 10-14

### The Reign of Henry III

The themes of this topic are the recovery of the monarchy from the crisis of the reign of John, Henry III's minority and personal government, foreign policy and the development of the movement which resulted in the Baronial Plan of Reform and the reform movement itself.

It covers:

1. the minority of Henry III: William the Marshall and Hubert de Burgh; foreign threats and influences, France and the Papacy; the reissues of the Charter;
2. the period of personal government: the fall of Hubert de Burgh; the Poitevins – their impact on government; baronial reaction; church/state relations – Bishop Grosseteste and ideological conflict;
3. foreign policy and the Sicilian venture;
4. the growth of baronial opposition; the plan of reform and the reform movement from the Provisions of Oxford to the Battle of Evesham and the death of Simon de Montfort.

Candidates would be expected to have a background knowledge of the events of the reign of John and relations with France.

### Recommended Collection of Documents

The Syndicate plans to publish a collection of documents in 1991.

### Other sources of Primary material in English

H. Rothwell, *English Historical Documents*, vol. III, (Eyre and Spottiswoode, 1975)

Vaughan, *Selected Writing of Matthew Paris* (Cambridge/London)

R. F. Treharne and I. J. Sanders, *Documents of the Baronial Movement of Reforms and Rebellion*, 1973

### Secondary works useful for teachers

D. A. Carpenter, *The Minority of Henry III*, (London, 1990)

D. A. Carpenter, important articles include:

'Kings, Magnates and Society: the personal rule of King Henry III' (*Speculum* 1985)

'What happened in 1258?' in *War and Government in the Middle Ages* ed. Holt and Gillingham

- \* M. T. Clanchy, *England and its rulers, 1066-1272*

M. T. Clanchy, 'Did Henry III have a written policy?' (*History*, 1968)

- \* M. T. Clanchy, *From Memory to Written Record*, (1987)

- \* J. Gillingham, *The Angevin Empire* (1983)

A. Gransden, *Historical Writing in England, c. 550-c.1307*

J. R. Maddicot, *Magna Carta and the Local Community*, (*Past and Present* 1984)

F. M. Powicke, *The Thirteenth Century*, (1953)

F. M. Powicke, *Henry III and the Lord Edward*, (1948)

- \* M. Prestwich, *English Politics in the Thirteenth Century*, (London, 1990)

H. W. Ridgeway, *King Henry III and the 'Aliens', 1236-1272* (in *Thirteenth Century England II*)

Foreign Favorites and Henry III's problems of Patronage (EHR, 1989)

- \* W. L. Warren, *King John* (2nd Ed, Eyre Methuen, 1978)

### Aspects of the Reign of Henry VIII from 1529 to 1547

This topic covers the period from 1529 to 1547 in its political, religious and administrative aspects. The personality and role of the king will feature prominently, but candidates will also be expected to be familiar with the careers of the other leading personalities of the reign: Wolsey, Cromwell, More and Cranmer. The central theme is the breach with Rome and its consequences, including the dissolution of the monasteries and the development of the Reformation between 1536 and 1547. Opposition to religious change should also be studied. The study of the topics mentioned will necessitate study also of foreign affairs and administrative change, notably the work of Thomas Cromwell in the 1530's.

### Recommended Collections of Documents

- \* M. D. Palmer, *Henry VIII* (Longman Seminar Studies)

*Other Collections of Primary Sources*

- A. G. Dickens and D. Carr, *The Reformation in England to the Accession of Elizabeth I* (Arnold, 1967)
- \* S. Doran, *England and Europe 1485-1603* (Longman Seminar Studies, 1986)
- \* G. R. Elton, *The Tudor Constitution* (2nd ed., C.U.P., 1982)
- \* A. Fletcher, *Tudor Rebellions* (Longmans Seminar Studies, 1983)
- \* W. J. Shields, *The English Reformation 1530-70* (Longman Seminar Studies, 1986)
- C. H. Williams, *English Historical Documents, 1485-1558* (Eyre and Spottiswoode, 1971)

*Secondary Works Useful for Teachers*

- \* C. S. L. Davies, *Peace, Print and Protestantism* (Paladin, 1977)
- \* A. G. Dickens, *The English Reformation* (Fontana, 1967)
- G. R. Elton, *Reform and Reformation – England 1509-1558* (Arnold, 1977)
- G. R. Elton, *Reform and Renewal: Thomas Cromwell and the Common Weal* (C.U.P., 1973)
- J. Guy, *Tudor England* (O.U.P., 1990)
- \* D. M. Loades *Politics and the Nation, 1450-1660* (Fontana, 1974)
- J. J. Scarisbrick, *Henry VIII* (Eyre and Spottiswoode, 1968)
- J. J. Scarisbrick, *The Reformation and the English People* (Blackwell, 1984)
- \* A. G. R. Smith, *The Emergence of a Nation State, 1529-1660* (Longman, 1984)
- P. Williams, *The Tudor Regime* (O.U.P., 1979)
- J. Youings, *The Dissolution of the Monasteries* (Allen and Unwin, 1972)

**The English Civil War, 1637-1649**

This topic focuses on the critical middle decades of the seventeenth century – the years of civil war (or revolution?), the execution of the monarch and the introduction of republican government. Candidates will need a background knowledge of the causes of the First Civil War from the Scottish Rebellion and the Long Parliament; the course and outcome of that war; the search for a settlement, 1646-9. The study of this topic will also require an understanding of the political debates, arguments, ideas and beliefs of this period.

*Recommended Collections of Documents*

- \* C. Daniels & J. Morrill, *Charles I* (C.U.P. 1988)
- \* J. P. Kenyon, *The Stuart Constitution* (C.U.P., 1966)

*Other Collections of Primary Sources*

- W. C. Abbott, *The Writings and Speeches of Oliver Cromwell* (Harvard U.P., 1937-47), (O.P.)
- S. R. Gardiner, *Constitutional Documents of the Puritan Revolution, 1625-60* (O.U.P., 1906), (O.P.)
- C. Hill and E. Dell, *The Good Old Cause* (Cass, 1969)
- H. Tomlinson and D. Gregg, *Politics, Religion and Society in Revolutionary England, 1640-1660* (Macmillan, 1989)

*Secondary Works Useful for Teachers*

The literature available is extensive. The following is a selection:

- \* R. Ashton, *The English Civil War* (Weidenfeld and Nicholson, 1978)
- G. E. Aylmer (ed.), *The Interregnum; the quest for settlement, 1640-1660* (Macmillan's Problems in Focus, 1972)
- \* B. Coward, *The Stuart Age* (Longman, 1980)
- \* C. Hill, *The Century of Revolution* (Nelson, 1961)
- C. Hill, *God's Englishman* (Pelican 1970)
- C. Hill, *The World Turned Upside Down* (Pelican 1972)
- \* D. Hirst, *Authority and Conflict; England 1603-58* (Arnold, 1986)
- \* J. S. Morrill, *Reactions to the English Civil War, 1642-1649* (Macmillan)
- \* J. S. Morrill, *The Revolt of the Provinces* (Longman, 1976)
- I. Roots, *The Great Rebellion, 1640-60* (Batsford, 1966)
- \* B. Williams, *Elusive Settlement, England's Revolutionary Years, 1637-1701* (Nelson, 1984)



### Britain and the American Colonies

This topic concerns both the relationship between Britain and the American colonies in the twenty years before the War of American Independence and the war itself. The central theme is the development of the quarrel between the mother country and the colonies between 1763 and 1776.

Candidates will be expected to understand developments within the colonies as well as British responses to them. They will need to study as background the growth and development of colonies in North America and Anglo-French colonial rivalry culminating in the Seven Years War, though questions will not be set specifically on these aspects. They will also need to be informed about the structure of British politics in the mid-eighteenth century and the relationship between George III and the politicians in the 1760s and 1770s, though again questions will not focus specifically on these topics. Questions may, however, be set which concern the ways in which ministerial changes in England affected policy towards the colonies, the role of the king in the quarrel with the colonies and political divisions within England over the colonial question. The topic includes military and naval aspects of the war and also the spreading of the war to involve foreign powers. Questions may also be set on the role of the loyalists in the war.

#### Recommended Collection of Documents

- \* S. E. Morison, *Sources and Documents Illustrating the American Revolution* (O.U.P.)
- \* M. Scaife, *Documents on Britain and the American Colonies, 1763-83* (published by the Syndicate for this topic and available from the Publications Department)

#### Other Collections of Primary Sources

- D. B. Horne and M. Ransome (eds.), *English Historical Documents*, vol. X, 1714-83 (Eyre and Spottiswoode, 1957)
- M. Jenson (ed.), *English Historical Documents*, vol. IX, *American Colonial Documents to 1776* (Eyre and Spottiswoode, 1957)

#### Secondary Works Useful for Teachers

- I. R. Christie, *Wars and Revolutions; Britain 1760-1815* (Arnold, 1972)
- E. Countryman, *The American Revolution* (Penguin, 1987)
- \* M. J. Heale, *The American Revolution* (Lancaster Pamphlet, 1986)
- C. Hibbert, *Redcoats and Rebels* (Grafton, 1990)
- P. Mackesy, *The War for America* (Longman, O.P.)
- I. R. Christie and B. W. Labarre, *Empire or Independence 1760-1776* (Arnold)
- R. Middlekauff, *The Glorious Cause* (O.U.P., 1982)
- B. Tuchman, *The First Salute* (Joseph, 1989)
- J. S. Watson, *The Reign of George III* (O.U.P., 1960)
- \* P. Wells, *The American War of Independence* (Arnold)

### The Early Industrial Revolution

This topic covers the changes in the British economy from the mid-eighteenth century to the coming of the railways. It examines some of the reasons for these changes and looks at such possible preconditions as capital accumulation, overseas and internal trade, communications, scientific and technological knowledge, labour supply and mobility, agriculture, and entrepreneurship. It includes the main development in primary (extractive, raw material) and secondary (finished material and ware) industries, in mechanical and civil engineering, in commercial organisation, in distribution and markets, in the rise of a 'factory system' and the emergence of industrial communities.

The topic will require some knowledge of differing historical interpretations of the causes of industrial growth and of theories of economic change which have been applied to this period.

Attention should be paid to the following only in so far as they are relevant to an explanation of economic growth: parliamentary politics, the poor law, social and living conditions, foreign and imperial policy, Irish affairs, demography and economics.

#### Recommended Collections of Documents

- \* R. Porter and E. Royle, *Documents of the Early Industrial Revolution* (published by the Syndicate for this topic and obtainable from the Publications Department)

*Other Collections of Primary Sources*

- A. Aspinall and E. A. Smith, (eds.), *English Historical Documents*, Vol. XI (Eyre and Spottiswoode, 1959)
- B. W. Clapp, *England since 1960: Documents in English Economic History* (Bell, 1976)
- G. D. H. Cole and A. W. Filson, *British Working Class Movements 1786-1875* (Macmillan, 1956)
- M. W. Flinn, *Readings in Economic and Social History* (Macmillan, 1964)
- D. B. Horne and M. Ransome, (eds.), *English Historical Documents*, vol. x (Eyre and Spottiswoode, 1957)
- P. Lane, *Documents on British Economic and Social History* (Macmillan, 1964)
- \* N. Tongue and M. Quincy, *British Social and Economic History: Documents and Debates* (Macmillan, 1980)

*Contemporary Writers*

- \* W. Cobbett, *Rural Rides* (Penguin English Library, 1979)
- \* D. Defoe, *A Tour through the Whole Island of Great Britain* (Penguin English Library, 1971)
- \* A. Smith, *The Wealth of Nations* (Penguin English Library, 1982)

*Secondary Works Useful for Teachers*

- \* J. Addy, *The Textile Revolution* (Longman Seminar Studies, 1976), also contains some documents.
- \* T. S. Ashton, *The Industrial Revolution, 1760-1830* (O.U.P., 1977)
- \* C. M. Cipolla, (ed.), *The Industrial Revolution* (Fontana Economic History of Europe, vol. 3, 1973, repr. 1980)
- S. G. Checkland, *The Rise of Industrial Society in England* (1964)
- \* P. Deane, *The First Industrial Revolution* (C.U.P., repr. 1981)
- \* M. W. Flinn, *Origins of the Industrial Revolution* (Longman, Problems and Perspectives in History series, 1966, repr. 1980)
- \* R. M. Hartwell, (ed.), *The Cause of the Industrial Revolution in England* (Methuen, Debates in Economic History series, 1967, repr. 1980)
- \* C. Hill, *From Reformation to Industrial Revolution* (Penguin, Pelican Economic History of Britain, 1967, repr. 1981)
- \* E. J. Hobsbawm, *Industry and Empire* (Penguin, Pelican Economic History of Britain, 1968, repr. 1981)
- A. E. Musson, *The Growth of British Industry*, (Batsford, 1978)
- \* W. W. Rostow, *How It All Began* (Methuen, 1975)
- \* A. Thompson, *The Dynamics of the Industrial Revolution* (Arnold, 1973), a useful survey of interpretations and secondary works until 1973, and a concise summary of this Topic. (O.P.)

Teachers may also find titles in the following series to be of use:

- \* *Debates in Economic History* (Methuen)
- \* *Studies in Social and Economic History* (Macmillan)
- \* Historical Association pamphlets (e.g. G58) and *Aids for Teachers* (e.g. nos. 6, 7, 14, 15)
- \* Open University course units, e.g. A202/5-6, *The Industrial Revolution*.
- \* Recent Findings of Research in Economic and Social History (REFRESH, York)

*Further Reference*

- \* D. Aldcroft and M. Freeman, *Transport in the Industrial Revolution* (Manchester, 1983)
- \* P. S. Bagwell, *The Transport Revolution from 1770* (Batsford, 1974)
- \* J. D. Chambers and G. E. Mingay, *The Agricultural Revolution 1750-1850* (Batsford, 1966)
- \* H. C. Darby, *A New Historical Geography of England after 1600* (C.U.P., 1976)
- \* R. Davis, *The Industrial Revolution and British Overseas Trade* (Leicester U.P., 1979), useful for statistics on trade from 1784.
- \* P. Deane and W. A. Cole, *British Economic Growth, 1688-1950* (C.U.P., 1962, repr. 1980)
- \* R. Floud and D. McCloskey (eds.), *The Economic History of Britain since 1800*, vol. I: 1700-1860 (C.U.P., 1981), a collection of recent interpretative essays.
- \* P. Horn, *The Rural World* (Hutchinson, 1980)
- \* D. S. Landes, *Industrial Development in Western Europe from 1750 to the present* (C.U.P., 1964, repr. 1980)
- N. McKendrick, J. H. Plumb and J. Brewer, *The Birth of a Consumer Society* (Europa, 1982)
- \* R. W. Malcolmson, *Life and Labour in England, 1700-80* (Hutchinson, 1981)
- \* P. Mathias, *The First Industrial Nation* (Methuen, 1969, repr. 1980)
- \* E. Pawson, *The Early Industrial Revolution* (Batsford, 1979), a geographical perspective.
- \* R. Porter, *A Social History of England in the Eighteenth Century* (Penguin, 1982)
- \* M. I. Thomis, *The Town Labourer and the Industrial Revolution* (Batsford, 1974)

### The Age of Reform, 1832-1846

This topic is concerned with the period of reform from 1832 to 1846. Reform was broadly based and questions will be set on the political, social and economic aspects. These would include the consequences of Parliamentary reform and include the following topics: the Poor Law, reform of working conditions, municipal reform, the abolition of slavery, reform in education and the Church of England, Peel and the Conservative Party to 1846, economic reform including repeal of the Corn Laws. Candidates will need to be familiar with the changing ideas which underlay the political, social, religious and economic debates of the period.

No single collection of documents has been recommended for this topic. Useful material may be found in any of the following collections.

#### Collections of Primary Sources

- \* P. Adelman, *Peel and the Conservative Party 1830-1850* (Longman Seminar Studies, 1988)
- A. Aspinall and E. A. Smith (eds.), *English Historical Documents*, vol. VI (London, 1959)
- \* R. Brown, *Change and Continuity in British Society 1800-1850* (C.U.P., 1987)
- \* R. Brown and C. Daniels, *Nineteenth Century Britain* (Macmillan, Documents and Debates, 1981)
- \* R. Brown and C. Daniels, *The Chartists* (Macmillan Documents and Debates, 1985)
- W. D. Handcock and G. M. Young (ed.), *English Historical Documents*, vol. XII part 1 (London, 1956)
- \* H. J. Hanham, *The Nineteenth-Century Constitution* (Cambridge 1969)
- \* E. Midwinter, *Nineteenth Century Education* (Longman Seminar Studies, 1970)
- \* E. Royle, *Chartism* (Longman, Seminar Studies, 1980)
- \* D. G. Wright, *Democracy and Reform 1815-85* (Longman Seminar Studies, 1970)

#### Secondary Works Useful for Teachers

- M. Brock, *The Great Reform Act* (London 1973)
- A. Digby, *The Poor Law in Nineteenth-Century England and Wales* (Historical Association 1982)
- \* E. Evans, *The Great Reform Act of 1832* (Lancaster Pamphlet 1983)
- \* E. Evans, *Political Parties in Britain 1780-1867* (Lancaster Pamphlet 1985)
- G. B. A. M. Finlayson, *England in the Eighteen Thirties: Decade of Reform* (London 1969)
- N. Gash, *Politics in the Age of Peel* (London 1977)
- G. Kitson Clark, *The Making of Victorian England* (London 1966)
- N. McCord, *The Anti-Corn League* (London 1968)
- O. MacDonagh, *Early Victorian Government 1830-70* (London 1977)
- \* R. Stewart, *Party and Politics, 1830-52* (Macmillan, British History in Perspective, 1989)
- J. T. Ward, *The Factory Movement 1830-1855* (London 1962)
- N. Yates, *The Oxford Movement and Anglican Ritualism* (Historical Association 1983)

### Unemployment in Britain, 1919-1939

The topic covers the causes of unemployment in inter-war Britain, its incidence, the effect on individuals and communities and the response of Governments to the problem.

It involves an examination of the general and particular problems faced by Britain's staple industries (i.e., for the purposes of this syllabus, cotton, coal-mining, iron and steel, shipbuilding) and the effect on employment of attempts at rationalisation of production. It involves, too, a study of the cyclical slumps of the period, particularly that of 1929-32.

The study of the effects of economic difficulties includes consideration of contrasting rates of unemployment (by time or place) and the reasons for this, the burden of unemployment on a locality, responses (including work schemes, allotments, clubs and classes, political activity e.g. the National Unemployed Workers Movement) and the extent to which these met the needs of the unemployed, the effect of unemployment on individuals (including variation by age, sex or previous occupation).

The examination of government policies involves concern both with attempts at relieving the unemployed through insurance or doles (including developments in policy in this area) and an assessment of the contribution of governments to curing or exacerbating the unemployment problem through budgetary policies, attitudes to public works or regional policies, transference, protectionism, re-armament.

#### Recommended Collection of Documents

- \* S. Constantine, *Unemployment in Britain Between the Wars* (Longman, 1980)

#### Other Collections of Primary Sources

- \* R. Pope and B. Hoyle (eds.), *British Economic Performance, 1880-1980* (Croom Helm, 1985)
- \* J. Stevenson (ed.), *Social Conditions in Britain Between the Wars* (Penguin, 1977)

*Contemporary Writers*

- W. Beveridge, *Unemployment* (AMS ed., 1969)
- \* W. Greenwood, *Love on the Dole* (Penguin ed., 1969)
  - \* W. Hannington, *Unemployed Struggles, 1919-1936* (Lawrence and Wishart ed., 1977)
  - \* G. Orwell, *The Road to Wigan Pier* (Penguin ed., 1970)
  - \* J. B. Priestley, *English Journey* (Penguin ed., 1977)

*Secondary Works Useful for Teachers*

- \* D. H. Aldcroft, *The Inter-war Economy: Britain 1919-1939* (Batsford, 1970)
- \* B. W. E. Alford, *Depression and Recovery: British Economic Growth, 1918-1939* (Macmillan, 1972)
- \* D. H. Alford, *The British Economy, Vol 1 Years of Turmoil 1920-1951* (Wheatsheaf, 1986)
- \* N. Buxton and D. Aldcroft (eds.), *British Industry Between the Wars* (Scolar, 1982)
- \* S. Constantine, *Social Conditions in Britain, 1918-39* (Methuen, 1983)
- \* R. Crouchen, *We Refuse to Starve in Silence: A History of the National Unemployed Workers Movement 1920-1946* (Lawrence and Wishart, 1987)
- \* M. A. Crowther, *British Social Policy 1914-1939* (Macmillan, 1988)
- \* A. Deacon, *In Search of the Scrounger* (Bell, 1976), (OP)
- \* B. B. Gilbert, *British Social Policy, 1914-1939* (Batsford, 1970), (OP)
- \* S. Glynn and A. Booth, *The Road to Full Employment* (Allen and Unwin, 1987)
- \* S. Glynn and J. Oxborrow, *Inter-war Britain: a Social and Economic History* (Allen and Unwin, 1976)
- \* N. Gray, *The Worst of Times: An Oral History of the Great Depression in Britain* (Wildwood House, 1985)
- \* P. W. Kingsford, *The Hunger Marchers in Britain, 1920-1940* (Lawrence and Wishart, 1983)
- \* C. L. Mowat, *Britain Between the Wars* (Methuen UP, 1978)
- \* G. C. Peden, *Keynes, The Treasury and British Economic Policy* (Macmillan, 1988)
- \* S. Pollard, *The Development of the British Economy, 1914-1980* (Arnold, 1983)
- \* S. Pollard (ed.), *The Gold Standard and Employment Policies Between the Wars* (Methuen UP, 1970)
- \* J. Stevenson, *British Society, 1914-1945* (Pelican, 1984)
- \* J. Stevenson and C. Cook, *The Slump: Society and Politics During the Depression* (Quartet, 1979)
- \* J. Tomlinson, *Problems of British Economic Policy, 1870-1945* (Methuen UP, 1981)

**The Crusades 1095-1192**

The topic covers the Crusades from Urban II's call to crusade in 1095 to the end of the Third Crusade by the peace treaty between Richard I and Saladin in 1192. Many of the principles, ideas and problems of the crusaders were a common feature throughout this period. The success of the First Crusade and the more limited success of the Third Crusade are highlights of the story so far as western Europe is concerned.

Documentary material relating to the First Crusade is easily available for study; material for the period 1100-1187 and for the Third Crusade, though quite rich, is not easily available for use in schools.

The document question will be set on any aspect of the First Crusade and the Third Crusade, or on a limited range of matters related to the feudal structure and defence of the kingdom of Jerusalem and its dependent lordships.

The topic requires knowledge of:

- (a) The concept of the holy war; the emotional appeal of rescuing Jerusalem and the holy places from Muslim control; the harnessing of the military skills of the aristocracy and the warrior class for a religious cause.
- (b) Urban II's call for a crusade at Clermont-Ferrand in 1095; the response of the European aristocracy; the relationship between the forces from western Europe and the Byzantine empire.
- (c) The course of the First Crusade; the foundation of the Latin principalities in the Holy Land; the capture of Jerusalem and the establishment of the kingdom of Jerusalem.
- (d) In general terms, candidates should know of the problems of keeping up adequate reinforcements; the importance of the military orders; the importance of crusader castles; the conflict between those settled in the Holy Land and newly arrived pilgrims and crusaders; the failure of the Second Crusade.

- (e) Saladin's success at the battle of Hattin (1187) and the fall of Jerusalem; the course of the Third Crusade, with special emphasis on the roles of Philip Augustus of France and Richard I of England; the Crusaders' failure to capture Jerusalem; the peace treaty of 1192.
- (f) Detailed knowledge of events in Muslim territories would not be expected, but candidates should be sufficiently well-informed to use and evaluate material produced by Muslim writers.

#### Recommended Documents

- Gesta Francorum; The Deeds of the Franks*, ed. and trs. Rosalind M. T. Hill, Medieval Texts (originally published by Nelson), (O.U.P., 1962)
- The Alexiad of Anna Comnena*, trs. E. R. A. Sewter, Penguin Classics, 1969. Book 10, 'Another Heresy – the Cuman War – the First Crusade' (the section on the Crusade begins on p. 307) Book 11, 'The First Crusade'.
- F. Gabrielli, *Arab Historians of the Crusades*, Routledge and Kegan Paul, 1969, paperback ed. 1984

#### Secondary Works useful to teachers

- C. N. L. Brooke, *Europe in the Central Middle Ages, 962-1154*, Longmans, 1964, paperback ed. reprinted 1987
- N. Cohn, *The Pursuit of the Millennium*, Paladin, paperback ed. 1970
- P. Edbury (ed.), *Crusades and Settlement*, University College Cardiff Press, 1985. A useful and up-to-date collection of essays.
- H. Mayer, *The Crusades*, O.U.P. paperback ed. 1972, reprinted 1988. A study of outstanding quality.
- J. Riley-Smith, *The Crusades*, Athlone Press, 1987.
- J. Riley-Smith, *The First Crusade and the Idea of Crusading* (Athlone Press, 1986)
- S. Runciman, *A History of the Crusades*, 3 vols. Vols. 1 and 2 cover this topic, Penguin 1965. A major study in depth of the crusading movement.
- E. Siberry, *Criticism of Crusading 1095-1274* (O.U.P. 1985)
- R. C. Smail, *Crusading Warfare*, C.U.P. paperback ed. Cresset Press, reprinted 1987. Chapter 1, 'Latin Christendom and its Neighbours', especially sections (b) 'The Mediterranean and (c) 'The Distant Horizon'.
- P. Edbury and J. G. Rowe, *William of Tyre Historian of the Latin East*, C.U.P., 1988.

A number of important studies are not available in print but may be found in libraries.

#### Sources

- James A. Brundage, *The Crusades: a Documentary Survey*, Marquette U.P. Wisconsin, 1961
- K. Fenwick, *The Third Crusade*, Folio Society, 1958
- H. A. R. Gibb, *The Damascus Chronicle of the Crusade*, Luzac and Co., London, 1969

#### Secondary Works

- N. Daniel, *Islam and the West*, Edinburgh, 1960
- R. C. Finucane, *Soldiers of the Faith; Crusaders and Moslems at War*, Dent 1983
- J. Prawer, *The Latin Kingdom of Jerusalem*, Weidenfeld and Nicolson, 1972
- J. Riley-Smith, *Where were the Crusades*, Macmillan, 1977
- R. C. Smail, *The Crusaders*, Thames and Hudson
- R. W. Southern, *Western Views of Islam during the Middle Ages*, Harvard U.P. 1962

#### The Protestant Reformation, 1517-1563

This topic centres on the careers and immediate influence of Luther and Calvin and involves some grasp of the social and economic changes and the cultural developments which brought about the Protestant Reformation in Europe. Some grasp of the principal ideas of Luther and Calvin and the way in which they differed from orthodox views is expected. (Detailed questions on theological matters will not be set). Candidates should have a knowledge of the support which they enjoyed and the opposition which they encountered. Candidates should also be aware of how political factors in general affected the religious conflict in Germany, Switzerland and France within these dates. Other contemporary Protestant sects will be excluded from the topic except inasmuch as they cast light on Lutheranism and Calvinism. The ways in which the Roman Catholic Church attempted to cope with the problems of Protestantism during the period needs to be understood.

*Recommended Collections of Documents*

- \* H. J. Hillerbrand, *The Reformation In Its Own Words* (Harper and Row/S.C.M. Press, 1964)
- \* G. R. Potter and M. Greengrass, *John Calvin* (E. Arnold, 1983)
- \* E. G. Rupp and B. Drewery, *Martin Luther* (E. Arnold, 1970)

A collection of documents prepared by the Syndicate will be available in 1991.

*Secondary Works Useful for Teachers*

- W. J. Bowsma, *John Calvin* (O.U.P., 1988)
- \* O. Chadwick, *The Reformation* (Penguin, 1972)
- \* A. G. Dickens, *Reformation and Society in Sixteenth Century Europe* (Thames and Hudson, 1966)
- \* G. R. Elton, *Reformation Europe* (Fontana, reprint 1987)
- H. J. Grimm, *The Reformation Era* (Collier Macmillan, 1973)
- H. G. Koenigsberger and G. L. Mosse, *Europe in the Sixteenth Century* (Longman, 1971)
- A. E. McGrath, *A Life of John Calvin* (Blackwell, 1990)
- \* M. Mullett, *Luther* (Lancaster Pamphlet, Methuen, 1986)
- \* T. H. L. Parker, *John Calvin* (Lion Paperback, 1975)
- \* K. Randell, *Luther and the German Reformation* (Hodder and Stoughton, 1989) – for students
- \* B. M. G. Reardon, *Religious Thought in the Reformation* (Longman, 1981)
- \* R. W. Scribner, *The German Reformation* (Macmillan, reprint 1989) – for students

Archives &  
Heritage

### Louis XIV 1661-1715

This topic concentrates on internal developments in France during the majority of Louis XIV. Foreign policy and warfare will be excluded except inasmuch as they had a bearing on domestic affairs. As a background, some general understanding is expected of developments during the minority of Louis XIV, especially the ministry of Mazarin and the Frondes. Candidates should consider the role of Louis XIV as ruler of France, the court, central and local government, and administration. Consideration should be given to the role and achievements of ministers. The topic will also look at the social and economic conditions in Paris, Versailles and the provinces and to the policies pursued by the government. Candidates should have a knowledge of the painting, architecture and literature of the reign, especially at Versailles. The topic includes a study of religious life, particularly Gallicanism, Jansenism and the Huguenots.

#### *Recommended Collections of Documents*

- \* V. Mallia-Milanes, *Louis XIV and France* (Macmillan, Documents and Debates, 1988)
- \* R. Mettam, *Government and Society in Louis XIV's France* (History in Depth – Macmillan, 1984)
- H. G. Judge, *Louis XIV* (Problems and Perspectives in European History – Longman, 1965) O.P.
- L. Norton (ed.), *Saint Simon at Versailles* (Hamish Hamilton and Book Club Associates, 1980)

#### *Secondary Works Useful for Teachers*

- G. M. Best, *Seventeenth Century France* (Macmillan, 1982)
- R. Briggs, *France 1560-1715* (O.U.P., 1977)
- W. F. Church, *The Greatness of Louis XIV Myth or Reality* (Heath, 1969)
- P. Goubert, *Louis XIV and Twenty Million Frenchmen* (Gollancz, 1970)
- R. H. Hatton, *Louis XIV and His World* (Thames and Hudson, 1972)
- D. Maland, *Culture and Society in Seventeenth Century France* (Batsford, 1970)
- R. Mettam, *Power and Faction in Louis XIV's France* (Blackwell, 1988)
- New Cambridge Modern History* vols. v and vi (relevant chapters) (C.U.P., 1961/1970)
- D. Pennington, *Seventeenth Century France* (Longman, 1969)
- \* J. H. Shennan, *Louis XIV* (Lancaster Pamphlet, 1986)
- G. R. R. Treasure, *Seventeenth Century France* (2nd edn. Murray, 1981)

### France, 1787-1799

This topic will concentrate on the development of the Revolution within France in this period. Questions will not be set specifically on diplomacy, the condition of the armed forces or military campaigns but candidates will be expected to show a knowledge of how external factors influenced internal developments. An awareness of the background to the Revolution is expected. Candidates may expect questions on the development of the Revolution and the fall of the constitutional monarchy. They should show an understanding of the various groups within France and the way in which their rivalries affected the outcome of events. Attention should be given to the Directory and to the career of Napoleon Bonaparte to 1799.

#### *Recommended Collection of Documents*

- G. Bremond and S. Flaissier, (eds.), *The French Revolution* (Secker and Warburg, 1962)
- \* L. W. Cowie, *The French Revolution* (Macmillan, Documents and Debates, 1987)
- \* J. Hardman, *The French Revolution, Documents 1785-95* (E. Arnold, 1981)
- \* D. G. Wright, *Revolution and Terror in France 1798-1795* (Longman Seminar Studies, 1977)

#### *Secondary Works for Teachers*

- \* T. C. Blanning, *The French Revolution* (Macmillan, 1987)
- \* M. Bouloiseau, *The Jacobin Republic 1792-1794* (C.U.P., 1985)
- \* P. Burley, *Witness to the Revolution* (Weidenfeld and Nicolson, 1989)
- \* A. Cobban, *A History of Modern France, 1715-99* (Penguin, 1990 reprint)
- \* W. Doyle, *The Oxford History of the French Revolution* (O.U.P., 1990)
- F. L. Ford, *Europe, 1780-1830* (Longman, 1977)
- \* F. Furet, *Interpreting the French Revolution* (O.U.P. 1989 reprint)
- N. Hampson, *Robespierre* (Duckworth, 1976)
- \* C. Jones, *The Longman Companion to the French Revolution* (Longman, 1988)
- \* R. B. Jones, *French Revolution* (Hodder and Stoughton, 1978)
- G. Lefevre, *Napoleon* (2 vols.) (Columbia U.P., 1969)
- \* J. M. Roberts, *The French Revolution* (O.U.P., 1989 reprint)

- \* G. Rude, *The French Revolution* (Weidenfeld and Nicolson, 1988)
- G. Rude, *Revolutionary Europe* (Fontana/Collins, 1964)
- G. Rude, *The Crowd in the French Revolution* (O.U.P., 1976)
- \* D. M. G. Sutherland, *France 1789-1815: Revolution and Counter-Revolution* (Fontana, 1985)
- J. M. Thompson ed., *The French Revolution* (Blackwell, 1979)
- \* D. Townson, *France in Revolution* (Hodder and Stoughton, 1990) – for students
- \* M. Vovelle, *The Fall of the French Monarchy, 1787-1792*, (C.U.P., 1986)
- \* D. Woronoff, *The Thermidorean Regime and the Directory, 1794-1799* (C.U.P., 1984)

### **The Unification of Germany, 1848-1871**

This topic covers the developments in Germany between the revolutionary outbreaks of 1848 and the proclamation of the German Empire in 1871. The documentary questions will be drawn exclusively from this period but some knowledge of the background to the topic is also advisable. No questions will be set on military campaigns but candidates will be expected to be able to show a knowledge of the sequence of diplomatic and military events and of the factors which led to Prussian victories. This will include Prussia's relationship with Austria and with other German and European states. Candidates should be familiar with economic and social developments such as the Zollverein and with the aims and impact of liberal nationalism. A study of Bismarck's aims and policies will be central to the topic and candidates will also be expected to show a knowledge of the influence of the kings of Prussia and of Roon and Moltke. Questions may be expected on the constitution of 1871.

#### *Recommended Collections of Documents*

- H. Bohme, *The Foundation of the German Empire* (O.U.P., 1971)
- \* M. Gorman, *The Unification of Germany* (C.U.P., 1989, Cambridge Topics in History)
- T. S. Hamerow, *The Age of Bismarck* (Harper and Rowe, 1973)
- W. N. Medlicott and Coveney, D. K., *Bismarck and Europe* (Arnold, 1971)
- \* D. G. Williamson, *Bismarck and Germany* (Longman Seminar, 1988)

#### *Secondary Works for Teachers*

- S. Brooks, *Nineteenth Century Europe* (Macmillan, 1983)
- \* J. A. S. Grenville, *Europe Reshaped* (Fontana/Collins, 1976)
- T. S. Hamerow, *The Social Foundations of German Unification, 1858-1871* (Princeton U.P., U.S.A., 1971)
- H. W. Koch, *A Constitutional History of Germany* (Longman, 1984)
- W. G. Shreeves, *Nation-making in Nineteenth-Century Europe* (Nelson, 1984)
- W. Simon, *Germany in the Age of Bismarck* (Allen and Unwin, 1968)
- \* A. Stiles, *The Unification of Germany* (Edward Arnold, 1986)
- A. J. P. Taylor, *Bismarck: The Man and the Statesman* (David and Charles, 1987)

### **Hitler and Germany, 1933-1945**

The theme of this topic is Hitler in power and the political, social and economic changes wrought under him in German society. Candidates will be expected to see and appreciate the inter-connections between Nazi philosophy and social, economic and political measures. The topic comprises the consolidation of the Nazi hold on power in 1933, the Party, the State, Nazi organisations, the economy, trade unions and the working class, women and National Socialism, political resistance to Nazism, treatment of the Jews and other minorities. It does not include foreign policy or the military campaigns of World War Two.

#### *Recommended Collections of Documents*

- \* N. Rothnie, *National Socialism in Germany* (Macmillan, Documents and Debates 1987)
- \* D. G. Williamson, *The Third Reich* (Longman Seminar Studies)

#### *Other Sources of Primary Material in English*

- ed. J. Noakes and G. Pridham; *Nazism 1919-1945*, especially volume 2: *State, Economy and Society 1933-1939* (University of Exeter, 1984)



### Secondary Works Useful for Teachers

- \* K. D. Bracher, *German Dictatorship* (Penguin, 1971)
- \* M. Broszat, *The Hitler State* (Longman, 1981)
- \* A. Bullock, *Hitler: A Study in Tyranny* (Penguin, 1962)
- \* W. Carr, *Arms, Autarky and Aggression* (Arnold, 1972)
- \* L. Dawidowicz, *The War Against the Jews 1933-45* (Penguin, 1979), pp. 1 to 143
- \* J. Fest, *Hitler* (Penguin, 1975) and *The Face of the Third Reich* (Penguin, 1979)
- \* R. Grunberger, *A Social History of the Third Reich* (Penguin, 1979)
- \* K. Hilderbrand, *The Third Reich* (Unwin-Hyman, 1988)
- \* A. Hitler, *Mein Kampf* trans. R. Manheim, with an Introduction by D. C. Watt (Radius Books, 1972)
- \* I. Kershaw, *The Nazi Dictatorship* (Arnold, 1987)
- \* J. Noakes, (ed.) *Government, Party and People in Nazi Germany*, Exeter Studies in History No. 2 (University of Exeter, 1980)
- \* J. P. Stern, *Hitler: The Fuhrer and the People* (Fontana, 1984)
- \* N. Stone, *Hitler* (Coronet, 1983)

## Syllabuses for papers in Subject 9020

### Paper 9020/0 Special Paper (Optional)

Candidates will be required to answer two questions in 3 hours.

The paper is intended to provide candidates with an opportunity of displaying their interests in the broad aspects of History, and credit will be given for evidence of reading and reflection, of powers of judgement and critical appreciation.

The paper will be divided into two sections. The first, Section A, will contain about 30 questions on themes and topics from periods and geographic areas of history. The second, Section B, will contain at least six questions on the nature of history, historiography and historical explanation.

Candidates will answer two questions, choosing *either* both from Section A *or* one from Section A and one from Section B.

### Paper 9020/1 English History to c. 1500

Candidates must answer the document-based question (The Reign of Henry III) and three essay questions.

One essay question will be set on each of the following topics.

1. *Roman Britain*. The last century of the Roman occupation: political, social and economic organisation; religion; internal and external threats; reasons for withdrawal.
2. *The Anglo-Saxon Settlements*. Motives of settlers; their continental origins; the historiographical problem; patterns of settlement; religion; fate of the indigenous population; written and archaeological evidence.
3. *The Conversion*. Characteristics of Roman and Celtic Christianity; narrative and problems associated with the missions; organisation; Theodore of Tarsus; Synod of Whitby; the sources.
4. *England during the seventh and eighth centuries*. Bretwaldaship of Kent, Northumbria and Mercia; rivalries between them and reasons for rise and eclipse of each.
5. *Wessex*. Its emergence as leading kingdom. The Danish wars; Alfred and his predecessors; his policies; Danish settlement; the reconquest of the Danelaw under Edward the Elder and Athelstan and the consolidation of the West Saxon monarchy.
6. *Artistic, economic, legal and social developments from ca. 900 to ca. 1066*. Anglo-Saxon literature, art and architecture; towns and trade; changes in the administration of justice, and in the status of different social groups.
7. *The last century of Anglo-Saxon England*. Edgar and church reform; political developments under Ethelred II: relations with Denmark; the establishment and organisation of the Anglo-Danish kingdom.
8. *Edward the Confessor and the Norman Conquest*. Politics of Edward's reign; the Conquest, reasons for Norman success; changes in methods of government; effects of the Conquest on church and people.
9. *The Anglo-Norman State and its development*. Reigns of Rufus, Henry I and Stephen; developments in government; church and state, 1087-1154; England and Normandy.

10. *Norman artistic, economic and literary developments.* Norman art and architecture; feudal organisation; the growth of towns.
11. *Angevin England, 1154-1216.* Henry II and the recovery of royal authority; his relations with the church, and with his family; reigns of Richard and John; developments in government and administration.
12. *Henry III's reign.* The use of foreigners in government and the growth of opposition; Baronial plan of reform; the Baron's war; Simon de Montfort; constitutional developments.
13. *Reigns of Edward I and II.* Scotland and Wales; statutes; the crisis of 1297/8. Edward II: favourites; Ordinances and Thomas of Lancaster; deposition.
14. *Recovery of Royal authority under Edward III.* Impact of French war; Parliament and its growth in self-confidence; Edward's dotage.
15. *The Church, ca. 1100-ca. 1400.* Cistercians and canons; Friars; intellectual developments; relations with Rome and use of prelates in government.
16. *Economy and Society in the fourteenth century.* Urban and rural change; the Black Death and its consequences; Peasants Revolt; growth of London and trade.
17. *Richard II and Henry IV.* Domestic politics and dynastic change; Appellants and Merciless Parliament; personal rule of Richard II; accession of Henry of Lancaster and the beginning of Lancastrian rule.
18. *The Rise and Fall of the Lancastrian Empire.* Reign of Henry V; Henry VI, relations with France and domestic affairs deposition and readoption; the Wars of the Roses.
19. *The Yorkist experiment and Henry VII.* Edward IV and the restoration of royal power; Richard III; establishment of Henry Tudor; his domestic and foreign policies.
20. *Art and literature.* Gothic architecture; painting and MS illumination; Chaucer; Piers the Ploughman. Humanism.
21. *Religious thought.* Wycliffe and Lollardy; English mystical writers.

#### **Paper 9020/2 English History, 1450-1714**

Candidates must answer **one** document-based question (Henry VIII or the English Civil War) and any **three** essay questions. At least one question will be set on each of the stated topics.

#### **Section A: 1450-1558 (Nine Questions)**

1. *Lancastrians and Yorkists (1).* Last years of Henry VI; his deposition and readoption. Wars of the Roses: causes and consequences. Richard Neville, Earl of Warwick.
2. *Lancastrians and Yorkists (2).* Edward IV: restoration of royal authority; domestic and foreign policies. Richard III.
3. *Henry VII.* Establishment of the Tudor dynasty; the pretenders. Government and finance. Foreign relations. Promotion of trade. English rule in Ireland.
4. *Henry VIII and Wolsey, 1509-29.* The young Henry VIII. Wolsey's rise to power. His rule in England. The church. Foreign policy, 1509-29.
5. *The Henrician Reformation, 1529-47.* The 'divorce' and the breach with Rome. The Reformation Parliament. Dissolution of the monasteries. Cromwell and the "Tudor revolution in government". Political and religious developments, 1540-47. Foreign policy, 1529-47. English rule in Ireland.
6. *The Mid-Tudor Monarchy.* Edward VI; Somerset and Northumberland. Mary I. Relations with Scotland, France and Spain, 1547-58.
7. *Economic and Social Developments.* The price revolution. Agricultural change; enclosures. The cloth trade. The poor. Discontent and disorder.
8. *Cultural Developments.* Humanism. Education. Continuity and change in literature, music, architecture and the visual arts.

#### **Section B: 1558-1660 (Nine Questions)**

9. *The Reign of Elizabeth I (1).* The religious settlement. Puritans and Catholics. Relations with Parliament. Government and finance. Last years of the reign.
10. *The Reign of Elizabeth I (2).* Foreign policy: relations with France, Spain and the Netherlands. Anglo-Scottish relations. The Armada. English rule in Ireland.

11. *The Early Stuarts, 1603-29.* James I and parliament. Finance and administration. The Church, the Puritans and the Catholics. Foreign policy, 1603-29. Buckingham. The early years of Charles I.
12. *Charles I: Personal Rule and Civil War.* The eleven years' personal rule, 1629-40. Laud and Wentworth. The Scottish rebellion and the Long Parliament, 1637-42. The First Civil War, 1642-46. The search for a settlement, 1646-49. The execution of Charles I. Levellers and other radicals.
13. *The Interregnum, 1649-60.* Constitutional experiments, 1649-58. Cromwell. Foreign policy in the 1650s. The causes of the Restoration.
14. *Economic and Social Developments.* The problem of the poor. Development of overseas trade; the trading companies. Agriculture. The cloth industry. Internal trade.
15. *Cultural and Intellectual Developments.* Elizabethan and Jacobean theatre. Continuity and change in literature, music, architecture and the visual arts. The scientific revolution; Bacon. Witchcraft persecution.

#### Section C: 1660-1714 (Five Questions)

16. *Restoration and Revolution.* The Restoration Settlement. The domestic policies of Charles II. Anti-Catholicism. Foreign policy: France and the United provinces. The reign of James II. The 'Glorious' Revolution.
17. *William III and Anne, 1689-1714.* The revolution settlement; constitutional change under William III; the Act of Settlement. Party politics, 1689-1714; Whigs and Tories. Foreign affairs: the War of the League of Augsburg; the Partition Treaties; the War of the Spanish Succession; the Peace of Utrecht. Ireland and Scotland after the Revolution; the Act of Union.
18. *Social, Economic and Cultural Developments.* The 'Commercial Revolution'; trade and colonisation. Finance and credit; the Bank of England. Nonconformity. Science: the Royal Society; Newton. Literature, music and the visual arts.

#### Paper 9020/3 English History, 1660-1832

Candidates must answer **one** document-based question (Britain and the American Colonies **or** the Early Industrial Revolution) and any **three** essay questions. At least one question will be set on each of the stated topics.

#### Section A: 1660-1714 (Five Questions)

1. *Restoration and Revolution.* The Restoration Settlement. The domestic policies of Charles II. Anti-Catholicism. Foreign policy: France and the United provinces. The reign of James II. The 'Glorious' Revolution.
2. *William III and Anne, 1689-1714.* The revolution settlement; constitutional change under William III; the Act of Settlement. Party politics, 1689-1714; Whigs and Tories. Foreign affairs: the War of the League of Augsburg; the Partition Treaties; the War of the Spanish Succession; the Peace of Utrecht. Ireland and Scotland after the Revolution; the Act of Union.
3. *Social, Economic and Cultural Developments.* The 'Commercial Revolution'; trade and colonisation. Finance and credit; the Bank of England. Nonconformity. Science: the Royal Society; Newton. Literature, music and the visual arts.

#### Section B: 1714-1783 (Eight Questions)

4. *The Age of Walpole.* Establishment of the Hanoverian Succession; the Jacobite Risings. Walpole: politics and power; finance; foreign policy; opposition to Walpole. Carteret and the Pelhams.
5. *Pitt the Elder and the Empire.* The empire in the mid-eighteenth century; Anglo-French hostility in North America and India. The Seven Years' War; the Peace of Paris. The East India Company; Warren Hastings.
6. *George III and the Politicians, 1760-83.* The structure of eighteenth-century politics. George III and the ministries of the 1760s. Lord North. Wilkes.
7. *The Loss of the American Colonies.* Causes and development of the quarrel with the colonies. The war of American Independence.
8. *The Early Industrial Revolution.* Causes of industrial development. Characteristics of eighteenth-century industry. Agrarian changes; enclosures. Developments in transport. Social conditions.
9. *Cultural and Religious Developments.* The eighteenth-century church. Methodism. The arts in Georgian England.

**Section C: 1783-1832 (Five Questions)**

10. *Political and Economic Aspects, 1783-1801.* The dominance of Pitt and his rivalry with Fox. Economic and financial policies. Pitt's foreign and imperial policies to 1793. The impact of the French Revolution and its ideas on English society.
11. *Social and Economic Change.* Population expansion and its consequences. Agrarian changes and their effects. Industrialisation and its results. The transport revolution.
12. *War and Foreign Policy, 1793-1830.* Pitt's strategy and policies in the French Wars to 1806. Britain's military and naval role from 1793-1815. Castlereagh's foreign policy and the Vienna settlement. The foreign policy of Canning and his successors to 1830.
13. *Political Aspects, 1812-1832.* The politics of discontent, 1812-20. The ministries of Liverpool, the Liberal Tories and the break-up of the party. The origins of parliamentary reform and the Reform Act of 1832.

**Paper 9020/4 English History 1783-1964**

Candidates must answer **one** document-based question (the Early Industrial Revolution or The Age of Reform or Unemployment in Britain) and any **three** essay questions. At least one question will be set on each of the stated topics.

**Section A: 1783-1832 (Five Questions)**

1. *Political and Economic Aspects, 1783-1801.* The dominance of Pitt and his rivalry with Fox. Economic and financial policies. Pitt's foreign and imperial policies to 1793. The impact of the French Revolution and its ideas on English society.
2. *Social and Economic Change.* Population expansion and its consequences. Agrarian changes and their effects. Industrialisation and its results. The transport revolution.
3. *War and Foreign Policy, 1793-1830.* Pitt's strategy and policies in the French Wars to 1806. Britain's military and naval role from 1793-1815. Castlereagh's foreign policy and the Vienna settlement. The foreign policy of Canning and his successors to 1830.
4. *Political Aspects, 1812-1832.* The politics of discontent, 1812-20. The ministries of Liverpool, the Liberal Tories and the break-up of the party. The origins of parliamentary reform and the Reform Act of 1832.

**Section B: 1830-1914 (Ten Questions)**

5. *Political Aspects, 1832-65 (1).* The consequences of the 1832 Reform Act. The Whig Reforms 1833-41, including specific reforms. Peel and the Conservative party to 1846.
6. *Political Aspects, 1832-65 (2).* Popular unrest, including Chartism, to 1848. Conservative divisions and Liberal dominance 1846-65. Irish problems.
7. *Foreign and Imperial Affairs, 1830-65.* Palmerston's foreign policy 1830-41 and 1846-51, and Aberdeen's 1841-46. Anglo-Russian relations and the causes and results of the Crimean War. Foreign policy 1856-65.
8. *Economic Change, 1830-1914.* The development of trade unionism. The coming of Free Trade and its effects. The importance of railways in the Victorian economy.
9. *Social and Cultural Aspects, 1830-1914.* The expansion of the education system. Improvements in living and working conditions. The importance of religion in Victorian society. Victorian building and architecture.
10. *Political Aspects, 1865-86.* The reform of Parliament in 1867. Gladstonian Liberalism. Disraeli and the Conservative party. The problems of Ireland and their impact on British politics.
11. *Foreign and Imperial Affairs, 1865-99.* Imperial expansion and its motives. The foreign and imperial policies of Gladstone, Disraeli and Salisbury. The causes of the Boer War.
12. *Political Aspects, 1886-1914.* Conservative dominance and decline under Salisbury and Balfour to 1905. The career of Chamberlain. The rise of the Labour party. Liberal reforms and social conflict after 1906. The Irish Question.
13. *Foreign Affairs, 1890-1914.* The end of Britain's isolation. The creation of the Triple Entente. Relations with Germany and Britain's entry into the First World War.

**Section C: 1914-64 (Nine Questions)**

14. *The First World War and its Consequences, 1914-22.* Strategy and campaigns, including the role of the navy. The Home Front. War and social change. Lloyd George as Prime Minister from 1916. Post-war policies and problems, including Ireland. The post-war peace settlement.
15. *Political Aspects, 1922-40.* The Conservatives in office under Baldwin. MacDonald and the Labour party. The decline of the Liberal party. The National Government, 1931-40.
16. *Social and Economic Change, 1918-39.* The consequences of war on industry and employment in 1920s. Depression and recovery, 1929-39. Popular culture including the media and leisure. The changing role of women.
17. *Foreign and Imperial Affairs, 1918-39.* British policies during the period to 1929. Appeasement. Reasons for Britain's entry into the Second World War.
18. *The Second World War, 1939-45.* The campaigns on land, sea and by air. The effect of technological change on the conduct of war. The impact of war on civilians and political attitudes. Churchill as Prime Minister.
19. *Political and Economic Aspects, 1945-64.* Labour ministries, 1945-51 and the policies of welfare and nationalisation. Conservative dominance under Churchill, Eden and Macmillan.
20. *Foreign and Imperial Affairs, 1945-64.* Anglo-American and Anglo-Russian relations during the Cold War. Withdrawal from Empire in Asia and Africa. Policies in the Middle East, including the Suez crisis.
21. *Social and Economic Change, 1945-64.* The role of the trade unions. Education after the 1944 Act. The growth of leisure opportunities.

**Paper 9020/5 English History, 1450-1964**

This paper will consist of all the questions included on Papers 9020/2, 3, 4. Candidates must answer any one document-based question and any **three** essays.

**Paper 9020/6 English Social & Economic History, c. 1750-1973**

In studying the outline syllabus candidates will be expected to have some understanding of the background of English Social and Economic History before 1815 and to have studied the general historical background of the period after 1815.

Candidates must answer a document-based question *either* on 'The Early Industrial Revolution' *or* on 'Unemployment in Britain 1919-1939', and three questions to be chosen from *either* Section A *or* Section B *or* from *both* sections. There will be no fewer than 12 questions on each section i.e. 24 in all.

**Section A: c. 1815-1914**

1. *The making of an industrial society*  
Innovations and invention, sources of capital and opportunities for investment, early industrial entrepreneurs; the factory system and the creation of a disciplined labour force; the standards of living controversy; commentators on the new industrial society – Nassau Senior, Andrew Ure, Friedrich Engels and Robert Owen.
2. *The expanding economy*  
The bases of mid-Victorian prosperity; general technological advance, coal, steel and textile industries, transport and improved communications; agriculture and its changing nature; free trade and its consequences for imports and exports; the growth of the banking system and the emergence of London as the world's money market, financial crises; the extension of the joint stock company and limited liability; large-scale organisation and the persistence of small enterprises; growth of the tertiary sector.
3. *Economic trends after 1873*  
The development of topics in paragraph 2 as well as: the growing impact of foreign competition, problems of British industry and agriculture, changes in the balance of payments and in patterns of overseas trade and investment; movement of prices and wages; tariff reform.
4. *Social conditions*  
Population changes – birth and death rates and internal migration; the Malthusian debate; the poor laws, factory legislation; public health; diet and medical provision.

**5. *Urban growth***

The new industrial town and its environment; housing and the sanitary problem, the beginnings of control; the reform of local government; the impact of the railway age; pioneers of urban improvement – Sir Titus Salt, George Cadbury, W. H. Lever and Ebenezer Howard.

**6. *The Labour Movement***

Early working class protest and its failure; the co-operative movement; the 'new model' unionism; legal decisions, legislation and trade union growth up to 1914; the extension of democracy and the beginnings of working class political representation; radical movements.

**7. *The social structure***

The distribution of wealth; occupational categories and goals; decline in aristocratic privilege; middle class prosperity; the growth of the professions; the reform of the civil service; the beginnings of family limitation; the status of women; advances in education; religious movements; the emergence of the mass circulation newspaper.

**8. *Origins of social policy***

Critics of laissez-faire and the beginnings of collectivism; philanthropic and mutual aid movements; reforms in administration; the Condition of England question; the beginnings of the Welfare State.

**Section B: 1914-1973****1. *Economic trends***

(a) The First World War and its aftermath; the revival of protectionism and the ending of free trade; government economic controls; the balance of payments problem and the 1931 crisis; the industrial and the agricultural scenes.

(b) The Second World War and its aftermath; government economic controls; nationalisation; the balance of payments problem; the challenge of technology; the problem of productivity; the effects of changing overseas markets; the background to membership of the EEC.

**2. *Social conditions***

Population changes; patterns of migration; changes in the nature of the family and the role and status of women; living standards; the effects of the extension of medical and welfare services; changing types of employment; unemployment; leisure, the mass media and mass entertainment.

**3. *Urban and rural change***

The impact of electricity and of the motor vehicle; improved communications; distressed areas during the 1930s and urban decay since 1945; housing policy between the wars and in the post-war period, town and country planning and the new homes.

**4. *Labour***

Organised labour during the two World Wars; labour disputes between the Wars; the evolving pattern of labour legislation; the growth of trade union power; labour relations after 1945 and the problem of industrial conflict.

**5. *The social structure***

The distribution of wealth; occupational change; the effects of war, availability of education, government policies.

**6. *The Welfare State***

The background to Beveridge's 'giant evils'; the tentative responses during the inter-war years; the Beveridge Report and its aftermath, the post-war legislation; the administrative machinery; the successes and failures of the Welfare State.

**Paper 9020/7 History of the USA, 1783-1945**

Candidates must answer a document-based question on the prescribed topic 'The Sectional Conflict in the United States, 1848-61' and three questions on the outline syllabus of the History of the USA, 1783-1945.

**The Sectional Conflict in the United States**

This topic is concerned with the breakdown of the national political consensus in the United States between the end of the Mexican War and the outbreak of civil war in April 1861.

Candidates will need to study the political exploitation of the slavery issue and the debate over slavery's expansion into the territories. They should understand the various social and economic characteristics of the different areas of the country, the shifting party political alignments of the period, and the debates over the nature of the Union and the relationship between state and federal governments. A grasp of the inner

workings of the system of negro slavery is necessary only in so far as it contributes to an understanding of political developments. Particular attention should be paid to the crises of 1848-1850 and 1860-1861, and to the various historiographical interpretations of the sectional conflict.

#### *Recommended Collections of Documents*

\* Kenneth M. Stampp (ed.), *The Causes of the Civil War* (Eyewitness Accounts of American History Ser., 1974), (O.P.)

\* Henry Steel Commager (ed.), *Documents of American History* vol. I (1974 edition)

A collection of documents is available from the Publications Department, Syndicate Buildings, 1 Hills Road, Cambridge CB1 2EU.

#### *Other Collections of Primary Sources*

\* Edwin C. Rozwenc (ed.), *The Causes of the American Civil War* (D. E. Heath and Co. Boston, 1961)  
Joel H. Sibley, *The Transformation of American Politics, 1840-1860* (Prentice Hall, Englewood Cliffs, N.J., 1967)

\* John White and Ralph Willett, *Slavery in the American South* (Longman Seminar Studies, 1970)

#### *Secondary Works Useful for Teachers*

Daniel J. Boorstin, *The Americans: the National Experience* (Cardinal, 1988)

\* William R. Brock, *Conflict and Transformation: The United States 1844-1877* (Pelican History of the U.S., 1973)

Hugh Brogan, *Penguin History of the United States* (Penguin, Harmondsworth 1990)

\* Bruce Collins, *The Origins of America's Civil War* (Edward Arnold, Foundations of Modern History, 1981)

\* Holman Hamilton, *Prologue to Conflict: The Crisis and Compromise of 1850* (Norton Library, 1966)

\* Michael F. Holt, *The Political Crisis of the 1850s* (John Wiley and Sons, New York, 1978)

Maldwyn A. Jones, *The Limits of Liberty*, American History 1607-1980, (Oxford 1983)

James M. McPherson, *The Battle Cry of Freedom, The Civil War Era*, (Penguin, Harmondsworth 1990)

S. E. Morrison, H. S. Commager, W. E. Leuchtenburg, *A Concise History of the American Republic*, 2nd edition (Oxford 1983)

\* David M. Potter, *Lincoln and His Party in the Secession Crisis* (Yale Univ. Press, 1962)

\* David M. Potter, *The Impending Crisis 1848-1861* (Harper and Row, N.Y. 1976)

\* Thomas J. Pressly, *Americans Interpret Their Civil War* (The Free Press, 1962)

\* Kenneth M. Stampp, *And the War Came: The North and the Secession Crisis* (University of Chicago Press, 1964)

Kenneth M. Stampp, *The Imperiled Union: Essays on the Background of the Civil War* (Oxford University Press, 1980)

J. Mills Thornton III, *Politics and Power in a Slave Society. Alabama 1800-1860* (Louisiana State Univ., 1978)

#### **Outline Syllabus**

The syllabus is divided into two sections, but candidates may answer **any three** questions taken from Section A, or Section B, or both sections. It is sufficient to teach either Section A or Section B. One question will be set on each of the stated topics.

#### **Section A: 1783-1865** (Nine questions)

##### 1. *The Federal Convention and the New Constitution 1783-9*

The aftermath of the Treaty of Paris. Shay's Rebellion. Shortcomings of Confederation. Philadelphia Convention; nature of the Constitution; the struggle for ratification. Strengths and weaknesses of the new nation.

##### 2. *The Federalist Era 1789-1801*

Washington as President. Organising an administration. Hamilton's financial programme and policies; Jefferson's contrasting views. Foreign affairs: Jay's Treaty; hostility to France. The rise of political parties. Adams' administration. Election of 1800.

##### 3. *Jeffersonian Republicanism 1801-24*

The "Revolution" of 1800; Jefferson's political philosophy. The Louisiana Purchase. Neutral rights controversy. Attack on judiciary; Marshall as Chief Justice. Indians and frontiersmen. Embargo and War of 1812. Decline of the Federalists. "Era of Good Feelings". Postwar nationalism; American programme. Sectional strains; Missouri Compromise. Monroe Doctrine and its consequences.

4. *Era of Jackson 1824-44*

J. Q. Adams and National Republicanism. Nature of Jacksonian Democracy; election of 1812; spoils system. Nullification controversy. Jackson's conflict with the Second Bank of the United States; panic of 1837. Jackson's extension of President's powers; Indian removals. Taney as Chief Justice. Anglo-American relations. The emergence of Second Party System. Van Buren's Presidency. 1840 election and Whig eclipse.

5. *America on the Move 1815-60*

Transport revolution; National Road; Erie Canal; railroads. Opening up of the West. Urban growth. Slavery and the Cotton Kingdom; contrast with Northern society. Growth of industry in North. Mass immigration.

6. *Social and Cultural Movements*

Growth of education; development of native American literature. Second Great Awakening and consequences; religious practice. Proliferation of reforming movements; Utopian experiments; transcendentalism; temperance; Peace crusade; womens' rights. Anti-slavery agitation; development of abolitionist movement.

7. *Westward Expansion and Sectional Conflict 1844-60*

Manifest Destiny. Election of 1844; Polk and Expansionism; Oregon question. Mormons. Lone Star Republic; war with Mexico. Slavery in territories. Election of 1848; sectional crisis; California goldrush; Compromise of 1850.

8. *Road to Secession 1850-61*

Election of Pierce; renewal of sectional conflict; Kansas-Nebraska Act; growth of anti-slavery sentiment. Political realignment; founding of Republican Party. "Bleeding Kansas". Dred Scott decision. Lincoln-Douglas debates. John Brown's raid on Harper's Ferry and its consequences. Election of 1860; Lower South Secedes; formation of Confederacy; failure of compromise; Inauguration of Lincoln; Fort Sumter crisis and further secession. Causes of the War.

9. *Civil War 1861-5*

Relative positions of Union and Confederacy at start of war. Two armies and their strategies. Wartime politics and parties. The Confederate States of America. Lincoln as War leader. Blockade and Naval actions. Attitudes of Europe and diplomatic initiatives. Bull Run to Antietam; the Emancipation Proclamation. Gettysburg and Vicksburg. Chattanooga to the Wilderness. The election of 1864. Collapse of the Confederacy. Grant and Lee compared. Reasons for Union victory. Lincoln's policy of reconciliation.

**Section B: 1865-1945 (Twelve questions)**

10. *The Era of Reconstruction 1865-77*

Effects of war on South; position of freed men. Presidential Reconstruction; Congress opposition; impeachment of Johnson. Radical reconstruction in South. Reconstruction and the Constitution. Election of 1868; Grant administration; political scandals; liberal Republicans. Erosion of black freedom. Disputed election of 1876; Compromise of 1877.

11. *Economic Revolution 1865-1914*

Reasons for vast expansion of US industry and commerce; invention and improvements. Railroad era and its critics. Steel, oil and finance. Trusts and monopolies: attempts to regulate them. Role of Supreme Court. Rise of organised labor; industrial conflict and situation of labor.

12. *Passing of the Frontier 1865-90*

Taming of the West; spanning the continent. The mining frontier; The cattle kingdom. Reformers' frontier. Destruction of the Plains Indians. Conservation. Political organisation. Disappearance of the Frontier. Turner's frontier thesis.

13. *Social and Cultural Trends 1865-1910*

Urban growth; slums and public health. New immigration. Agricultural revolution; farmers' problems. Position of women. Education. The new journalism. Class divisions and social mobility. New trends in literature and science. The "New School". Emergence of black political movements.

14. *Politics From Conservatism to Revolt 1877-96*

Dominance of machine politics and the boss system. Prevalence of corruption; attempts at reform. Administrations of Cleveland and Harrison. Agrarian revolt; People's Party. The Bryan phenomenon; gold versus silver; the election of 1896.



15. *The United States and World Affairs 1865-1914*  
Isolation and indifference; post Civil War diplomacy. The rise of American imperialism; its causes; War with Spain; Far Eastern policy; the "open door"; acquisition of Panama Canal Zone; Roosevelt's policy of "the big stick"; problems policing the Western Hemisphere.
16. *The Progressive Era 1900-17*  
Social and political problems needing solution. The "muckrakers". Municipal reform; humanitarian reform; progressivism in the states; new political structures. Womens' suffrage; prohibition and temperance. Taming the Trusts. T. Roosevelt and the Square Deal. Taft and the Insurgency. Election of 1912. Woodrow and Wilson and the New Freedom.
17. *The United States and World War I 1914-20*  
Moral basis of Wilson's diplomacy; struggle for neutral rights. Coming of War; election of 1916; Wilson's peace efforts. Mobilising public opinion; industrial and financial mobilisation; naval and military preparations and operations. The Home Front; the US contribution to victory. The Peace Conference. The Senate; Versailles Treaty and the League – aftermath of war.
18. *The Twenties 1920-9*  
The age of disillusion and reaction. The Harding Presidency; return to normalcy; Teapot Dome scandal. Coolidge's Presidency; the business boom and the cult of prosperity. American society in the Jazz Age. Literature and rebellion. Election of 1928.
19. *Depression and New Deal 1929-39*  
Origins of Wall Street collapse; Hoover's response; drift into depression; FDR and early New Deal; critics of the New Deal; the second phase of the New Deal. American society during the depression; the Court controversy. Welfare State; Roosevelt coalition; constitutional revolution. The end of the New Deal; evaluation of the New Deal.
20. *Foreign Policy between the Wars 1921-41*  
Aftermath of Versailles. Washington Conference; Kellogg Pact; war debts and reparations. Origins of the "good neighbour" policy. US policy in Far East. New Deal diplomacy. Isolationism re-affirmed; Neutrality Acts. The gathering storm; challenges to isolationism; election of 1940; Lend Lease and Congress; road to Pearl Harbor.
21. *United States and World War II*  
Mobilisation; social consequences of war. The Grand Alliance. Defensive War 1941-2. Mediterranean Campaigns 1942-3. Assault on Europe. The Pacific War 1943-4. Wartime politics; election of 1944. The Yalta Conference. Death of Roosevelt; final phase of European war.

#### **Paper 9020/10 European History, c. 337-1500**

Candidates must answer **one** document-based question (The Crusades or the Protestant Reformation) and **three** essay questions.

One essay question will be set on each of the following topics.

1. *The late Roman empire and the barbarian invasions.* General decline of the empire; collapse of provinces in the west, and survival in the east; pattern of barbarian invasion and settlements; emergence of barbarian kingdoms.
2. *The early dark ages.* Justinian; St. Benedict and monasticism; Gregory I and the papacy; the expansion of the church in western Europe.
3. *The Merovingians and early Carolingians to the reign of Pepin III.* Clovis; Merovingian anarchy; Carolingian mayors of the palace; Charles Martel; the Carolingians and the royal title.
4. *The Later Carolingians.* Charlemagne; the Carolingian renaissance; the break up and decline of the empire; 'feudal' society.
5. *Germany in the tenth and eleventh centuries.* The transfer of power from the Carolingian dynasty to German families; the Saxon kings; the German duchies; German interest in Italy and the papacy; the Salian kings; administration.
6. *The reforming papacy.* Leading figures and policies 1049-1122; Gregory VII; the investiture contest; the effect of conflict on Germany and the papacy.
7. *Post-Carolingian France.* The rise of the Capetians; the great magnates; France in the eleventh century; Normandy; Flanders; Anjou.

8. *Germany, the Hohenstauffen dynasty.* Frederick Barbarossa – Frederick II; involvement in Italy and Sicily; conflict with the papacy; assessment of success or failure at different stages of the conflict.
9. *France and the French monarchy c. 1100-1223.* Louis VI; the struggle against powerful feudatories; Flanders; the Angevin dynasty (including relevant aspects of developments in England); Louis VII and his problems; Philip Augustus.
10. *The Crusades.* Holy War in Spain; Urban II and the First Crusade; the feudal principalities of the Holy Land; effect of crusades on the Byzantine empire; changing pattern of power in Moslem world; the Second, Third and Fourth Crusades; the thirteenth-century crusades, with special reference to Louis IX.
11. *The church, c. 1100-1216.* The papacy; Alexander III; Innocent III; the Fourth Lateran Council; monastic reform and the rise of new orders – Cistercians, canons and military orders; heresy; the Albigensians.
12. *Education.* The twelfth-century renaissance; schools in the twelfth century; the rise of universities; range and value of studies.
13. *The church in the later middle ages.* The papacy in the thirteenth century; papal finance; Boniface VIII; St. Francis and St. Dominic and the friars; popular religion; the papacy at Avignon; the Great Schism.
14. *The Hundred Years War: (a) in the fourteenth century.* Causes and course of events (including material relating to England); the problems of the French monarchy; Edward III and the Black Prince in France. *(b) in the fifteenth century.* Changing pattern of French politics; decline of English military power; Joan of Arc.
15. *The period of the Great Councils.* Conciliar theory; work and achievements of the councils; diplomacy between European powers; Hus and the Hussites; the papacy in the fifteenth century.
16. *Germany and the Empire in the later middle ages.* Fragmentation of Germany; limited powers of emperor; the Luxemburg and Hapsburg emperors; Austria; Hungary; Bohemia; outstanding figures, Sigismund, Frederick III, Maximilian.
17. *Economy.* (a) Agrarian economy, eleventh and twelfth centuries; (b) cities and trade; merchants and bankers; the Hanse towns; (c) famine and plague in the fourteenth century; the Black Death.
18. *The Renaissance of the fifteenth century.* Scholarship; art; architecture; the impact of printing; voyages of discovery.
19. *Regional areas.* (a) Spain; the reconquest of the eleventh-thirteenth centuries; Sicily in the twelfth century; contacts between Moslem and Christian cultures; Burgundy in the fourteenth and fifteenth centuries.
20. *Cultural developments in Europe.* Church architecture; painting; literature; the place of women in society.
21. *Frontiers and external pressures.* Scandinavians in Dark-Age Europe; Slavs and Germans in the eleventh and twelfth centuries; Mongols and the effects of Mongol conquests in the thirteenth centuries; Turkish power in the fifteenth century.

### **Paper 9020/11 European History, 1450-1715**

Candidates must answer **one** document-based question (The Protestant Reformation or Louis XIV) and any **three** essay questions. At least one question will be set on each of the stated topics.

#### **Section A (Ten Questions)**

1. *The Renaissance, c.1450-c.1550.* Artistic developments in Italy and Northern Europe. Painting, architecture, political thought, e.g. Michelangelo, Leonardo da Vinci, Machiavelli. Humanism. Patronage, printing, education.
2. *France, 1461-1559.* Domestic and foreign policies, achievements of Valois to 1515. Reigns of Francis I, Henry II.
3. *The Holy Roman Empire, 1450-1556.* Burgundy; Philip the Good, Charles the Bold. Reasons for decline of Burgundy. Maximilian I, Charles V; constitution, problems and policies. Relations with Ottoman empire.
4. *Spain, 1474-1556.* Unification. Domestic and foreign policies of Isabella and Ferdinand. Charles I, internal problems and policies. Relations with Holy Roman Empire and France.
5. *Italy, 1494-1559.* Conditions in 1494. Political and economic organisation, city states, Papacy. Reasons for warfare to the Treaty of Cateau-Cambresis.
6. *The Ottoman Empire, 1452-c.1600.* Internal organisation. Expansion (to east and west) under Mohammed II, Selim I, Suleiman. Decline after 1566.

7. *Russia, 1462-1584*. Internal and external developments under Ivan III, Vassili III, Ivan IV.
8. *The Economy, c.1450-c.1600*. Demographic changes. Causes and effects of inflation. Banking, capitalism. Venice and Antwerp. Voyages of discovery.
9. *The Reformation*. Condition of religion on the eve of the Reformation. Lutheran Reformation in Germany in 1555. Zwingli. Calvinism. Anabaptism.

#### Section B (Five Questions)

10. *The Catholic Reformation*. Reforming orders. The Papacy. The Council of Trent, reforms and innovations. Jesuits. The Inquisition. Index.
11. *France, 1559-1610*. Monarchy. Catherine de Medici. Social and economic change. Calvinism. The Wars of Religion. Henry IV.
12. *The Netherlands, 1555-1609*. The Dutch Revolt. Economy, overseas trade and empire.
13. *Spain, 1556-c.1598*. Philip II, domestic policies. Overseas empire. The Netherlands; revolt — causes and course. Relations with France, England and Ottomans.

#### Section C (Eleven Questions)

14. *Spain, 1598-1665*. Philip III, Philip IV. Causes and features of decline. Olivares. Rebellions.
15. *The Holy Roman Empire, c.1618-c.1648*. Developments after the Peace of Augsburg. The Thirty Years' War, causes, development, internal and external significance. The Treaty of Westphalia. Reconstruction of Empire after 1648.
16. *Sweden, 1604-1721*. Background of Vasa family to Charles IX. Gustavus Adolphus. Resources, Baltic and Thirty Years' War. Charles X, Charles XI, Charles XII. Effects of war.
17. *The United Provinces, 1609-1715*. Constitution, economy, government and religion in the seventeenth century. The Orange family. Regents. William III. Rivalry with France.
18. *Brandenburg-Prussia, 1640-1713*. Condition in 1640. Frederick William, the Great Elector, foreign and domestic policies. Frederick I.
19. *France, 1610-1715 (Domestic issues)*. Richelieu. Mazarin. Louis XIV, monarchy and government. Social and economic changes. Religion. Versailles.
20. *France, 1610-1715 (Foreign issues)*. Thirty Years' War. Treaties of Westphalia and Pyrenees. Aims and policies of Louis XIV. Diplomacy and war to Treaty of Utrecht.
21. *Russia, 1629-1725*. Alexis, beginnings of reforms. Peter the Great, domestic and foreign policies.
22. *Culture in the Seventeenth Century*. The Baroque. France and the United Provinces. Painting, literature, architecture, music. Political thought. Scientific developments.
23. *The Economy*. Overseas trade. Amsterdam. Mercantilism. Internal economies. Social conditions.

#### Paper 9020/12 European History, 1610-1815

Candidates must answer **one** document-based question (Louis XIV or France 1787-99) and any **three** essay questions. At least one question will be set on each of the stated topics.

#### Section A (Eleven Questions)

1. *Spain, 1598-1665*. Philip III, Philip IV. Causes and features of decline. Olivares. Rebellions.
2. *The Holy Roman Empire, c.1618-1648*. Developments after the Peace of Augsburg. The Thirty Years' War, causes, development, internal and external significance. The Treaty of Westphalia. Reconstruction of Empire after 1648.
3. *Sweden, 1604-1721*. Background of Vasa family to Charles IX. Gustavus Adolphus. Resources, Baltic and Thirty Years' War. Charles X, Charles XI, Charles XII. Effects of war.
4. *The United Provinces, 1609-1715*. Constitution, economy, government and religion in the seventeenth century. The Orange family. Regents. William III. Rivalry with France.
5. *Brandenburg-Prussia, 1640-1713*. Condition in 1640. Frederick William, the Great Elector, foreign and domestic policies. Frederick I.
6. *France, 1610-1715 (Domestic issues)*. Richelieu. Mazarin. Louis XIV, monarchy and government. Social and economic changes. Religion. Versailles.
7. *France, 1610-1715 (Foreign issues)*. The Thirty Years' War. Treaties of Westphalia and Pyrenees. Aims and policies of Louis XIV. Diplomacy and war to the Treaty of Utrecht.

8. *Russia, 1629-1725*. Alexis, beginnings of reforms. Peter the Great, domestic and foreign policies.
9. *Culture in the Seventeenth Century*. The Baroque. France and the United Provinces. Painting, literature, architecture, music. Political thought. Scientific developments.
10. *The Economy*. Overseas trade. Amsterdam. Mercantilism. Internal economies. Social conditions.

#### Section B (Seven Questions)

11. *Diplomacy, 1713-1763*. The Utrecht Settlement. International relations, 1713-40. The War of Austrian Succession. The Diplomatic Revolution. The Seven Years' War. Colonial rivalries.
12. *France, 1715-1789*. Louis XV. Louis XVI. The Ancien Regime. Attempts at reform. Internal problems. Economy and society.
13. *Austria, 1711-1790*. Charles VI. The Pragmatic Sanction. Maria Theresa. Joseph II.
14. *Prussia, 1713-1786*. Frederick William I. Frederick II.
15. *Russia, 1725-1796*. The regimes, 1725-62. Catherine II.
16. *Poland, 1696-1795*. Internal conditions, power politics, partitions.

#### Section C (Five Questions)

17. *The Enlightenment*. Political philosophy; science; literature; the arts. Religion; the Catholic Church.
18. *Society and the Economy*. Changes in the economy. Commerce; agriculture; industry. Economic thought; mercantilism; physiocrats.
19. *France, 1789-1799*. The causes of the French Revolution. Developments, 1789-1799; government, society, economy, religion. Opposition, internal and external, to Revolution. Revolutionary Wars. Political and ideological effects of Revolution on Europe.
20. *Napoleonic France*. Rise of Napoleon. Domestic policies and measures. Aims and achievements abroad. Influence on Europe. Alliances against Napoleon. Reasons for decline.

#### Paper 9020/13 European History, 1789-1964

Candidates must answer **one** document-based question (France 1787-99 or the Unification of Germany or Hitler and Germany) and any **three** essay questions. At least one question will be set on each of the stated topics.

#### Section A (Ten Questions)

1. *France, 1789-1799*. The causes of the French Revolution. Developments, 1789-1799; government, society, economy, religion. Opposition, internal and external, to Revolution. Revolutionary Wars. Political and ideological effects of Revolution on Europe.
2. *Napoleonic France*. Rise of Napoleon. Domestic policies and measures. Aims and achievements abroad. Influence on Europe. Alliances against Napoleon. Reasons for decline.
3. *International Relations, 1815-1854*. The Vienna settlement, terms and consequences. The Congress System. Liberalism and nationalist movements. Reactionary forces.
4. *The Habsburg Empire, 1815-1849*. Metternich. Development of nationalism and liberalism. The 1848-49 revolutions in Austria, Germany, Italy.
5. *France, 1815-1848*. The structure and policies of the Bourbon and Orleanist monarchies. The revolutions of 1830 and 1848. Social and economic conditions.
6. *Italy, 1815-1871*. The Risorgimento. Mazzini, Garibaldi, Cavour. Unification to 1871.
7. *Germany, 1815-1871*. Economic and political developments. 1848 Revolution. Prussia, Bismarck and the unification of Germany. Relations with European states.
8. *Russia, 1801-1881*. Alexander I, Nicholas I. Changing social and political conditions. Alexander II, reforms, opposition and reaction.
9. *The Ottoman Empire, 1815-1914*. Internal problems of the Empire. Importance of the Empire, Mediterranean and Balkans for other European states.

#### Section B (Ten Questions)

10. *France, 1848-1870*. The Second Republic. Establishment of the Second Empire. Napoleon III, internal and foreign policies. Reasons for failure in 1870.
11. *The Economy and Society in the Nineteenth Century*. Economic developments. Urbanisation and demographic changes. Transport. Social structures. Emigration.

12. *Culture and Science in the Nineteenth Century*. Cultural influences, romanticism, nationalism. Painting, literature, music. Religion, the Papacy of Pius IX. Scientific discovery and thought.
13. *Imperialism to 1914*. Causes, nature and effects on Europe of European overseas expansion.
14. *Austria-Hungary, 1849-1918*. The monarchy of Francis Joseph I. The Ausgleich, 1867, and the Dual Monarchy. The Balkans, crises and the involvement of other powers. End of the Empire.
15. *Germany, 1870-1918*. Constitution. Economic, social and political developments. Bismarck's domestic and foreign policies. William II. Fall of monarchy.
16. *France, 1871-1914*. The Paris Commune. The Third Republic. The crises and their significance. Economic and social developments.
17. *Russia, 1881-1917*. Alexander III, Nicholas II. The 1905 Revolution. Reforms after 1906. Economic developments and social changes. Policies of Witte and Stolypin. Growth of opposition. Collapse of tsarist regime.
18. *The First World War*. Pre-war alliances. Causes of the War, events, strategy, military innovations. Effects on participants.

### Section C (Eleven Questions)

19. *Russia, 1917-1941*. Effects of the First World War. The Revolution of 1917. Bolshevism, Lenin, Trotsky. The rule of Stalin. Constitution, economic and political policies. Foreign policy.
20. *Post-War Diplomacy, 1919-1929*. The settlements, 1919-23, reasons and consequences. The League of Nations, principles, organisation, achievements and failures. International relations to 1929.
21. *France, 1918-1945*. Domestic and foreign policy. Political groups and parties. Social and economic changes. The fall of 1940. The Occupation and Vichy France.
22. *Germany, 1918-1945*. The Weimar Republic. Achievements and problems of regime. Rise of Nazism. Hitler, 1933-1945, domestic and foreign policies. Effects of war.
23. *Italy and Spain, 1922-1945*. The rise of Fascism. Mussolini, domestic and foreign policies. The Spanish Republic. The Spanish Civil War, domestic and international issues. Franco's Spain to c.1960.
24. *The Economy and Society in the Twentieth Century*. Economic changes. Crises of 1920s and 1930s, social and political results. Post-Second World War economies in eastern and western Europe. Social structures. Socialism. Role of women.
25. *Culture and Science in the Twentieth Century*. Painting, literature, architecture. Effects of communism and fascism. The mass media. Technological and scientific developments.
26. *The Second World War*. Causes. Strategies. Effects on participants. Emergence of Cold War. Post-War divisions and crises in Europe.
27. *Post-War (Western) Europe*. France, the Fourth Republic. de Gaulle. West Germany. Italy. Economic and political developments. Decolonisation. Growth of international western European agencies. Relations with the U.S.A.
28. *Post-War (Eastern) Europe*. Stalin and Russia. Economic and political developments. Communist states in eastern Europe. Relations with U.S.S.R. Resistance to regimes.

### Paper 9020/14 European History, 1450-1964

This paper will consist of all the questions included on Papers 9020/11, 12, 13. Candidates must answer any one document-based question, and any three essays.

### Paper 9020/15 World Affairs since c. 1945

The aim of the examination in this subject is to promote the understanding of international relations and evolution of present-day political systems, economic conditions and social life of other peoples.

Candidates will be expected to have such background knowledge as is necessary for the understanding of the topics set out in the syllabus.

Candidates must answer a document-based question on the prescribed topic 'The Origins of the Cold War, 1945-53' and one question on **each** of the sections 1, 2, 3 of the outline syllabus.

### The Origins of the Cold War, 1945-53

Candidates will be required to answer the document-based question on this topic.

This topic begins with the negotiations at Yalta and Potsdam at the end of the Second World War, and looks at the divisions of Germany and the establishment of zones of occupation and the resulting conflict. It follows the wider manifestation of this conflict in Eastern and Western Europe and the formation of 'power-blocs'. The topic concludes with the spread of the Cold War in the victory of Communism in China and the war in Korea.

#### Recommended Collection of Documents

M. MacCauley, *The Origins of the Cold War* (Longman Seminar Studies, 1983)

#### Other Collections of Primary Sources

W. Lafeber, *The Origins of the Cold War* (Wiley, 1971)

#### Secondary Works Useful for Teachers

- M. Balfour, *The Adversaries* (Routledge, 1981)
- A. Bullock, *Ernest Bevin: Foreign Secretary 1945-51* (Oxford, 1985)
- D. Cook, *Forging the Alliance* (Secker and Warburg, 1989)
- A. Deighton, *The Impossible Peace* (Oxford, 1990)
- J. L. Gaddis, *Russia, the Soviet Union and the United States* (Wiley, 1978)
- J. L. Gaddis, *The United States and the Origins of the Cold War* (Columbia, 1978)
- N. A. Graebner, *The Cold War* (2nd edn., Heath, 1976)
- A. Gromyko, *Memories* (Arrow, 1990)
- A. Grossner, *The Western Alliance* (Continuum, 1980)
- E. Hoffman & F. Fleron, *The Conduct of Soviet Foreign Policy* (Aldine, 1980)
- W. Knapp, *History of War and Peace 1939-1965* (O.U.P., 1980), general but useful.
- W. La Feber, *America, Russia and the Cold War 1945-75* (Wiley, 1976)
- P. Lowe, *The Origins of the Korean War* (Longman, 1986)
- T. G. Paterson, *Soviet-American Confrontation* (John Hopkins, 1973)
- \* A. Rubenstein, *Soviet and American Policies in the United Nations* (New York U.P., 1980)
- J. Siracusa, *The American Diplomatic Revolution* (Open U.P., 1978)
- J. W. Spanier, *American Foreign Policy since World War II*, (8th edn., HR & W, 1980)
- W. Taubman, *Stalin's American Policy* (Norton, 1982)
- H. Thomas, *Armed Truce* (Sceptre, 1988)
- A. and J. Tusa, *The Berlin Blockade* (Hodder and Stoughton, 1988)
- D. Yergin, *Shattered Peace: the Origins of the Cold War and the National Security State* (Macmillan, 1977)

### Outline Syllabus

Candidates will be asked to answer one question from each of Sections 1, 2 and 3. Questions will be set in the expectation that candidates will have studied one of the superpowers listed in Section 1 below, and two of the relationships listed in Section 2. In Section 3, questions will be set on all of the listed sub-themes but will leave open to candidates the illustrative examples to be used.

#### Section 1. The 'Superpowers' since 1945

##### A. The USA

General outline of the Constitution; the political system and its development since 1945. Presidents and their presidencies. Main issues and policies: the economy, civil rights, 'law and order', defence.

##### B. The USSR and Successor States

General outline of the theory and origins of Soviet government; theory, origins and operation of the Communist Party; relationship between Party and state. Main phases of leadership and issues since 1945. The economy, civil rights, control by the state, nationality problems, defence. The development of the region since 1991 with particular regard to Russia, the Ukraine, Georgia, Belarus (Byelorussia) and the Baltic States.

##### C. China

General outline of the rise of Communism in China; the victory of 1949. The Party and the state; the PLA. Policies on land, industry, education, health, welfare, defence; campaign politics of mass mobilisation; Mao Zedong's power and influence. The 'Cultural Revolution' and the death of Mao; leadership struggles and new policies.

(Nine questions will be set on this section, three on each country.)

## Section 2. Superpower Relations since 1945

(The period 1945-53 will be covered in the document-based topic syllabus, which may be referred to as background for the following.)

### A. USA – USSR

Death of Stalin; end of the Korean War. The Eisenhower period. Kennedy and Cuba. Detente: Nixon-Kissinger. Arms limitation: discussions. The Middle East. South-East Asia. Extension of rivalry to Africa. Soviet naval expansion. Communism in Latin America.

### B. USSR – CHINA

End of 'patronage' 1960; historic disputes revived. Ideological conflict; leadership of Third World. Chinese initiatives; India; Bandung conference. Relations with Western Europe, USA. South-East Asia as chess-board. Soviet nationality concerns. Post-Mao detente.

### C. CHINA – USA

Post-Korea 'Warm war': Formosa, off-shore islands; UN stalemate; trade ban. US involvement in South-East Asia. Nixon-Kissinger rapprochement; developments in foreign policy since the death of Mao, trade and diplomacy.

### D. Issues between Superpowers

'Imperialisms'; power-blocs and the balance of power; nuclear and biological weapons; energy and resources; spheres of influence and the nature of hegemony, especially in Eastern Europe where the relationship between tutelage and independence can be explored.

### E. World Organisations and the Superpowers

Origins, purpose, organisation and the role of the UNO; its use and function in maintaining superpower relations. Changing balance of superpower to other-nation representation. The role of the USA and the USSR in the operation of agencies such as UNESCO and the World Health Organisation. The functioning of these and similar organisations and their place in international politics.

Relations of Superpowers to other international groups, e.g. EEC, Commonwealth, OAU, OAS, the non-aligned Nations, and to economic groups, e.g. OPEC, Comecon, IEA.

(Five questions will be set on this section, one on each of topics A to E.)

## Section 3.

### (a) Decolonisation and the Emergence of New States

The extent of European and Japanese colonialism during the Second World War. The growth of nationalist and communist movements in occupied and contested territories during and after the war, in Asia and the islands of South-East Asia.

The factors relevant to the formation of states in former colonial territories:

- (i) The role of Imperial powers: e.g. the British in India, Pakistan, Burma, Malaysia, and African territories; the experience of the Dutch in Indonesia; the Belgians in the Congo; the French in Indochina and in North and Central Africa; and the Portuguese in Southern Africa, Goa and Macao.
- (ii) Religious, racial and cultural factors, in the Middle East, in South-East Asia (Vietnam) and in the Indian sub-continent, including Sri Lanka and India and Pakistan.
- (iii) The role of political ideologies in emergent states: varieties of Marxism, western parliamentary democracy; home-grown ideologies, e.g. in Indonesia, Ghana, Tanzania, Zambia, Singapore.
- (iv) The options of central and federal regimes. The formation of federations in Central and Southern Africa and in Asia. Experiments in federation in the Middle East. The impact of the European Community as an example of economic integration and a potential partner.
- (v) The shift in political structure with decolonisation, new interest groups, the educated and the military, in states in Asia, Middle East and Africa.

Continuing relations with former imperial states, both directly in the Commonwealth and the arrangements between France and former territories in Africa and in Indochina, and in the United Nations and international organisations. The emphasis which new states have given to these relations. The special role of the European community and its relations with new states.

(Between six and eight questions will be set on this section, corresponding to the main sub-themes listed.)

**(b) Wealth and Poverty**

The main divisions and distributions of population, resources and productivity; international balances of trade. The European Community as economic and political organisation of industrial and wealthy states, including the effect on the Community of expansion to embrace poorer states (e.g. Greece and Ireland) and the associated agreements concluded between the Community and other states. The Japanese example and its relevance to other states.

The main divisions and distributions of population, resources and productivity; international balances of trade.

Concepts of 'development' in relation to capitalism-industrialism; ideas of 'North-South' and 'West-East'; First, Second and Third Worlds; International business corporations; Aid-unilateral and international; charities; attempts to adjust wealth imbalances.

The economic prospects of new states; those with primary products, e.g. the oil and energy producers of the Middle East and West Africa, and the mineral producers of Southern Africa. The struggle against drought, overpopulation and disease as political and economic factors in the development of states in all these areas.

Institutions for the co-ordination of policy among producer states, e.g. OPEC, and the arrangements within former French and British colonies. The economic aspect to federal ties, in the Middle East, Central and Southern Africa.

Economic factors as a spur to revolution (e.g. African States, in Iran and in the Middle East.) Conversely, the role of economic problems in the establishment of dictatorships in these areas.

The concept of a 'North/South' dialogue. The meetings and institutions for the discussion of mutual problems between industrialised states and the poorer states.

(Between six and eight questions will be set on this section, corresponding to the major sub-themes listed.)

**Syllabuses for Special Subjects, Papers 9020/16-24**

One compulsory document-based question will be set in each special subject, and nine essay questions from which candidates must answer three.

Candidates are advised to study some at least of the recommended books in connection with their Special Subject. It has not always been possible to restrict the lists to books which are known to be available for purchase, but it is assumed that some of the books form part of school libraries or will be obtainable for short periods from public libraries or other sources.

**Paper 9020/16 The Normans in England, c. 1051-1100**

- (i) The condition of England c. 1051. Edward the Confessor and the house of Godwine.
- (ii) The problem of the succession, and Edward's promise to Duke William. The events of 1065-66; the battles of 1066 and the conquest.
- (iii) Early stages of settlement; the fate of the Old English aristocracy. Rebellions and military dangers; the role of the Conqueror in the years of pacification.
- (iv) The Welsh border and its problems; marcher earldoms; advances into Wales.
- (v) The advance northwards, and experiments to control York and the country beyond it.
- (vi) The structure of society; pre-conquest and post-conquest 'feudalism'.
- (vii) Domesday Book; the making of the survey and the problems involved in understanding the making of Domesday Book; the picture of England which it presents.
- (viii) The church; the state of the Old English church; the position of Stigand as archbishop. Norman reforms. Lanfranc; the organisation of the Norman church; monasticism. The relationship between the Gregorian papacy and William the Conqueror.
- (ix) Normandy; rival claims created after the death of William I; conflict of loyalists in England. The interim solutions attempted by William Rufus.
- (x) The contrast in personalities of William I and William II; problems connected with William II's death.
- (xi) The growth of the Anglo-Norman administration. Ranulf Flambard.
- (xii) The conflict between William II and Anselm.



### Recommended Collection of Documents

D. Walker, *The Normans in England* (Published by the Syndicate, and available from the Publications Department).

### Other Collections of Primary Sources

D. C. Douglas and G. W. Greenaway (eds.), *English Historical Documents*, vol. II (1042-1189), pp. 121-176 (The Anglo-Saxon Chronicle); pp. 206-214 ('Florence of Worcester'); pp. 217-231 (William of Poitiers); pp. 279-289 (The monk of Caen and Ordericus Vitalis); pp. 290-293 (William of Malmesbury); pp. 399-400 (The Laws of William the Conqueror); pp. 449-454 (Pleas); pp. 599-607 (Ecclesiastical Documents); pp. 626-649 (Lanfranc); pp. 651-668 (Anselm); pp. 813-816 (Rights and Ranks of People); pp. 851-869 (Domesday Book); pp. 916-920 (Select Feudal Charters).

[These references are to the first edition of *English Historical Documents*, vol. II.]

*The Bayeux Tapestry* (Phaidon Press) or *The Bayeux Tapestry* (Collins, 1966), ed. by N. Denny and J. Filmer-Sankey.

*Domesday Book* by county is published in *History in the Sources*, ed. J. Morris (Phillimore, Chichester), and might provide useful local illustration.

### Works Central to the Theme

- \* F. Barlow, *Edward the Confessor* (Eyre and Spottiswoode, 1979)
- \* F. Barlow, *The Feudal Kingdom of England*, chapters 2-5 (Longman, 1979)
- \* G. W. S. Barrow, *Feudal Britain*; chapters I-V, VIII (Arnold, 1956)
- \* G. W. S. Barrow, *Scotland 1000-1306: A New History of Scotland*, vol. 1 (Arnold, 1981)
- \* C. N. L. Brooke, *Saxon and Norman Kings*, chapters IX-XI (Batsford, 1967)
- \* R. A. Brown, *The Origins of English Feudalism* (George Allen and Unwin, 1973)
- \* D. C. Douglas, *William the Conqueror* (Eyre and Spottiswoode, 1977)
- \* D. Knowles, *Monastic Order in England*, chapters V-IX (C.U.P., 1979)
- \* H. R. Loyn, *Anglo-Saxon England and the Norman Conquest*, chapters 8 and 9 (Longman, 1962)
- A. L. Poole, *From Domesday Book to Magna Carta*, chapters I, IV, VI, IX (C.U.P., 1951)
- M. Stenton, *Anglo-Saxon England*, chapters XIV-XVIII (O.U.P., 1971)
- D. Walker, *The Norman Conquerors: A New History of Wales* (Christopher Davies, 1977)
- D. Walker, *Medieval Wales* (C.U.P., 1990)
- D. Walker, *William the Conqueror* (Clarendon Press, 1968), is now out of print, but is sometimes available.
- W. L. Warren, *The Governance of Norman and Angevin England 1086-1272* (Arnold, 1987)

### Articles Central to the Theme

Those who wish to follow the discussion of major themes in Anglo-Norman history could consult, in particular, the annual volume of *Proceedings of the Battle Conference of Anglo-Norman Studies*, ed. R. A. Brown (Boydell Press); the first volume appeared for 1978. Some of the contributions are very technical, but there are some general and readable surveys.

The following selection of articles from various publications will be helpful.

- F. Barlow, 'A view of archbishop Lanfranc', *Journal of Ecclesiastical History*, vol. XVI (1965), pp. 163-175.
- D. B. Brown, *Military service and monetary reward in the eleventh and twelfth centuries*, *History*, vol. 74 (1989), pp. 20-38.
- R. A. Brown, 'The Battle of Hastings', *Proceedings of the Battle Conference 1980*.
- N. P. Brookes and H. E. Walker, 'The authority and interpretation of the Bayeux Tapestry', *Proceedings of the Battle Conference 1978*, pp. 1-34.
- S. Harvey, 'Domesday Book and its predecessors', *English Historical Review*, vol. LXXXVI (1971), pp. 753-773.
- S. Harvey, 'Recent Domesday Studies', *English Historical Review*, vol. XCV (1980), pp. 121-133.
- E. John, 'Edward the Confessor and the Norman Succession', *English Historical Review*, vol. XCIV (1979), pp. 241-267.
- K. L. Maund, *The Welsh alliances of Earl Aelfgar of Mercia and his family in the mid-eleventh century*, *Anglo-Norman Studies*, vol. XI (1989), pp. 181-190.
- J. O. Prestwich, 'Anglo-Norman Feudalism and the Problem of Continuity', *Past and Present*, vol. 26 (1963), pp. 39-57.
- D. G. J. Raraty, *Earl Godwine of Wessex: the origins of his power and his political loyalties*, *History*, vol. 74 (1989), pp. 3-19.
- D. Walker, 'The Norman Settlement in Wales', *Proceedings of the Battle Conference 1978*, pp. 131-143.

*Works Which May be Consulted for Background Reading and Reference*

- F. Barlow (ed.), *The Life of King Edward the Confessor* (Nelson Medieval Texts, 1962)  
 D. C. Douglas and G. W. Greenaway, *English Historical Documents 1042-1198* (2nd edn., Eyre and Methuen, 1981)  
 D. C. Douglas, *The Norman Achievement* (Eyre and Spottiswoode, 1969)  
 D. C. Douglas, *The Norman Fate* (Eyre Methuen, 1976)  
 V. H. Galbraith, *The Making of Domesday Book* (O.U.P., 1961)  
 Margaret Gibson, *Lanfranc of Bec* (O.U.P., 1978)  
 C. W. Hollister, *Anglo-Saxon Military Institutions* (O.U.P., 1962)  
 C. W. Hollister, *The Military Organisation of Norman England* (O.U.P., 1965)  
 J. C. Holt (ed.), *Domesday Studies* (Boydell, 1987)  
 P. Sawyer (ed.), *Domesday Book: a Reassessment* (Arnold, 1985)  
 R. W. Southern, *St. Anselm and his Biographer* (C.U.P., 1962)  
 R. W. Southern (ed.), *The Life of St. Anselm by Eadmer* (Oxford Medieval Texts, 1963)

**Paper 9020/17 Mid-Tudor Crises, 1529-69**

This subject focuses on the main internal challenges to political authority between 1529 and 1569, notably the Pilgrimage of Grace, the Western Rebellion and Kett's Rebellion of 1549, Wyatt's Rebellion and the Northern Rebellion of 1569.

An understanding of the causes and consequences of these events will require some knowledge of the following:

The problems of faction at court and elsewhere and of succession to the throne; government finance; the role of parliament; the influence of foreign affairs; the administration and control of law and order; doctrinal and institutional changes in religion; the social structure; 'Commonwealth' attitudes; economic developments, e.g. prices, the currency, agriculture and agrarian relationships, the cloth industry and trade.

Questions will be set on the causes and consequences of the rebellions, either individually or collectively, and on the relationship between rebellion and the political, religious, social and economic developments in the areas listed above. Candidates will be expected to have some background knowledge of broader themes which run beyond the dates of the period.

*Recommended Collections of Documents*

- \* S. Doran, *England and Europe 1485-1603*, (Longman, 1986)
- \* A. Fletcher, *Tudor Rebellions* (3rd ed., Longman, 1983)
- \* M. D. Palmer, *Henry VIII*, (Longman, 1971)
- \* J. Pound, *Poverty and Vagrancy in Tudor England*, (Longman, 1971)
- \* W. J. Shiells, *The English Reformation 1530-1570* (Longman, 1989)
- \* R. Tittler, *The Reign of Mary I* (Longman, 1983)

*Other Collections of Primary Sources*

- \* A. G. Dickens and D. Carr, *The Reformation in England to the Accession of Elizabeth* (Arnold, 1967)
- G. R. Elton, *The Tudor Constitution* (2nd ed., C.U.P., 1982)
- C. H. Williams (ed.), *English Historical Documents 1485-1558* (Eyre and Spottiswoode, 1971)

*Works Central to the Theme*

- B. L. Beer, *Rebellion and Riot: Popular Disorder in England during the Reign of Edward VI* (Kent State U.P./Eurospan, 1982)
- \* S. T. Bindoff, *Kett's Rebellion* (Historical Association Pamphlet, 1949)
- M. L. Bush, *The Government Policy of Protector Somerset* (Arnold, 1975)
- \* C. Cross, *Church and People, 1450-1660* (Fontana, 1976)
- \* C. S. L. Davies, *Peace, Print and Protestantism, 1450-1558* (Paladin, 1977)
- W. R. D. Jones, *The Mid-Tudor Crisis, 1539-63* (Macmillan, 1973), (O.P.)
- J. Loach and R. Tittler, eds., *The Mid-Tudor Polity* (Macmillan, 1980)
- D. M. Loades, *Two Tudor Conspiracies* (C.U.P., 1965)
- \* D. M. Loades, *Politics and the Nation, 1450-1660* (Fontana, 1974)

*Articles Central to the Theme*

- C. Haigh, 'The Continuity of Catholicism in the English Reformation', *Past and Present*, vol. 93 (November 1981)
- M. E. James, 'Obedience and Dissent in Henrican England: The Lincolnshire Rebellion, 1536', *Past and Present*, vol. 48 (August 1970), pp. 3-78.

\* Available in paperback. (O.P.) = Out of Print.

- C. S. L. Davies, 'The Pilgrimage of Grace Reconsidered', *Past and Present*, vol. 41 (December, 1968), pp. 54-76.
- C. S. L. Davies, 'Peasant Revolt in France and England: A Comparison', *Agricultural History Review*, vol. 21 (1973), pp. 122-134.
- D. MacCulloch, 'Kett's Rebellion in Perspective', *Past and Present*, vol. 84 (1979), and 'Debate' with J. C. K. Cornwall, *Past and Present*, vol. 93 (November, 1981)

*Works Which May Be Consulted for Background Reading and Reference*

- Christopher Challis, *The Tudor Coinage* (Manchester U.P., 1978)
- \* D. C. Coleman, *The Economy of England, 1450-1750* (O.U.P., 1977)
- J. C. K. Cornwall, *The Revolt of the Peasantry, 1549* (Routledge and Kegan Paul, 1977)
- C. S. L. Davies, *Peace, Print and Protestantism*, (Paladin, 1977)
- \* A. G. Dickens, *The English Reformation* (Fontana, 1967)
- G. R. Elton, *Studies in Tudor and Stuart Politics*, vol. III (C.U.P., 1983)
- G. R. Elton, *Policy and Police* (C.U.P., 1972)
- G. R. Elton, *Reform and Reformation - England 1509-1558* (Arnold, 1977)
- G. R. Elton, *Reform and Renewal: Thomas Cromwell and the Common Weal* (C.U.P., 1973)
- \* M. A. R. Graves, *The Tudor Parliaments* (Longman, 1985)
- J. Guy, *Tudor England*, (O.U.P., 1988)
- \* C. Haigh (ed.), *The English Reformation Revised* (C.U.P., 1987)
- D. E. Hoak, *The King's Council in the Reign of Edward VI* (C.U.P., 1976)
- J. Guy, *Tudor England*, (O.U.P., 1988)
- W. G. Hoskins, *The Age of Plunder* (Longman, 1976)
- M. James, *Family, Lineage and Civil Society* (O.U.P., 1974)
- S. K. Land, *Kett's Rebellion*, (Boydell, 1977)
- J. Loach, *Parliament and Crown in the Reign of Mary Tudor* (O.U.P., 1986)
- \* J. Loach & R. Tittler (eds.), *The Mid-Tudor Polity* (Macmillan, 1980)
- W. T. MacCaffrey, *The Shaping of the Elizabethan Regime* (Cape, 1969, repr. 1982)
- \* R. O'Day, *The Debate on the English Reformation* (Methuen, 1986)
- \* R. B. Outhwaite, *Inflation in Tudor and Early Stuart England* (Macmillan, 1971)
- D. M. Palliser, *The Age of Elizabeth* (Longman, 1983)
- \* J. Pound, *Poverty and Vagrancy in Tudor England* (Longman, 1971)
- P. Ramsey, *Tudor Economic Problems* (Gollancz, 1963)
- P. Ramsey (ed.), *The Price Revolution in the Sixteenth Century England* (Methuen, 1971)
- J. J. Scarisbrick, *Henry VIII* (Eyre and Spottiswoode, 1968)
- \* J. J. Scarisbrick, *The Reformation and the English People* (Blackwell, 1984)
- D. Starkey, *The Reign of Henry VIII: Personalities and Politics* (Philip, 1985)
- A. G. R. Smith, *The Emergence of a Nation State* (Longman, 1984)
- \* J. Thirsk, *Tudor Enclosures* (Historical Association Pamphlet, 1959)
- J. Thirsk, *Agrarian History of England and Wales*, Vol. 4, 1500-1640 (C.U.P., 1976), esp. chapters I, IV, V, VI and IX.
- J. Thirsk, *Economic Policy and Projects: the Development of a Consumer Society in Early Modern England* (O.U.P., 1978), chapters 1-2
- \* K. Thomas, *Religion and the Decline of Magic* (Weidenfeld, 1971; Penguin, 1973)
- E. A. Wrigley and R. Schofield, *The Population History of England, 1541-1871* (Arnold, 1981), pp. 332-340, 651-656, 667-668, 670-671.
- P. Williams, *The Tudor Regime* (O.U.P., 1979)
- G. W. O. Woodward, *Dissolution of the Monasteries* (Blandford, 1968)
- J. Youings, *Dissolution of the Monasteries* (Allen and Unwin, 1975)

*Studies of Localities*

- S. J. Gunn, *Peers, Commons and Gentry in the Lincolnshire Revolt of 1536* (*Past and Present* 123, May 1989)
- R. Houlbrooke, *Church Courts and the People during the English Reformation 1520-1570* (O.U.P., 1979), chapters 8-9, pp. 214-272 (Norfolk).
- D. M. Palliser, *Tudor York* (O.U.P., 1979), chapters 8-9, pp. 201-259.
- C. Phythian-Adams, *Desolution of a City: Coventry and the Urban Crises of the Late Middle Ages* (C.U.P., 1979), parts IV and V, pp. 185-290.

**Paper 9020/18 British Society, 1815-50**

This subject is concerned with the development of British society between 1815 and 1850, with special reference in the document-based questions to radical politics of the period. Particular emphasis should be paid to the following themes:

1. Political movements of both working- and middle-class origin, such as the radical agitations of 1815-20; the campaign for the Reform Bill, 1830-32; popular movements of the 1830s; Owenism; Chartism; Trade Unionism and the Anti-Corn Law League.
2. The course of industrialisation and its social implications; the emergence of class consciousness; social problems and the standard of living debate; the condition of women; the rural world; the Irish in Britain.
3. Religious developments, especially with regard to popular culture and popular attitudes to religion; working-class indifference; and the relationship between religion and radicalism.
4. The development of popular education, and the nature, extent and importance of literacy; the role of the radical press.

The paper will not be concerned with 'high' politics as such, but a working knowledge of general political developments will be presumed. Material from regional or local history will be welcomed if relevant to the main themes.

*Recommended Collections of Documents*

- \* P. Hollis, *Class and Conflict in Nineteenth-Century England, 1815-1850* (Routledge, 1973)
- \* E. Royle, *Chartism* (Longman, 1980)

*Other Collections of Primary Sources*

- A. Aspinall and E. A. Smith, *English Historical Documents*, vol. XI – selections from parts v, vi (Eyre and Spottiswoode, 1959)
- \* J. Briggs and I. Sellers, *Victorian Nonconformity* (Arnold, 1973)
- G. D. H. Cole and A. W. Filson, *British Working Class Movements, 1789-1875* (Macmillan), (O.P.)
- \* K. Laybourn, *British Trade Unionism c 1750-1990: A Reader* (Sutton, 1991)
- \* F. C. Mather, *Chartism and Society* (Bell and Hyman, 1980)
- D. Thompson, *The Early Chartists* (Macmillan), (O.P.)
- \* D. M. Thompson, *Nonconformity in the Nineteenth Century*, sections 1 and 2 (Routledge, 1972)
- \* J. T. Ward and W. H. Fraser, *Workers and Employers*, chapters 1-3 (Macmillan, 1980)
- G. M. Young and W. D. Handcock, *English Historical Documents*, vol. XII, I, selections from parts IV, V, IX, X, XI, XII, (Eyre and Spottiswoode, 1956)

*Works Central to the Theme*

- \* A. Armstrong, *The Church of England, the Methodists and Society, 1700-1850* (University of London Press, 1973)
- \* S. Bamford, *Passages in the Life of a Radical* (O.U.P. reprint, 1984)
- \* J. D. Chambers and G. K. Mingay, *The Agricultural Revolution, 1750-1880* (Batsford 1966)
- \* B. J. Coleman, *The Church of England in the Mid-Nineteenth Century* (Historical Association pamphlet, G. 98, 1980)
- \* J. Epstein and D. Thompson (eds.), *The Chartist Experience* (Macmillan, 1982)
- \* J. F. C. Harrison, *The Early Victorians* (Fontana, 1979)
- \* P. Horn, *The Rural World, 1780-1850* (Hutchinson, 1980)
- \* E. H. Hunt, *British Labour History, 1815-1914* (Weidenfeld and Nicolson, 1981)
- \* L. James, *Print and the People* (Peregrine, 1978)
- \* A. V. John (ed.), *Unequal Opportunities: women's employment in England 1800-1918* (Blackwell, 1986)
- \* D. Jones, *Chartism and the Chartists* (Allen Lane, 1975)
- \* G. Kitson Clark, *The Making of Victorian England* (Methuen, 1966)
- \* N. McCord, *The Anti-Corn Law League* (Unwin, 1968)
- H. McCord, *Religion and the Working Classes in Nineteenth-Century Britain* (Macmillan, 1984)
- \* F. C. Mather, *Chartism* (Historical Association pamphlet, G. 61, 1965)
- \* R. J. Morris, *Class and Class Consciousness in the Industrial Revolution, 1780-1850* (Macmillan, 1979)
- \* A. E. Musson, *British Trade Unions, 1800-1875* (Macmillan, 1972)
- \* H. Perkin, *The Origins of Modern English Society* (Routledge, 1969)
- \* E. Royle, *Modern Britain. A Social History 1750-1985* (Arnold, 1987)
- \* E. Royle and J. Walvin, *English Radicals and Reformers, 1760-1848* (Harvester, 1982)

- \* J. Rule, *The labouring classes in early industrial England* (Longman, 1987)
- \* J. Rule, *British Trade Unionism 1750-1850* (Longman, 1988)
- \* I. Sellers, *Nineteenth-Century Nonconformity* (Arnold, 1977)
- \* B. Simon, *The Two Nations and the Educational Structure, 1780-1870* (Lawrence and Wishart, 1974)
- \* A. W. Smith, *The Established Church and Popular Religion, 1750-1850* (Longman, 1971), (O.P.)
- W. B. Stephens, *Education, literacy and society 1830-1870: the geography of diversity in provincial England* (Manchester UP, 1987)
- \* G. Sutherland, *Elementary Education in the Nineteenth Century* (Historical Association pamphlet, G. 76, 1971)
- \* A. J. Taylor (ed.), *The Standard of Living in Britain* (Methuen, 1975)
- \* M. I. Thomis, *The Town Labourer and the Industrial Revolution* (Batsford, 1974)
- \* M. I. Thomis and P. Holt, *Threats of Revolution in Britain, 1789-1848* (Macmillan, 1977)
- \* E. P. Thompson, *The Making of the English Working Class* (Penguin, 1965)
- J. Walvin, *English Urban Life, 1776-1851* (Hutchinson 1984)
- \* J. T. Ward (ed.), *Popular Movements, 1830-1850* (Macmillan, 1970)
- \* D. G. Wright, *Democracy and Reform, 1815-1885* (Longman, 1970)

*Works Which May Be Consulted for Background Reading and Reference*

- \* J. Addy, *The Textile Revolution* (Longman, 1976)
- \* R. D. Altick, *The English Common Reader* (Phoenix Books, 1963)
- A. Briggs, *The Age of Improvement* (Longman, 1959)
- A. Briggs (ed.), *Chartist Studies* (Macmillan), (O.P.)
- \* J. D. Burnett, *Plenty of Want* (Penguin, 1968)
- L. Cazamian, *The Social Novel in England, 1830-1850* (Routledge, 1973)
- W. O. Chadwick, *The Victorian Church*, vol. 1 (A. and C. Black, 1966)
- \* J. D. Chambers, *Workshop of the World* (O.U.P., 1968)
- S. G. Checkland, *The Rise of Industrial Society in England* (Longman, 1964)
- G. D. H. Cole, *Chartist Portraits* (Macmillan), (O.P.)
- \* G. B. A. M. Finlayson, *England in the Eighteen Thirties* (Arnold, 1969)
- \* M. W. Flinn and T. C. Smout, *Essays in Social History* (O.U.P., 1974), see especially the essays by M. Blaug, A. Briggs, J. Foster and J. Hart.
- \* N. Gash, *Aristocracy and People: Britain, 1815-65* (Arnold, 1979)
- \* E. J. Hobsbawm, *Labouring Men* (Weidenfeld and Nicolson, 1968), see essays on Methodism and Standard of Living.
- \* E. J. Hobsbawm and G. Rudé, *Captain Swing* (Penguin, 1973)
- \* E. L. Jones, *The Development of English Agriculture, 1815-1873* (Macmillan, 1968)
- O. Macdonagh, *The hereditary bondsman: Daniel O'Connell 1750-1829* (vol. 1), (Weidenfeld, 1987)
- \* E. Midwinter, *Nineteenth-Century Education* (Longman, 1970)
- \* E. Midwinter, *Victorian Social Reform* (Longman, 1968)
- \* H. Perkin, *The Age of the Railway* (Routledge, 1970)
- I. Pinchbeck, *Women Workers and the Industrial Revolution, 1750-1850* (Kelley, 1969)
- S. Pollard and J. Salt, *Robert Owen, Prophet of the Poor* (Macmillan), (O.P.)
- I. J. Prothero, *Artisans & Politics in early nineteenth-century London: John Gast and His Times* (Dawson, 1979)
- \* E. Roberts, *Women's Work 1840-1940* (Macmillan, 1987)
- M. Thomis and J. Grimmett, *Women in Protest, 1800-1850* (Croom Helm, 1982)
- \* N. L. Tranter, *Population and Society 1750-1940* (Longman, 1985)
- S. A. Weaver, *John Fielden and the politics of popular radicalism 1832-1847* (Open University Press, 1987)
- \* R. K. Webb, *Modern England* (Allen and Unwin, 1980)
- \* D. G. Wright, *Popular Radicalism* (London, 1988)

Further reading might include social novels of the period, such as \*E. Gaskell, *Mary Barton* (Penguin), \*C. Dickens, *Hard Times* (Penguin) and \*B. Disraeli, *Sybil* (Penguin); and relevant autobiographies, such as W. Lovett, *Life and Struggles* (Macgibbon and Kee) (O.P.), T. Cooper, *Life of Thomas Cooper* (Leicester U.P., 1971); and the shorter autobiographies in D. Vincent (ed.), *Testaments of Radicalism* (Europa, 1977).

**Paper 9020/19 France in the Age of Louis XIV**

Candidates will be expected to have a fair knowledge of French history in the first half of the seventeenth century and of the youth and upbringing of Louis XIV and to be familiar with the European political and intellectual background to the period.

The questions will broadly cover the following topics:

1. *Louis XIV and the Court*  
Louis and the 'métier du roi'. The King's court. The personality of the King. The royal family. The King's mistresses and their influence. The palace of Versailles and its importance.
2. *Government and Administration*  
The nature of Louis' government. The system of government in Paris and the provinces – councils, parlements, provincial estates, intendants, local officials and courts. Absolutism and its limitations. Political theory. Louis' ministers.
3. *Foreign Policy and Wars*  
The broad objectives of Louis' foreign policies. Louis' relationships with foreign powers and the Pope. The causes and results of the wars both within France and throughout Europe. (No questions will be set specifically military topics or details of battles and campaigns, but candidates will be expected to know the sequence of diplomatic and military events and to be able to assess the French capacity for war throughout the reign.)
4. *Social and Economic History*  
The condition of France. The nature of French society. Taxation, trade, industry and agriculture. The work of Colbert. Social discontent, causes and manifestations. The crises of the later years of the reign. The effects of the Revocation of the Edict of Nantes. (No questions will be set about the French overseas or about specifically naval matters.)
5. *Religion*  
Religious life in seventeenth-century France. Gallicanism and Louis' relations with the Papacy. The Jesuits. Jansenism. The Huguenots. Quietism.
6. *The Arts*  
The intellectual and cultural achievements of Louis XIV's France. Candidates will, as far as possible, be given an opportunity to show their detailed knowledge of particular subjects in this field.

**Recommended Collection of Documents**

- \* R. Mettam, *Government and Society in Louis XIV's France* (History in Depth – Macmillan, 1977)

**Other Collections of Primary Sources**

- \* H. G. Judge, *Louis XIV* (Problems and Perspectives in European History – Longman, 1965), (O.P.)
- O. and P. Ranum, *The Century of Louis XIV*, part II (all documents), part IV (documents 34, 36-38, 41) part V (all documents) and part VI (all documents) (Macmillan, 1973), (O.P.)
- \* L. Norton (ed.), *Saint Simon at Versailles* (Hamish Hamilton and Book Club Associates, 1980)
- \* Voltaire, *The Age of Louis XIV* (Everyman Edn.) (Although not strictly a primary source, Voltaire wrote so soon after some of the events of the period that his book merits special study.)

**Works Central to the Main Theme**

- \* R. Briggs, *France 1560-1715* (O.U.P., 1977)
- \* W. F. Church, *The Greatness of Louis XIV – Myth or Reality* (Heath, 1969)
- \* C. M. Cipolla (ed.), *The Fontana Economic History of Europe*, vol. II (Collins, 1972)
- A. G. Dickens (ed.) *The Courts of Europe 1400-1800* (Thames and Hudson, 1977) for the chapter by R. M. Hatton on Louis XIV: At the Court of the Sun King.
- \* P. Goubert, *Louis XIV and Twenty Million Frenchmen* (Gollancz, 1970)
- P. Goubert, *The French Peasantry in the Seventeenth Century* (1986)
- \* R. H. Hatton, *Louis XIV and His World* (Thames and Hudson, 1972)
- D. Maland, *Culture and Society in Seventeenth Century France* (Batsford, 1970)
- R. Mettam, *Power and Faction in Louis XIV's France* (Blackwell, 1988)
- \* R. Mousnier, *Louis XIV* (Historical Association, 1973)
- New Cambridge Modern History*, vol. V (relevant chapters), (C.U.P., 1961)
- New Cambridge Modern History*, vol. VI (relevant chapters), (C.U.P., 1970)
- \* D. Pennington, *Seventeenth Century Europe* (Longman, 1969)

- \* J. Shennan *Louis XIV* (Lancaster Pamphlets, Methuen, 1986)
- \* J. W. Stoye, *Europe Unfolding* (Fontana History of Europe – Collins, 1969)
- G. R. R. Treasure, *Seventeenth Century France* (2nd edn., Murray, 1981)
- \* J. Wallace-Hadrill and J. McManners, *France: Government and Society* (chapters VI and VII only), (Methuen, 1957)
- J. B. Wolf, *Louis XIV* (Gollancz, 1968), (O.P.)

#### *Background Reading*

- A. Blunt, *Art and Architecture in France 1500-1700* (Penguin, 1953)
- \* G. N. Clark, *The Seventeenth Century* (2nd edn., O.U.P., 1947)
- \* G. R. Cragg, *The Church and the Age of Reason* (chapter 2 only) (Pelican, 1960)
- \* P. Goubert, *The Ancien Régime* (Weidenfeld & Nicolson, 1973)
- \* R. H. Hatton (ed.), *Louis XIV and Absolutism* (Macmillan, 1976)
- \* R. H. Hatton (ed.), *Louis XIV and Europe* (Macmillan, 1976)
- \* P. Hazard, *The European Mind* (Penguin, 1964)
- R. Mandrou, *Introduction to Modern France 1500-1700* (Arnold, 1975)
- \* N. Pevsner, *An Outline of European Architecture* (relevant chapters) (Jubilee Edition – Penguin, 1960)
- J. C. Rule (ed.), *Louis XIV: the Craft of Kingship* (Columbus, Ohio, 1969)
- V. L. Tapie, *The Age of Grandeur* (Grove Press, New York, 1960)

#### **Paper 9020/20 The Russian Revolution, 1917-1921**

The topic covers in detail the period between 1917 and 1921, from the February Revolution to the New Economic Policy. Candidates will also be expected to know about the background and causes of the Revolution, but no questions will be set specifically on the period before 1905. This background should cover not only the political and national structures of the tsarist Empire and threats thereto from liberals, populists, Mensheviks and Bolsheviks, and the dislocations and foreign interference caused by the First World War, but also the economic and social problems that confronted various groups. In particular, these problems include those of the peasantry – the impact of emancipation, of Stolypin's reforms, the nature of agricultural production and landowning; and the problems of industrial workers – factory size and conditions, peasant origin of the labour force, labour legislation, the impact of war on living standards.

In the period between the Revolutions of February and October, attention should again be directed to economic and social, as well as political, issues. The major issues will be: why the Bolsheviks were able to seize power, rather than the Mensheviks or the Social Revolutionaries; the chances of Kerensky and liberal democracy in Russia; why there was a second revolution. The relative importance of the war and of the social structure of Russia in this process should be known, and also the roles of Lenin and Trotsky.

The Peace of Brest-Litovsk and the Civil War, the creation of the Red Army, War Communism and methods of terror should form the background to a study of relationships between the Bolshevik party and the trade unions; and the emergence of workers' and left opposition. The origins of communist autocracy should be traced from the Constituent Assembly of 1918 to the Kronstadt revolt and the adoption of the NEP; and the international relations of the Bolsheviks from the peace policy of 1918 to the Polish war of 1920, together with their nationality policy.

The effects of the Revolution in literature and the arts will also be included.

#### *Recommended Collections of Documents*

- \* J. Daborn (ed.) *Russian Revolution and Counter-Revolution, 1917-24* (C.U.P., 1990)
- \* M. McCauley (ed.), *The Russian Revolution and the Soviet State, 1917-1921 Documents* (Macmillan, 1980)

#### *Other Collections of Primary Sources*

- R. W. Pethybridge (ed.), *Witnesses to the Russian Revolution* (Allen and Unwin, 1964)
- \* V. Serge, *Memoirs of a Revolutionary* (O.U.P., 1967)
- \* L. D. Trotsky, *History of the Russian Revolution* (Sphere, 1967)

#### *Central Works*

- \* P. Avrich, *Kronstadt, 1921* (Princeton, 1970)
- \* E. H. Carr, *The Bolshevik Revolution*, 3 vols. (Penguin, 1966)
- \* E. H. Carr, *The Interregnum* (Penguin, 1966)
- \* I. Deutscher, *Trotsky*, first 2 vols. (O.U.P., 1970)

- M. Ferro, *The Russian Revolution of February 1917* (Routledge, 1967)  
 M. Ferro, *October 1917* (Routledge, 1980)  
 \* N. Harding, *Lenin's Political Thought* (Macmillan, 1983)  
 \* G. Katkov, *Russia 1917* (Fontana, 1967)  
 J. H. L. Keep, *The Russian Revolution* (Weidenfeld, 1976)  
 \* L. Kochan, *Russia in Revolution* (Paladin, 1970)  
 \* A. Nove, *An Economic History of the USSR* (Penguin, 1970)  
 \* R. Service, *The Russian Revolution 1900-27* (Macmillan, 1986)  
 T. Shanin, *The Awkward Class: Peasants in Revolution 1910-25* (O.U.P., 1972)  
 \* D. Shub, *Lenin* (Penguin, 1966)  
 \* L. Shapiro, *The Origin of the Communist Autocracy* (Praeger, 1965)  
 \* L. Schapiro, *The Communist Party of the Soviet Union* (Methuen, 1971)  
 \* A. B. Ulam, *Lenin and the Bolsheviks* (Fontana, 1969)  
 \* B. D. Wolfe, *Three Who Made a Revolution* (Penguin, 1964)  
 \* A. Wood, *The Russian Revolution* (Longman, 1979)

#### Articles Central to the Theme

- \* L. Haimson, 'The Problem of Social Stability in Urban Russia, 1905-1917' in C. Emsley (ed.), *Conflict and Stability in Europe* (Croom Helm, 1979)  
 T. H. von Laue, 'Russian Peasants in the Factory' in *Journal of Economic History*, vol. 2 (1961)  
 Review of R. E. Johnson by R. W. Davies in *THES*, 18 April 1980, p. 20

#### Background Reading

- I. Getzler, *Martov* (Cambridge, 1967)  
 L. Haimson, *The Russian Mensheviks and the Origins of Bolshevism* (University of Chicago, 1955)  
 R. E. Johnson, *Peasant and Proletarian* (Leicester U.P., 1980)  
 J. H. L. Keep, *The Rise of Social Democracy in Russia* (O.U.P., 1966)  
 D. Lane, *The Roots of Russian Communism* (Robertson, 1975)  
 \* D. Lane, *Leninism: A Sociological Analysis* (C.U.P., 1981)  
 R. W. Pethybridge, *The Spread of the Russian Revolution* (Macmillan, 1972)  
 R. Pipes, *The Foundation of the Soviet Union: Communism and Nationalism* (Harvard University Press, 1954)  
 B. Thompson, *The Premature Revolution* (Weidenfeld, 1972)  
 R. J. Service, *The Bolshevik Party in Revolution* (Macmillan, 1979)  
 \* J. Wheeler-Bennett, *Brest-Litovsk: The Forgotten Peace* (Macmillan 1983)

#### Paper 9020/21 The Origins of the Second World War, 1929-39

Candidates who offer this paper should have a background knowledge of the Versailles peace settlement, the League of Nations and the European situation in the 1920s. The paper itself is concerned with the foreign policies of the major European powers – Britain, France, Italy, Germany and Russia – and the international crises and developments with which these countries and the League of Nations were concerned in the years 1929-39. An understanding of the political ideologies followed by the European powers will be assumed. Candidates should be familiar with those factors which determined foreign policy in this period (including domestic politics and economic considerations where these are relevant). Special attention should be paid to the emergence of the Nazi dictatorship in Germany and the British policy of appeasement of the dictators.

#### Recommended Collections of Documents

- \* A. Adamthwaite, *The Making of the Second World War* (Allen and Unwin, 1977)  
 \* M. Gilbert (ed.), *Britain and Germany between the Wars*, (Longman, 1976), especially pp. 23-154

#### Other Collections of Primary Sources

- \* A. Adamthwaite, *The Lost Peace: International Relations in Europe, 1918-1939* (Arnold, 1980)  
 J. A. S. Grenville, *The Major International Treaties: A History and Guide with Texts* (Methuen, 1974)

#### Works Central to the Theme

- Lord Avon, *Facing the Dictators* (Cassell, 1960)  
 \* K. D. Bracher, *German Dictatorship* (Penguin, 1971)  
 \* A. Bullock, *Hitler: A Study in Tyranny* (Penguin, 1962)  
 \* W. Carr, *Arms, Autarky and Aggression* (Arnold, 1972)  
 W. S. Churchill, *The Gathering Storm* (Cassell, 1946)  
 G. N. Gathorne-Hardy, *A Short History of International Affairs* (O.U.P., 1944)



- M. Gilbert, *The Roots of Appeasement* (Weidenfeld and Nicolson, 1966)  
 M. Gilbert and R. Gott, *The Appeasers* (Weidenfeld and Nicolson, 1963)  
 Paul M. Hayes, *Fascism* (Allen and Unwin, 1973)
- \* W. N. Medlicott, *The Coming of War in 1939* (Historical Association pamphlet, 1963)
  - K. Middlemas, *Diplomacy of Illusion* (Weidenfeld and Nicolson, 1972)
  - N. Rich, *Hitler's War Aims* (Deutsch, 2 vols., 1973-4)
  - K. G. Robbins, *Munich, 1938* (Cassell, 1968)
  - E. M. Robertson, *Hitler's Pre-war Policy and Military Plans, 1933-39* (Longmans, 1963)
  - \* E. M. Robertson (ed.), *The Origins of the Second World War* (Macmillan Papermac, 1971)
  - \* E. M. Robertson, *Mussolini as Empire-BUILDER* (Macmillan, 1977)
  - \* A. J. P. Taylor, *The Origins of the Second World War* (Penguin, 1964)
  - \* H. Thomas, *The Spanish Civil War* (Penguin, 1979)
  - \* C. Thorne, *The Approach to War, 1938-39* (Macmillan, 1967)
  - D. C. Watt, *Too Serious a Business* (Temple Smith, 1975)
  - \* E. Wiskemann, *The Rome-Berlin Axis* (Fontana, 1966)
  - \* S. J. Woolf (ed.), *Fascism in Europe* (Methuen, 1981)
- Works Which May Be Consulted for Background Reading and Reference*
- A. Adamthwaite, *France and the Coming of the Second World War, 1936-9* (Cass, 1977)
  - F. W. Bennett, *Germany and the Diplomacy of the Financial Crisis, 1931* (Harvard U.P., 1962)
  - G. Brooke-Shepherd, *Anschluss* (Macmillan, 1963)
  - \* M. Broszat, *The Hitler State* (Longmans, 1981)
  - \* A. Cassels, *Fascist Italy* (Routledge, 1969)
  - J. Edwards, *The British Government and the Spanish Civil War, 1936-9* (Macmillan, 1979)
  - K. Hildebrand, *The Foreign Policy of the Third Reich* (Batsford, 1973)
  - A. Hitler, *Mein Kampf*, trans. R. Mannheim, with an introduction by D. C. Watt (Hutchinson, 1969; Radius Books, 1972)
  - W. M. Jordan, *Great Britain, France and the German Problem*, (Cass, 1971)
  - I. Kirkpatrick, *Mussolini* (Oldhams, 1964)
  - M. Kitchen, *Fascism* (Macmillan, 1976)
  - S. Marks, *The Illusion of Peace: International Relations in Europe, 1918-33* (Macmillan, 1976)
  - \* C. L. Mowat, *Britain between the Wars, 1918-40* (Methuen, 1955)
  - New Cambridge Modern History*, vol. XII, *The Shifting Balance of World Forces* (revised edition C.U.P., 1968)
  - R. A. C. Parker, *Europe, 1914-45* (Weidenfeld and Nicolson, 1969)
  - P. A. Reynolds, *British Foreign Policy in the Inter-war Years* (Longmans, 1954)
  - F. P. Walters, *History of the League of Nations*, 2 vols. (O.U.P., 1952)
  - G. L. Weinberg, *The Foreign Policy of Hitler's Germany* 2 vols. (University of Chicago 1970-1980)

### Paper 9020/24 Roman Britain

This paper is comprised of an outline syllabus on which nine essay questions will be set (three to be answered) and a prescribed topic syllabus, on which one document-based question (compulsory) will be set.

#### Outline Syllabus

Candidates should have a background introduction to: the Roman world and the relevance of Rome; the political and social structure of pre-Roman Britain; the nature of the evidence on Roman Britain – literary; inscriptions and coins; archaeological monuments, finds and techniques.

#### Military and Political

1. The conquest; motives for it and its course to 84 AD. The Roman army in Britain.
2. The making of the frontier, 84-c. 200: the Tyne-Solway line; the Antonine Wall and its relationship with Hadrian's.
3. Stabilisation, 200-297: coastal and town defence; the Gallic usurpations.
4. Rome on the defensive: Constantius' reconquest and the reorganisation; the Saxon shore; the end of Roman Britain.

#### Social and Economic

1. Towns and Urbanisation: origins; classification; defences; role and function; decline. Important examples like Camulodunum, Londinium, Verulamium, Viroconium, Ratae, Calleva, should be studied.

\* Available in paperback. (O.P.) = Out of Print.

## 2. Rural settlement and Agriculture

- (i) villas — definition of the term; distribution, types, development. Important examples like Lullingstone, Chedworth, Bignor, Fishbourne, Winterton, should be studied.
- (ii) Native settlement: definition; distribution; regional types. Specific examples from areas such as the Fenland, the Wessex downs, the Thames valley, Northumbria, should be studied.
- (iii) Agricultural methods; tools; field systems; the economic background.

3. Industry and Commerce: evidence for the individual industries and their economic organisation. Trade and transport.

4. Art and Religion: native and Roman artists and religious cults; temples and churches.

Candidates are strongly recommended to visit a selection of local Roman sites and museum collections.

*General Reading list*

This list is not intended to prescribe reading but is designed to help candidates and teachers to find recent and accessible works on those topics which they may choose to study from the outline syllabus.

*General texts*

The most recent are \*M. Todd, *Roman Britain* (Fontana, 1981) — a compact, concise account at a low price; and P. Salway, *Roman Britain* (Oxford University Press, 1981) — thorough, detailed and expensive.

*Roman Britain*, T. W. Potter (British Museum Publications) is a useful, concise introduction to the subject. Still useful are S. S. Frere, *Britannia* (3rd ed. Routledge, 1987) and \*I. A. Richmond, *Roman Britain* (Pelican, 1963) — useful on religion. A. Birley, *Life in Roman Britain* (Batsford, 1964) has good illustrations. M. Todd, *Research on Roman Britain 1960-1989* (Britannia Monograph no. 11, London, 1989), (obtainable from the Roman Society, 31-34 Gordon Square, London WC1H 0PP) is an excellent survey of the latest views and information.

R. G. Collingwood and I. A. Richmond, *The Archaeology of Roman Britain* (2nd edn., Methuen 1969) is expensive but useful on villa types and plans, forts, coins and pottery. A. L. F. Rivet, *Town and Country in Roman Britain* (2nd edn., H.U.L., 1967) is a pioneer study not yet bettered for its comprehensive treatment. R. J. A. Wilson, *Roman Remains in Britain* (Constable, 1974) is a gazetteer of Roman sites with useful information about them. An essential aid is *H.M. Ordnance Survey Map of Roman Britain* (4th edn., 1978), supported by B. Jones, D. Mattingly, *An Atlas of Roman Britain* (Blackwell, 1990).

*The Conquest*

\* Caesar, *The Gallic War*, books IV and V.

\* Tacitus, *Life of Agricola*.

Both are available in English in Penguin Classics as 'The Conquest of Gaul' and 'Agricola and the Germania'.

\* G. Webster, *The Roman Invasion of Britain* (Batsford, 1980).

G. Webster and D. Dudley, *Rome against Caratacus* (Batsford, 1981).

G. Webster and D. Dudley, *The Rebellion of Boudicca* (Batsford, 1962).

*The Frontier*

Most useful and up to date is D. J. Breeze, *The Northern Frontiers of Roman Britain* (Batsford, 1981). J. Collingwood-Bruce, *Handbook to the Roman Wall* (13th edn., revised by C. M. Daniels, Reid, 1979) is the best guide to the works of Hadrian's wall, and G. Maxwell, *The Romans in Scotland* (Mercat, 1989) to campaigns in Scotland. D. J. Breeze, *Roman Forts in Britain* (Shire Archaeology No. 37, 1983) is valuable background reading.

*Stabilisation*

The general texts are adequate for this phase. S. J. Johnson, *Later Roman Britain* (Routledge, 1980) is a useful supplement.

*Rome on the Defensive*

\* V. A. Maxfield, *The Saxon Shore: A Handbook* (Exeter, 1989) can be strongly recommended. A. S. Esmonde-Cleary, *The Ending of Roman Britain*, (Batsford, 1989) is equally authoritative.

*Urbanisation*

J. S. Wachter, *The Towns of Roman Britain* (Batsford, 1975) is the standard text. Individual towns are dealt with at a fairly simple level, but with illustrations and some distilled wisdom, in the Ginn Patch series: J. Clarke, *Colchester*, J. S. Wachter, *Corinium*, P. Marsden, *Londinium*, A. D. McWhirr, *Verulamium*. The best full account of a single town is G. C. Boon, *Roman Silchester* (Parrish, 1974). Local museums in the towns named often have good guidebooks (e.g. D. G. Davies and C. Saunders, *Verulamium* at the St. Albans Museum).

*Rural Settlement and Agriculture*(i) *Villas*

A. L. F. Rivet, ed., *The Roman Villa in Britain* (Routledge, 1969) is the standard work. \*D. E. Johnson, *Roman Villas* (Shire Archaeology No. 11, 1979) is a useful and illustrated short survey. Some guides to particular sites are: G. M. Meates, *Lullingstone* (HMSO, 1962); B. Cunliffe, *Fishbourne* (Thames and Hudson, 1971); R. Goodburn, *Chedworth* (National Trust, 1972). I. M. Stead, *Excavations at Winterton Roman Villa* (HMSO, 1976) is worth consulting in a library.

(ii) *Native settlement*

A. C. Thomas, ed., *Rural Settlement in Roman Britain* (CBA Report 7, 1966) is the standard work, and can be supplemented with P. J. Fowler, *Recent Work in Rural Archaeology* (Moonraker, 1975), and D. Miles, *The Romano-British Countryside* (British Archaeological Report No. 103, Oxford, 1982). P. Salway, *The Roman Fenland* (Royal Geographical Society, 1968) is a study of a locality.

*Industry and Commerce*

The general works by S. S. Frere and P. Salway listed above are useful. Three of the Shire Archaeology publications provide good coverage and illustration; A. McWhirr, *Roman Crafts and Industries* (No. 24, 1982); V. G. Swan, *Pottery in Roman Britain* (No. 3, 4th edn., 1988) and P. J. Casey, *Roman Coinage in Britain* (No. 12, 1980).

*Art and Religion*

J. M. C. Toynbee, *Art in Roman Britain* (Phaidon, 1964), (O.U.P.) is the standard work, I. A. Richmond's general text (above) is good on religion. M. J. T. Lewis, *Temples and Roman Britain* (C.U.P., 1966) can be added. A. Rainey, *Mosaics in Roman Britain* (David and Charles, 1973) deals with one major art form, and R. Ling, *Romano-British Wallpainting* (Shire Archaeology No. 42, 1985) another. For religion also consult: M. J. Green, *The Gods of Roman Britain* (Shire Archaeology no. 34, 1983), M. Henig, *Religion in Roman Britain* (Batsford, 1984) and A. C. Thomas, *Christianity in Roman Britain to AD 500* (Batsford, 1981).

*Additional information*

The journals *Britannia* and *Current Archaeology* contain most on new work on Roman Britain. For a guide to audio-visual materials, sites and museums, M. Corbishley, ed., *Source Book for Schools* (Council for British Archaeology, 1981) is useful.

**Prescribed Topic: 'The Northern Frontier, AD 98-235'.**

This period sees the consolidation of Rome's hold on the province exemplified by the building of Hadrian's Wall and the Antonine Wall (both well documented in the historical record). The Antonine Peace was followed by upheaval under Albinus and a restoration of security under Severus and his sons. (There is particularly full documentary cover for the Severi).

The proposed new period is longer than the previous document topic, but there is less written evidence to review, since no connected accounts like those of Tacitus are extant.

*Recommended Collections of Documents*

- \* *Some Inscriptions from Roman Britain* (LACTOR No. 4, London Associates of Classics Teachers, n.d.) inscriptions 1-27, 156, 164-7, 196-7.
- \* J. M. Mann and R. G. Penman, eds., *Literary Sources for Roman Britain* (LACTOR 11, London Association of Classics Teachers, 1977) pp. 15-27.

(These may be obtained from LACT Publications, 19B Roxborough Park, Harrow, Middlesex HA1 3BA).

- \* S. Ireland, *Roman Britain: a Sourcebook* (Croom Helm, 1986)
- J. C. Mann, *The Northern Frontier in Britain from Hadrian to Honorius* (Newcastle University Museum of Antiquities)

## HISTORY INDIVIDUAL STUDY (Project) SCHEME

### Paper 9020/25

#### 1. General

Schools are invited to participate in a scheme whereby Advanced Level History candidates may receive credit for an individual study in History. Private candidates are not accepted.

#### 2. Administration of the scheme

(a) The title of the Individual Study to be undertaken by each student, together with an outline of each scheme of work and a bibliography, **must be submitted not later than 30 June in the year preceding the examination.** Outline schemes received after that date will not be accepted. Special forms for submitting outline schemes are available on application to the Publications Department at the Syndicate.

(b) Comments on the suitability of the proposed titles will be sent to schools as soon as possible.

(c) The Individual Studies must be despatched to the examiners during the last week of March in the year of examination.

(d) The teacher must certify that, except for guidance as indicated in 4 below, the study is the unaided work of the candidate and has not previously been submitted for examination.

(e) Normally candidates will be interviewed by an examiner during May in the year of the examination, **and any original notebooks or files must be brought to this interview.**

(f) A fee per candidate is payable as a contribution to the cost of the scheme; these fees should be paid with the subject entry fees for the examination and should not be sent separately.

Individual study marks may be carried forward from a June examination to the next November examination. Candidates wishing to carry forward project marks must enter for paper 9020/25 on the entry forms for the November examination, but no additional project fee will be charged.

#### 3. Titles of Individual Studies

Individual Studies on any aspects of history may be submitted. Topics may be of general historical significance or may be primarily related to a locality. Candidates are likely to gain most from studies which ask a definitive question or attempt to solve a problem. Studies on local history, or those concerned with particular persons or families or buildings, should attempt to show the relevance of such study to national or international history.

#### 4. Guidance

Guidance by teachers should be limited to preliminary advice on choice of theme, sources of information, methods of work, and submission and presentation. No further help must be given.

**Notes for the guidance of teachers** are available on application to the Publications Department at the Syndicate.

#### 5. Submission for study

Each study should take the form of an essay which **must not exceed 5,000 words in length.** The essay must be contained within a looseleaf plain folder not exceeding 295 mm by 210 mm in size; all illustrations must be contained inside the folder.

The candidate's name, centre and examination number must be noted on a slip provided by the Syndicate and this slip pasted securely on the outside of the folder.

The study must show clearly the purpose of the work, the methods of inquiry adopted, and conclusions reached. The bibliography should include all primary and secondary authorities cited in the text.

**Notes for Candidates on the Writing of Individual Studies** are available on application to the Publications Department of the Syndicate.

#### 6. Original Notebooks or Files

**Candidates must bring their notes to the interview.**

#### 7. Assessment of the work

Candidates offering an Individual Study will also offer two written papers as prescribed in the Regulations.

A grading on the scale 1 to 9 will be awarded for each Study and will be issued with the results in the other History papers. Individual Study marks are added to the candidate's aggregate marks for the written papers in order to determine the subject grade. No candidate will be awarded a lower grade than he/she would have achieved on the written papers alone.

#### 8. *Return of work*

The studies will be returned to schools as soon as possible after the examination.

9. Schools are asked to ensure that candidates read these regulations and *Notes for Candidates on the Writing of Individual Studies* before entering for the examination.

## HISTORY ADVANCED SUPPLEMENTARY

### Subject 8470

This subject is available in the **June examination only**.

#### Introduction

This syllabus has been designed primarily for candidates who would not otherwise have studied history beyond the age of sixteen. In the past, the tendency towards early specialisation in the A level examination has made it difficult for candidates to pursue contrasting courses of study, and many candidates with an interest in history have been forced, therefore, to drop the subject prematurely. The AS examination is intended to provide the opportunity for broader courses of study by offering syllabuses no less rigorous than their A level equivalents, but taking only about half the time to complete. Candidates who have not studied History previously might well undertake this course.

This syllabus offers schools a considerable choice of content, with six options from which to choose and further choices within each option. Coherence is achieved by a common theme, *Society in Change*, to which each of the six options is related, and by a stress on the acquisition and development of historical skills. The syllabus offers more than conventional political history and presents economic, scientific, cultural and social factors as of equal, if not greater importance in contributing to the processes of change. There will also be opportunities for dealing with cultural diversity.

The great majority of texts recommended for reading are known to be in print. All will be available in libraries.

#### Aims

The aims of this syllabus are:

1. to stimulate interest in the study of history;
2. to encourage a greater proportion of sixth-form students to continue with the study of history;
3. to enable candidates to acquire a sound knowledge and understanding of a particular historical period;
4. to develop historical skills, especially the ability to analyse and evaluate sources of different types;
5. to encourage empathy with people living in a different time and place;
6. to develop an awareness of the different factors contributing to the processes of change;
7. to encourage the development of research skills;
8. to provide a foundation for the further study of history, either as a leisure time pursuit or in higher education.

#### Assessment Objectives

The objectives of the examination are to test candidates' proficiency in the following skills:

1. the ability to make effective use of relevant factual knowledge to demonstrate an understanding of a historical period and of particular topics in depth;
2. the ability to evaluate and interpret source material as historical evidence and to demonstrate facility in its use;
3. the ability to distinguish and assess different approaches to, interpretations of, and opinions about the past;
4. the ability to express awareness of change and continuity in the past;
5. the ability to present a clear, concise, logical and relevant argument.