HISTORY
ADVANCED LEVEL
Subject 9020

1. Paper Groupings
Candidates must enter for two or three papers, with not more than one paper chosen from each group. Permitted combinations of groups are explained in Section 2 below. Each paper will be of three hours' duration.

Group A
Paper 1: English History to c. 1500
Paper 2: English History, 1450–1714
Paper 3: English History, 1560–1832
Paper 4: English History, 1783–1964
Paper 5: English History, 1450–1964*
Paper 7: History of the U.S.A., 1783–1945
Paper 8: Ancient History, JACT Paper 1
Paper 9: Ancient History, JACT Paper 2

Group B
Paper 10: European History, 337–c. 1500
Paper 11: European History, 1450–1715
Paper 12: European History, 1648–1815
Paper 14: European History, 1450–1964*
Paper 15: World Affairs since c. 1960
Paper 7: History of the U.S.A., 1783–1945
Paper 8: Ancient History, JACT Paper 1
Paper 9: Ancient History, JACT Paper 2

*N.B. Papers 5 and 14 contain all the questions in Papers 2-4 and 11-13 respectively and are available only on application by 1 November in the year preceding the examination.

Group C
Paper 16: The Normans in England, c. 1051–1100
Paper 17: Mid-Tudor Crises, 1536–69
Paper 18: British Society, 1815–50

Group D
Paper 19: France in the Age of Louis XIV
Paper 20: Bismarck and German Unification, 1848–71

Group E
Paper 22: Emancipation and its results in the British West Indies
Paper 23: Art (Historical and Critical)

Candidates who wish to offer two papers in Ancient History will be required to offer the Advanced level subject, Ancient History, and not the subject, History, and to select two papers in accordance with the Regulations for the J.A.C.T. Project.

Detailed regulations, syllabuses and past papers of the J.A.C.T. Project may be obtained from the Oxford and Cambridge Board, Trumpington Street, Cambridge, which administers the Project on behalf of all G.C.E. Boards. Entries will be made in the normal way through the Syndicate.

2. Entry Requirements
(a) Candidates must enter for two or three papers. They may also, if they wish, submit a project.
(b) Candidates offering two papers must select one from each of Group A and Group B, or one from either Group A or Group B with one paper from Groups C–E. They may not offer one paper from each of Groups A and C nor one from each of Groups B and D.
(c) Candidates offering three papers must select one paper from Group A, and one paper from Group B, and one paper from Groups C–E.

All candidates offering Paper 23, Art (Historical and Critical), must also offer one paper from Group A and one paper from Group B.
(d) Papers 6 and 15 may be taken either as papers in the subject, History, or as papers in the subject, Economic and Public Affairs. Paper 23 (Art) may be offered either as part of the subject Art, or as part of the subject History. (See also Award Conditions.)
(e) Papers 7, 8 or 9 may be offered either in Group A or in Group B.

3. Award Conditions
In order to pass in the subject:
(a) Two-paper candidates must obtain a minimum aggregate mark in the subject as a whole with not less than Grade 8 in each paper.
(b) Three-paper candidates must obtain a minimum aggregate mark in the subject as a whole, based on their best two papers, with not less than Grade 8 in each counting paper. If the best two papers form a combination forbidden to two-paper candidates (e.g. one from each of Groups A and C or B and D), at least Grade 8 must be obtained in the third paper in order to pass in the subject.

4. History Project Scheme
Candidates offering a History Project will also offer at least two written papers as prescribed in the Regulations. The bonus system of marks will continue to operate. Details are given on pp. 27-8.

5. Autumn Examinations
Separate regulations will be issued for this examination. The choice of papers will be limited.

Syllabuses for papers in Subject 9020
Paper 9020/0 Special Paper (Optional) (Home Centres only)
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.

Papers 9020/2–5 and 11–14 English and European History Outline Papers
A leaflet of specimen questions for these papers, prefaced by an explanation of the principles upon which the selection of topics is based, is available on application.
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 in 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 evil’; 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.

A reading list for the guidance of teachers is available on application.

Paper 9020/7 History of the USA, 1783-1945
A reading list for the guidance of teachers is available on request.

Paper 9020/15 World Affairs since c. 1960
A reading list for the guidance of teachers is available on request.

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.

The paper will be divided into sections, A to F, as shown below; candidates will be required to answer four questions in 3 hours (2 hours for 8064/1), taking not more than two questions from any one section; at least one question must be answered from section A. The syllabus for each section is given below together with the main themes on which questions will be set. A wider choice of questions will be set in section A than in the other sections.
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A. General
The main idea of this section is to provide candidates with the opportunity of discussing the nature of international relations and the sources of international tension. The main fields for more detailed study are the following:

International Organisations
(b) Specialised Agencies of the U.N.
(c) Other major political, military and economic groupings, e.g. the O.A.U., N.A.T.O., Comecon, International Energy Agency.

World Population and Migration problems.
Factors influencing world economic relations.
The problem of low-income countries.
Major aspects of international law (e.g. territorial waters).
The control of arms.
Race relations.

B. The USA and Canada

U.S.A.
The Constitution.
The achievements of the Presidents.
Population; race and minority problems.
The U.S. economy.
The social framework (e.g. urban problems).
Defence policy.
America's role in the world.

Canada
The political and economic background.
Canada in world politics.

C. The U.S.S.R.
The theoretical basis of Soviet government.
The structure and working of Soviet government.
The problem of Nationalities.
Population structure.
Economic planning and achievements; organization of industry and agriculture.
Defence policy.
Soviet relations with Eastern Europe.
The role of the U.S.S.R. in the world.

D. Africa and the Middle East

Africa
African nationalism, independence and decolonisation.
African political, economic and social problems.
Government in African states.
Groupings of African states.
Southern Africa, with special reference to the Republic of South Africa.
Africa and the world.

The Middle East (the Arabian Peninsula, Cyprus, Iraq, Israel, Jordan, Lebanon, Iran, Sudan, Syria, Turkey and Egypt).
The political and economic problems of Egypt, Iran, Israel and Turkey.

HISTORY

Arab nationalism and relations between Arab states; Arab unity and problems of integration.
Islam and the modern state.
The oil industry and its significance.

E. Southern Asia and the Far East
The political, economic and social development of the region with particular reference to China, Japan, Union of India, Indo-China, Pakistan, Indonesia and Malaysia.
The role of the major powers in the region.

F. Europe (excluding the U.S.S.R.)
The political consequences of the Second World War.
The political and economic social developments in the main European states, especially Germany, France, Italy and Spain.
The development of defence organisations and the emergence of European cooperation and supranationalism.
The relations of Western Europe with the super states.
The major political developments in Eastern Europe.

Syllabuses for Special Subjects, 1984, Papers 9020/16-23
Candidates are advised to study some at least of the recommended books in connection with their Special Subject. It has not 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.
Special Subjects are normally set for a period of seven years, but the Syndicate may withdraw from the syllabus a Special Subject which attracts very few entries. Two years notice of such withdrawal will be given.

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.
(x) The contrast in personalities of William I and William II; problems connected with William II's death.
(xii) The conflict between William II and Anselm.
Some attention should be given to the problems raised by the sources used for this Special Subject.
Recommended Reading

1. Documents

An optional documentary question will be set on extracts from the documents contained in


2. Works central to the theme

- S. T. Bindoff, Kett’s Rebellion (Historical Association Pamphlet, 1949).
- D. M. Loades, Two Tudor Conspiracies (C.U.P. 1965)

3. Articles central to the theme


Back copies of Past and Present can be obtained from the Business Manager, Past and Present, P.O. Box 28, Oxford.

4. Works which may be consulted for background reading reference

- C. Cross, Church and People, 1450–1660 (Fontana, 1976).
- M. James, Family, Lineage and Civil Society (O.U.P., 1974).

5. Additional works

- D. M. Loades, Politics and the Nation, 1450–1660 (Fontana, 1974).

* Available in paperback. (O.P.) = out of print.
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* J. Thirk, Tudor Enclosures (Historical Association Pamphlet, 1959).

18. British Society, 1815–60

This subject is concerned with the social, economic and political forces which determined the nature of British life in the two decades after 1830. Particular emphasis should be paid to the following topics:

1. The growth and spread of industrialisation and the impact of the railways.
2. Social change and the emergence of classes, particularly the working class.
3. Radical political movements of both middle and working class origin, such as the campaign for parliamentary reform, Chartism, Owenism and the Anti-Corn Law League.
4. The standard of living and the quality of life.
5. Religious developments, especially with regard to popular culture and attitudes towards religion; working class indifference or antagonism to the churches.

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

Recommended reading

Documents

* P. Hollis, Class Conflict in Nineteenth Century England, 1815–1850 (Routledge).

General Booklist

† J. Addy, The Textile Revolution (Longman).
* A. Armstrong, The Church of England, the Methodists and Society, 1700–1850 (University of London Press).
* J. D. Burnett, Plenty and Want (Penguin).
* G. H. Cole, Chartist Portraits (Macmillan).
* J. F. C. Harrison, Robert Owen and the Owenites in Britain and America (Routledge).
* J. F. C. Harrison, The Early Victorians (Fontana).
* E. J. Hobsbawm and G. Rudé, Captive Swing (Penguin).
* E. J. Hobsbawm, Labouring Men (Weidenfeld & Nicolson).
* L. James, Piety and the People, 1819–1851 (Peregrines).
* D. Jones, Chartism and the Chartists (Allen Lane).
* E. L. Jones, The Development of English Agriculture, 1815–1873 (Macmillan).

* Available in paperback.
† These books from Longman’s Seminar Studies Series include documents, which should be studied in so far as they relate to some part of the period 1815–1850.
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 ‘maitre du royaume’. 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

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 on 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 capability 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 Revolution of the Edict of Nantes. (No questions will be set about the French overseas or about specifically naval matters.)

5. Religion

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 reading

Documents

* H. G. Judge, Louis XIV (Longmans Problems and Perspectives in European History) (O.P.)
* O. and P. Ranum (eds.), The Century of Louis XIV, parts II (all documents), IV (Documents 34, 36–38, 41), V (all documents) and VI (all documents) (Macmillan). (O.P.)
* Voltaire, The Age of Louis XIV (Dent (Everyman)).

General Works

* R. Briggs, France 1580–1715 (Oxford).
* O. R. Cragg, The Church and the Age of Reason (chapter 2 only) (Pelican).
* P. Goubert, The Ancien Régime (Weidenfeld & Nicolson).
* R. H. Hatton, Louis XIV and his World (Thames & Hudson).
* R. A. Knox, Enthusiasm (chapters IX to XV only) (Oxford).
* D. Maiwand, Culture and Society in Seventeenth-Century France (Batsford).
* R. Moynier, Louis XIV (Historical Association).
* D. Ogilvie, Louis XIV (Oxford).
* Wallace-Hadrill, and McManners (eds.), France, Government and Society (chapters VI and VII only) (Methuen).

* Available in paperback (O.P.) = out of print.

For reference

* G. Breton, A Short History of French Literature (Penguin).
* A. Blunt, Art and Architecture in France 1500–1700 (Penguin).
* M. Hazard, The European Mind (Penguin).
* D. Ogilvie, Europe in the Seventeenth Century (Black).nn
* D. Pennington, Seventeenth-Century Europe (Longmans).
* J. W. Stoye, Europe Unfolding, 1648–1818 (Fontana).

Candidates may also find a Susset Tape (published by E.P., Ltd Wakefield) on Louis XIV and France in the seventeenth century helpful.

20. Bismarck and German Unification, 1848–71

Candidates should have a knowledge of the diplomacy, politics and economics of unification from 1848 to its final achievement in 1871. This will involve an analysis of Bismarck’s motives, of the failure of Austrian initiatives and of the role of economic factors in the process of unification. It will also involve both an analysis of the domestic pressures for unification, the attitudes of German liberals, Catholics and the Southern states, and Bismarck’s response to these pressures, in particular his domestic policies toward liberals and the labour movement.

Recommended reading

Documents

* W. M. Simon, Germany in the Age of Bismarck (Allen and Unwin, Historical Problems).

General works

* W. N. Medlicott, Bismarck and Modern Germany (Teach Yourself History Library, London 1965).

* Available in paperback.
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 also 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 reading
Documents
* M. Gilbert, ed., Britain and Germany between the Wars, especially pp. 22–54 (Longmans).

General Booklist
* Lord Avon, Facing the Dictators (Cassell).
* K. D. Bracher, German Dictatorship (Penguin).
* W. Carr, Arms, Autarky and Aggression (Arnold).
* G. N. Calthorpe-Hardy, A Short History of International Affairs (O.U.P.).
* M. Gilbert, The Roots of Appeasement (Weidenfeld and Nicolson).
* M. Gilbert and R. Gott, The Appeasers (Weidenfeld and Nicolson).
* H. R. Kedward, Fascism in Western Europe, 1900–1945 (Blackie) or *Paul M. Hayes, Fascism (Allen and Unwin).
* W. N. Medlicott, The Coming of War in 1939 (Historical Association pamphlet).
* R. Nicholl, Hitler’s War Aims (Deutsch, 2 vols., 1973–4).
* F. G. Robbins, Munich, 1938 (Cassell).
* E. M. Robertson, Hitler’s Pre-war Policy and Military Plans, 1933–39 (Longmans).
* E. M. Robertson, Mussolini as Empire-Builder (Macmillan).
* D. C. Watt, Too Serious a Business (Temple Smith).
* E. Wiskemann, The Rome-Berlin Axis (Fontana).

* Available in paperback.

22. Emancipation and its Results in the British West Indies, 1833–1860
(Continental Centre only)

Modern Writings:
* R. R. Madden, A Twelve Months’ Residence in the West Indies (1835), chapters xx, xxxi, xxxii, xxxvi.
* J. Sturge and T. Harvey, The West Indies in 1837 (1838).
* J. A. Thorne and J. H. Kimball, Emancipation in the West Indies (1838).
* W. BURNEY, Observations on the Present Condition of the Island of Trinidad (1842).
* J. M. Philpotts, Jamaica, Its Past and Present State (1848), chapter xi, sections iv and iv; chapter xii, pp. 220–38; chapter xv, sections ii and iii.
* J. H. Hinton, Memoir of William Knibb (1847), chapters xii, xiii, xv, xvi, xx.
* Earl Grey, The Colonial Policy of Lord John Russell’s Administration (1853).
* J. Davie, The West Indies Before and Since Slave Emancipation (1854).
* W. G. Sewell, The Ordeal of Free Labour in the British West Indies (1861).

Later histories
* F. R. Augier and S. C. Gordon, Sources of West Indian History (Longmans, 1962).
* W. L. Burn, Emancipation and Apprenticeship in the British West Indies (Cape, 1937).
* Cambridge History of the British Empire, volume ii, chapters v, vi, vii, viii, xx; volume iii, chapter xix.
* Norman E. Cameron, 150 Years of Education in Guyana.
* Gertrude Carnmichael, The History of Trinidad and Tobago (Redman, 1961), chapters 13–16.
* J. Carter (Compiler), Education in Jamaica, A Brief Outline.

* Available in paperback.
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Gisela Eisinger, Jamaica 1830–1930: A Study in Economic Growth (Manchester, 1961), part ii.
Elsa V. Goveia, A Study on the Historiography of the British West Indies to the End of the 19th Century (Mexico, 1956).
Bruce Hamilton, Barbados and the Confederation Question (Crown Agents, 1956).
K. O. Lawrence, Immigration to the West Indies in the 19th century, Anton V. Long, Jamaica and the New Order 1827–1874 (Jamaica, 1956).
W. L. Matheson, British Slavery and its Abolition 1823–38 (Longmans, 1926).
W. L. Matheson, British Slave Emancipation 1838–1849 (Longmans, 1932).
W. L. Mathieson, The Sugar Colonies and Governor Eyre 1849–1866 (Longmans, 1936).
George R. Mellor, British Imperial Trusteeship 1873–1950 (Faber, 1951).
James Rodway, Guiana: British, Dutch, and French (T. F. Unwin, 1912).
Eric Williams, History of the People of Trinidad and Tobago (P.N.M. Publishing Co. Ltd, 1962).
Eric Williams, British Historians and the West Indies (P.N.M. Publishing Co. Ltd., 1964).
Hume Wrong, Government of the West Indies (Oxford, 1923), chapters iii and iv.

Pamphlets:
Inez Sibley, The Baptists in Jamaica.
Extra Mural Dept., U.W.I. (Compiler), Emancipation and Apprenticeship
Extra Mural Dept., U.W.I. (Compiler), Slavery and the Plantation System.

Articles may be found in the following journals:
The Jamaican Historical Review
The Journal of Caribbean History
The Journal of Negro History
Caribbean Quarterly (old copies)
Social and Economic Review
The Jamaica Journal

23. Art (Historical and Critical):
See Subject Syllabus SS14, Paper 9300/7

HISTORY PROJECT SCHEME

(HOME CENTRES ONLY)

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 project to be undertaken by each student, together with an outline of each scheme of work and a bibliography, must be submitted not later than 1 May 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 projects will be sent to schools not later than early July.
(c) A completed entry form for each school which will be issued with the general entry forms for all subjects, must be submitted not later than 20 January in the year of the examination.
(d) The projects must be despatched to the examiners during the last week of March in the year of examination.
(e) The teacher must certify that, except for guidance as indicated in 4 below, the project is the unaided work of the candidate and has not previously been submitted for examination.
(f) Normally candidates will be interviewed by an examiner during May in the year of examination, and any original notebooks or files must be brought to this interview.
(g) 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.

3. Titles of projects
Projects 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. Projects 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.

A Report on Projects written in recent years, with examiners' comments, is available on application.

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 loose-leaf 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 project 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 Selection of Topics and Presentation of Projects 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 a History Project will also offer at least two written papers as prescribed in the Regulations.
   A grading on the scale 1 to 9 will be awarded for each History Project and will be issued with the results in the other History papers. Candidates who are awarded a Grade 6 or better for the Project receive bonus marks; the latter are added to the candidate’s aggregate marks for the subject which largely determine the subject grade. The bonus will usually be added only where the candidate has gained Grade E or better in the written papers. In no case will the subject grade be reduced because of work submitted as a History Project.

8. Return of work
   The essays 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 on the Selection of Topics and Presentation of Projects before entering for the examination.