A Level

History

Session: 2000
Type: Syllabus
Code: 9020

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History (including the Cambridge History Project)
9020, 9022, 9444

2000
former Cambridge UCLES syllabuses

Advanced Level
Syllabus
Subject 9020

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.

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). 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, 1603-1832
Paper 4: English History, 1783-1974
Paper 5: English History, 1450-1974*
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 14: European History, 1450-1973*
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.
2. Entry Requirements
(a) Candidates must enter for two papers. Candidates 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.

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. 42.

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 significantly overlapping with the content specification of the document-based Topic from which they have attempted a question. 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

- **English History (Group A)**
  - The Reign of Henry III (Paper 9020/1)  
  - Aspects of the Reign of Henry VIII (Paper 9020/2)
  - The English Civil War (Papers 9020/2, 9020/3)
  - Britain and the American Colonies (Paper 9020/3)
  - The Age of Reform, 1832-46 (Paper 9020/4)
  - City and Society, c. 1840-c. 1880* (Paper 9020/4)
  - The Edwardian Age, 1901-1914 (Paper 9020/4)
  - Economy and Society in Britain, 1919-1939* (Paper 9020/4)

- **European and World History (Group B)**
  - The Crusades (Paper 9020/10)
  - The Protestant Reformation 1517-63 (Papers 9020/10, 9020/11)
  - Louis XIV (Papers 9020/11, 9020/12)
  - France 1787-1799 (Papers 9020/12, 9020/13)
  - The Unification of Germany (Paper 9020/13)
  - Hitler and Germany (Paper 9020/13)
  - The Origins of the Cold War (Paper 9020/15)
  - Sectional Conflict in the United States (Paper 9020/7)

- **Paper 21: The Normans in England, c. 1051-1100**
- **Paper 17: Mid-Tudor Crises, 1529-69**
- **Paper 18: British Society, 1815-50**

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*These topics will also be included in Paper 9020/6. The Social and Economic History of Britain c. 1815-c.1980.
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Special Subjects (Groups C and D)

Papers 16-18, 21. 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.

9444/0 Special Paper

Candidates may be entered for the Special Paper whether or not they have been entered for the A Level syllabus.

The Special Paper is designed to test the ability of candidates to use in an informed and intelligent way the historical knowledge and the historical ways of thought which they should have acquired from their work for their A Level course and from their general historical reading.

A total of 16 general questions will be set, accessible to candidates whichever periods they have studied. Candidates will be required to answer three questions in 2½ hours.

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, OCR has published its own and these are 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.

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 Barional Plan of Reform and the reform movement itself.

It covers:
1. the minority of Henry III: William the Marshal 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, barional reaction, church/state relations – Bishop Grosseteste and ideological conflict;
3. foreign policy and the Sicilian venture;
4. the growth of barional 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
M. Parkinson, Documents on Henry III (published by OCR for this topic and available from the Publications Department)

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. Treherne and I. J. Sanders, Documents of the Barional Movement of Reforms and Rebellion (1973)

Secondary Works Useful for Teachers
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 policy?’ (History, 1968)
* M. T. Clanchy, From Memory to Written Record (1987)
D. Crouch, William the Marshal (Longman, 1990)
* J. Gillingham, The Angevin Empire (1983)
A. Gransden, Historical Writing in England, c. 550-c.1307
J. R. Maddicott, Magna Carta and the Local Community (Past and Present 1984)
J. R. Maddicott, Simon de Montfort (CUP, 1996)
F. M. Powicke, The Thirteenth Century (1953)
F. M. Powicke, Henry III and the Lord Edward (1948)
* W. L. Warren, King John (2nd ed., Eyre Methuen, 1978)
* Available in paperback.
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 1530s.

Recommended Collections of Documents
* M. D. Palmer, *Henry VIII* (Longman Seminar Studies)

Other Collections of Primary Sources
* A. Fletcher, *Tudor Revolutions* (Longman Seminar Studies, 1983)
* C. H. Williams, *English Historical Documents, 1485-1558* (Eyre and Spottiswoode, 1971)

Secondary Works Useful for Teachers
* A. G. Dickens, *The English Reformation* (Fontana, 1967)
* J. Guy, *The Tudor Monarchy* (Arnold, 1997)
* D. M. Loades, *Politics and the Nation, 1450-1660* (Fontana, 1974)
  J. J. Scarsbrick, *Henry VIII* (Eyre and Spottiswoode, 1968)
* A. G. R. Smith, *The Emergence of a Nation State, 1529-1660* (Longman, 1984)
* P. Williams, *The Tudor Regime* (O.U.P., 1979)
* J. Youngs, *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

Other Collections of Primary Sources
* S. R. Gardiner, *Constitutional Documents of the Puritan Revolution, 1625-60* (O.U.P., 1906), (O.P)

Secondary Works Useful for Teachers
The literature available is extensive. The following is a selection:

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

**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 Collections 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 OCR for this topic and available from the Publications Department)

**Other Collections of Primary Sources**


M. Jenson (ed.), *English Historical Documents, vol. IX, American Colonial Documents to 1776* (Eyre and Spottiswoode, 1957)

**Secondary Works Useful for Teachers**

C. Hibbert, *Redcoats and Rebels* (Grafton, 1990)
I. R. Christie and B. W. Labarre, *Empire or Independence 1760-1776* (Arnold)
* P. Wells, *The American War of Independence* (Arnold)

**The Age of Reform, 1832-1846**

This topic is concerned with the period of reform which covers the years from the 1832 Reform Act to the repeal of the Corn Laws in 1846. Reform should be interpreted broadly as the subjects chosen for examination questions will be drawn from the political, economic and social aspects of the period. An awareness of the immediate background to the period is expected.
The topic will require knowledge of the following:

The 1832 Reform Act and its consequences (including Chartism to 1848); the abolition of slavery; the Poor Law Amendment Act; factory reform; municipal reform; education reform; attitudes of the different parties and classes to reform; the elections of 1837 and 1841; the Anti-Corn Law League and the repeal of the Corn Laws; reform of the Church of England; the Oxford Movement; financial and economic reform under Peel.

Candidates will need to be familiar with the varying and changing ideas which underlay the debates of the times concerning these aspects.

**Recommended Collection of Documents**

* V. Brendon, *The Age of Reform 1820-1850* (Hodder Headline, 1994)

**Collections of Primary Sources**

* R. Brown and C. Daniels, *Nineteenth Century Britain* (Macmillan Documents and Debates, 1983)
* E. Midwinter, *Nineteenth Century Education* (Longman Seminar Studies, 1970)
* D. G. Wright, *Democracy and Reform 1815-85* (Longman Seminar Studies, 1970)

**Secondary Works Useful for Teachers**

* 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)

**City and Society, c. 1840-c. 1880**

This topic focuses on three main aspects of social and economic development within an urban context during the period c. 1840-c. 1880, namely public health and housing, poverty and crime. An awareness of the general historical context of the period is expected.

The topic will require knowledge of the following:

Public health and housing problems in the urban environment; central and local responses to these problems. The causes and extent of urban poverty; the workings at national and local levels of the New Poor Law; reactions towards the Poor Law’s implementation. Factors affecting the incidence of crime; the varying nature of criminal activity; the criminal classes; developments in policing and the penal system.

Candidates will need to be familiar with the varying and changing ideas which underlay the debates of the times concerning these aspects.

**Recommended Collections of Documents**

* R. Brown and C. Daniels, *Nineteenth Century Britain* (Macmillan Documents and Debates, 1983)

* Available in paperback.
B. W. Clapp, *Documents in English Economic History* (Bell, 1976)
P. Lane, *Documents on British Economic and Social History 1750-1850* (Macmillan, 1968)
* E. Pike, *Human Documents of the Industrial Revolution in Britain* (Unwin, 1966)
* N. Tonge and Quincey, *British Economic and Social History 1800-1900: Documents and Debates* (Macmillan, 1985)

**Secondary Works Useful for Teachers**
* A. Digby, *The Poor Law in Nineteenth-Century England and Wales* (Historical Association)
* E. Gauldie, *Cruel Habitations* (Unwin, 1974)
D. Fraser, *The New Poor Law in the Nineteenth Century* (Macmillan, 1976)
G. Himmelfarb, *The Idea of Poverty* (Faber, 1984)
D. J. V. Jones, *Crime in Nineteenth Century Wales* (University of Wales, 1992)
F. B. Smith, *The People's Health* (Croom Helm, 1979)
* G. Sullivan, *Elementary Education in the Nineteenth Century* (Historical Association, 1971)
J. J. Tobias, *Crime and Industrial Society in Britain* (Pelican, 1979)

**General Textbooks**
* G. Best, *Mid Victorian Britain* (Weidenfeld & Nicolson, 1971)

**The Edwardian Age 1901-1914**

Questions on this topic will be centred on the domestic history of Britain from 1901 to 1914. An awareness of the immediate background to the period is expected.

The topic will require knowledge of the following:

Social Reform, including education, old age pensions, national insurance and the ‘children’s charter’. Labour Party and trade unions including for example the Taff Vale judgement and syndicalism. Political and economic issues, including for example, female suffrage, the 1911 Parliament Act, Tariff Reform, the 1909 Budget, Army and Navy Reforms. Party politics including the decline of the Conservatives, and rise of Labour and the New Liberalism, Irish affairs, including for example the third Home Rule Bill, Ulster.

Questions will only be set on foreign and imperial affairs in so far as they impinge upon domestic politics such as the Empire and Tariff Reform, the financing of the Naval Race.

Candidates will need to be familiar with the varying and changing ideas which underlay debates of the times concerning these aspects.

* Available in paperback.
Recommended Collection of Documents
* V. Brendon, *The Edwardian Age* (Hodder and Stoughton, 1996)

Collections of Primary Sources
* W. D. Handeck (ed.), *English Historical Documents Vol xi* (2) 1874-1914 (Eyre, 1977)

Secondary Works Useful for Teachers
* D. G. Boyce, *The Irish Question in British Politics 1868-1986 (British History in Perspective)* (Macmillan, 1988)
* M. Pugh, *Lloyd George (Profiles in Power)* (Longman, 1988)

Economy and Society in Britain, 1919-1939
This topic is concerned with changes both in the economy of inter-war Britain and in the lives of different sections of the population, and with government economic and social policy during the period. An awareness of the general historical context of the period is expected.

The topic will require knowledge of the following:

The immediate post-war aspirations and social and educational policy initiatives; and the impact on these aspirations and policies of subsequent economic difficulties. Particular attention should be given to the contrasting experiences of the time; the depressed industries and regions, the extent of poverty, government responses in the form of regional and transference policies, benefits and doles, reactions to unemployment; growth industries and prosperous areas; rising real incomes, improvements in housing, developments in education provision, changing patterns of transport, new consumer goods and services, changes in and expansion of leisure activities. Health policy and changing patterns of population. Developments in communications and the mass media.

Candidates will need to be familiar with the varying and changing ideas which underlay debates of the times concerning these aspects.

Recommended Collections of Documents
* S. Constantine, *Unemployment in Britain Between the Wars* (Longman, 1980)
* J. Stevenson (ed.), *Social Conditions in Britain Between the Wars* (Penguin, 1977)

Contemporary Writers

Secondary Works Useful for Teachers

* Available in paperback. (O.P.) = Out of Print
* S. Constantine, Social Conditions in Britain, 1918-1939 (Methuen, 1983)
* M. A. Crowther, Social Policy in Britain, 1914-1939 (Macmillan, 1988)
  J. Hurt, Education in Evolution (Paladin, 1972)
  J. Lawson and H. Silvera, A Social History of Education in England (Methuen, 1973)
* C. L. Mowat, Britain Between the Wars (Methuen U.P., 1978)
* B. Simon, The Politics of Educational Reform, 1920-1940 (Lawrence & Wishart, 1974)
* J. Stevenson, British Society, 1914-1945 (Pelican, 1984)
* J. Stevenson and C. Cook, The Slump: Society and Politics During the Depression (Quartet, 1970)

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


Secondary Works Useful for Teachers

C. N. L. Brooke, Europe in the Central Middle Ages, 962-1154 (Longman, 1964, paperback ed. reprinted 1987)

N. Cohn, The Pursuit of the Millenium (Paladin, paperback ed. 1970)


* Available in paperback.
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E. Siberry, Criticism of Crusading 1095-1274 (O. U. P., 1985)

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

Sources
K. Fenwick, The Third Crusade (Folio Society, 1958)

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 need to be understood.

Recommended Collections of Documents
* A. Johnston, The Protestant Reformation in Europe (Longman Seminar Studies, 1992)
* P. Johnston and B. Scribner, The Reformation in Germany and Switzerland (Cambridge, 1993)
* W. G. Naphy, Documents on the Continental Reformation (Macmillan, 1996)
* G. R. Potter and M. Greengrass, John Calvin (E. Arnold, 1983)
* E. G. Rupp and B. Drewery, Martin Luther (E. Arnold, 1970)

R. Williams, Documents on the Protestant Reformation, 1517–1563 (published by OCR for this topic and available from the Publications Department)

Secondary Works Useful for Teachers
W. J. Bowsm, John Calvin (OUP, 1988)
* E. Cameron, The European Reformation (OUP, 1991)
* 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)
* M. D. W. Jones, The Counter Reformation (CUP, 1996)
* 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)

* Available in paperback.
* K. Randell, Luther and the German Reformation (Hodder and Stoughton, 1989) – for students
* B. M. G. Reardon, Religious Thought in the Reformation (Longman, 1981)

**Louis XIV 1661-1715**

This topic concentrates on internal developments in France during the majority of Louis XIV. Foreign policy and warfare will be explained 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)

**Secondary Works Useful for Teachers**

* G. M. Best, Seventeenth Century France (Macmillan, 1982)
* R. Briggs, France 1560–1715 (O.U.P., 1977)
* P. R. Campbell, Louis XIV (Longman, 1993)
* 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)
* D. Pennington, Seventeenth Century France (Longman, 1969)
* J. H. Shennan, Louis XIV (Lancaster Pamphlet, 1986)
* D. Smith, Louis XIV (Cambridge, 1992)

**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 Collections of Documents**

* G. Bremond and S. Flaissier, (eds.), The French Revolution (Secker and Warburg, 1962)
* D. G. Wright, Revolution and Terror in France 1798-1795 (Longman Seminar Studies, 1977)

**Secondary Works for Teachers**

* M. Bouloiseau, The Jacobian Republic 1792–1794 (C.U.P., 1985)
* P. Burley, Witness to the Revolution (Weidenfeld and Nicolson, 1989)

* Available in paperback. (O.P.) – Out of Print
HISTORY

F. L. Ford, Europe, 1780-1830 (Longman, 1977)
* A. Forrest, The French Revolution (Blackwell, 1995)
N. Hampson, Robespierre (Duckworth, 1976)
* R. B. Jones, French Revolution (Hodder and Stoughton, 1978)
G. Lefevre, Napoleon (2 vols.) (Columbia U.P., 1969)
* G. Lewis, The French Revolution (Routledge, 1993)
* G. Rude, The French Revolution (Weidenfeld and Nicolson, 1988)
G. Rude, Revolutionary Europe (Fontana/Collins, 1964)
* D. M. G. Sutherland, France 1789-1815: Revolution and Counter-Revolution (Fontana, 1985)
* 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)

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)
T. S. Hamerow, The Age of Bismarck (Harper and Rowe, 1973)
* D. Hargreaves, Bismarck and the Unification of Germany (Macmillan, 1992)
W. N. Medlicott and D. K. Coveney, 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)
C. Lodge, From Confederation to Empire: Germany 1848-1914 (Arnold, 1996)
W. G. Shrevees, 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. Stiles, The Unification of Germany, 1815-90 (Hodder and Stoughton, 1989)

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.

* Available in paperback.
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

Secondary Works Useful for Teachers
* D. F. Crew (ed.), *Nazism and German Society 1933–1945* (Routledge, 1994)
* 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)
* W. Simpson, *Hitler and Germany* (CUP, 1995)
* J. P. Stern, *Hitler: The Fuhrer and the People* (Fontana, 1984)
* N. Stone, *Hitler* (Coronet, 1983)

Syllabuses for papers in Subject 9020

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. At least two additional questions will be set which may be drawn from any part of the syllabus.

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 III; relations with Denmark; the establishment and organisation of the Anglo-Danish kingdom.


* Available in paperback.
10. *Norman art, 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; Barons' plan of reform; the Barons' war; Simon de Montfort; constitutional developments.


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 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.


**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.


6. *The Mid-Tudor Monarchy.* Edward VI; Somerset and Northumberland. Mary I. Relations with Scotland, France and Spain, 1547-58.


Section B: 1558-1603 (Four Questions)

Section C: 1603-1660 (Six Questions)
15. Cultural and Intellectual Developments. The theatre. Continuity and change in literature, music, architecture and the visual arts. The scientific revolution; Bacon. Witchcraft persecution.

Section D: 1660-1714 (Five Questions)
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.

Paper 9020/3 English History, 1603-1832
Candidates must answer one document-based question (The English Civil War or Britain and the American Colonies) and any three essay questions. At least one question will be set on each of the stated topics.

Section A: 1603-1660 (Six Questions)

Section B: 1660-1714 (Five Questions)
6. 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.


Section C: 1714-1783 (Eight Questions)


9. 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.


Section D: 1783-1832 (Five Questions)


16. 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.

17. 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 1783-1974
Candidates must answer one document-based question (The Age of Reform 1832-1846 or City and Society c. 1840- c. 1880 or the Edwardian Age 1901-1914 or Economy and Society in Britain 1919-1939) 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.


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.

Section B: 1830-1914 (Ten Questions)


11. 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: 1914-74 (Nine Questions)


18. Foreign and Imperial Affairs, 1945-74. 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. Britain and the EEC.


Paper 9020/5 English History, 1450-1974

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 The Social and Economic History of Britain, c. 1815-c. 1980

In studying the syllabus candidates will be expected to have some understanding of the background to British Social and Economic History before 1815 and to have studied the general historical background of the period after 1815.
Candidates must answer four questions; one document-based question (either City and Society c. 1840-c. 1880 or Economy and Society in Britain, 1919-1939) and three essay questions. There will be no fewer than 18 essay questions in all. At least one question will be set on each of the stated topics.

1. **The making of an industrial society**
   Innovations and inventions, sources of capital and opportunities for investment, early industrial entrepreneurs; the factory system and the creation of a disciplined labour force.

2. **Social Conditions to c. 1850**
   Population changes – birth and death rates; internal and external migration; the Malthusian debate; the standard of living debate; commentators on the new industrial society – Nassau Senior, Andrew Ure, Frederich Engels and Robert Owen. The Condition of England question.

3. **The expanding economy to c. 1870**
   The basis of mid-Victorian prosperity; general technological advance, coal, steel and textile industries, 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.

4. **Agriculture c. 1815-1914**
   Problems and developments in agriculture; the opposition to the Corn Law and effects of Repeal. The ‘Golden Age’. The impact of technological change. The ‘Great Depression’ debate. The impact on rural society of changes in agriculture.

5. **Transport c. 1815-1914**
   Change and continuity in transport; the operation of the canals; road provision. The development of railways and Railway Mania. Pioneers in transport – the Stephenson, Hudson, Brunel; the development of the transport network to the eve of the First World War and the impact of change on British society.

6. **National and local initiatives in social reform c. 1815-1914**
   Provision for the poor during this period; working conditions and legislation about the workplace; public health and medical provision. Education reform. Changing attitudes to social legislation. The beginnings of the Welfare State.

7. **Urban Growth c. 1815-1914**

8. **The Labour Movement to c. 1914**
   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; Chartism; the extension of democracy and the beginnings of working-class political representation; radical movements.

9. **The Social Structure and Trends to c. 1914**
   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 beginning of family limitation; the status of women; religious movements; the emergence of the mass circulation newspaper.

10. **Industrial trends c. 1870-1914**
    The development of topics in paragraph 3 as well as the growing impact of foreign competition; problems of British industry; changes in the balance of payments and in patterns of overseas trade and investment; movements in prices and wages; Tariff Reform.

11. **Economic trends c. 1914-1939**
    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; the 1931 crisis and the Depression, changes in industry and agriculture.
12. Social conditions c. 1914-1980
   Population changes; patterns of migration within Britain; changes in the nature of the family and the
   role and status of women; living standards; education reform and the effects of the extension of
   educational provision; changing types of employment; unemployment; leisure; the mass media and
   mass entertainment. Immigration and the development of a multi-cultural society. Changes in patterns
   of religious observance.

13. Urban and Rural Change c. 1914-1980
   Changes in urban and rural communities. The impact of electricity and of the motor vehicle; changes
   in communications; distressed areas during the 1930s and urban decay since 1945; housing policy;
   town and country planning; New Towns.

   Organised labour during the two World Wars; labour disputes between the wars; the evolving pattern
   of labour legislation; the development of trade union power; labour relations and industrial conflict and
   co-operation after 1945.

15. Economic trends after 1939
   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 economic background to the effects of membership of the EEC.

16. 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; changing attitudes to its operation.

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.)


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

Other Collections of Primary Sources


  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)

* Available in paperback. (O. P.) = Out of Print
* KENNETH M. STAMPP, *And the War Came: The North and the Secession Crisis* (University of Chicago Press, 1964)

**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*

2. *The Federalist Era 1789-1801*

3. *Jeffersonian Republicanism 1801-24*

4. *Era of Jackson 1824-44*

5. *America on the Move 1815-60*

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

9. Civil War 1861-5

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

12. Passing of the Frontier 1865-90


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

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

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

21. United States and World War II

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. At least two additional questions will be set which may be drawn from any part of the syllabus.

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 Saxon 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 Hohenstaufen 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; (b) Sicily in the twelfth century; contacts between Moslem and Christian cultures; (c) 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 century; 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)**


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.


7. **Russia,** 1462-1584. Internal and external developments under Ivan III, Vassili III, Ivan IV.


Section B (Five Questions)


Section C (Eleven Questions)

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.


18. *Brandenburg-Prussia, 1640-1713*. Condition in 1640. Frederick William, the Great Elector, foreign and domestic policies. Frederick I.


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)

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.


5. *Brandenburg-Prussia, 1640-1713*. Condition in 1640. Frederick William, the Great Elector, foreign and domestic policies. Frederick I.


**Section B (Seven Questions)**


14. *Prussia,* 1713-1786. Frederick William I. Frederick II.


**Section C (Five Questions)**

17. *The Enlightenment.* Political philosophy; science; literature; the arts. Religion; the Catholic Church.


**Paper 9020/13 European History, 1789-1973**

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)**


5. *France,* 1815-1848. The structure and policies of the Bourbon and Orleanist monarchies. The revolutions of 1830 and 1848. Social and economic conditions.


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)


13. *Imperialism to 1914.* Causes, nature and effects on Europe of European overseas expansion.


Section C (Eleven Questions)


27. *Post-War (Western) Europe.* France, the Fourth Republic. de Gaulle. West Germany. Italy. Economic and political developments. Decolonisation. Economic and political integration. Growth of international western European agencies. Relations with the U.S.A.


**Paper 9020/14 European History, 1450-1973**

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


Other Collections of Primary Sources


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)
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)
A. Gromyko, Memories (Arrow, 1990)
A. Grossner, The Western Alliance (Continuum, 1980)
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)

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)

Outline Syllabus

Candidates will be asked to answer at least 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 subthemes 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.

* Available in paperback.
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 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

B. USSR – CHINA

C. CHINA – USA
Post-Korea 'Warm war': Formosa, off-shore island; 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-blocks 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. EU, 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, Goia 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 Union as economic and political organisation of industrial and wealthy states, including the effect on the Union of expansion to embrace poorer states (e.g. Greece and Ireland) and the associated agreements concluded between the Union 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 9020/16-21**

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.
(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.

Recommended Collections of Documents
D. Walker, The Normans in England (Published by OCR, and available on request from the History Subject Officer).
R. Allen Brown, The Norman Conquest

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.]

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

Works Central to the Theme
* F. Barlow, Edward the Confessor (Eyre and Spottiswoode, 1979)
* G. W. S. Barrow, Feudal Britain; chapters i-x, vii (Arnold, 1956)
* R. A. Brown, The Origins of English Feudalism (George Allen and Unwin, 1973)
* D. C. Douglas, William the Conqueror (Eyre and Spottiswoode, 1977)
* B. Golding, Conquest and Colonisation: The Normans in Britain (1994)
* D. Knowles, Monastic Order in England, chapters vi-x (C.U.P., 1979)
* H. R. Lyon, 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)
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.
D. Walker, The Normans in Britain (Historical Association Studies) (Blackwell, 1995)

* Available in paperback.
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.


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


D. G. J. Ranfurly, ‘Earl Godwine of Wessex: the origins of his power and his political loyalties’, *History*, vol. 74 (1989), pp. 3-19


**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, *The Norman Fate* (Eyre Methuen, 1976)


J. C. Holt (ed.), *Domesday Studies* (Boydell, 1987)

P. Sawyer (ed.), *Domesday Book: a Reassessment* (Arnold, 1985)


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


Other Collections of Primary Sources

* C. H. Williams (ed.), *English Historical Documents 1485-1558* (Eyre and Spottiswoode, 1971)

Works Central to the Theme

* S. T. Bindoff, *Kett's Rebellion* (Historical Association Pamphlet, 1949)
* C. Cross, *Church and People, 1450-1660* (Fontana, 1976)
* 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

* M. E. James, 'Obedience and Dissent in Henrican England: The Lincolnshire Rebellion, 1536', *Past and Present*, vol. 48 (August 1970), pp. 3-78
* C. S. L. Davies, 'The Pilgrimage of Grace Reconsidered', *Past and Present*, vol. 41 (December, 1968), pp. 54-76

Works Which May Be Consulted for Background Reading and Reference

* A. G. Dickens, *The English Reformation* (Fontana, 1967)
* M. James, *Family, Lineage and Civil Society* (O.U.P., 1974)

* Available in paperback. (O.P.) = Out of Print
D. M. Palliser, *The Age of Elizabeth* (Longman, 1983)
J. J. Scarisbrick, *Henry VIII* (Eyre and Spottiswoode, 1968)
A. G. R. Smith, *The Emergence of a Nation State* (Longman, 1984)
J. Thirsk, *Tudor Enclosures* (Historical Association Pamphlet, 1959)
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**

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, *Desolation 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 question 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**


**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)

* Available in paperback. (O. P.) = Out of Print
* 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)
  G. M. Young and W. D. Handcock, *English Historical Documents*, vol. XXII, 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)
* 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)
* L. James, *Print and the People* (Peregrine, 1978)
* D. Jones, *Chartism and the Chartists* (Allen Lane, 1975)
* F. C. Mather, *Chartism* (Historical Association pamphlet, G, 61, 1965)
* E. Royle and J. Walvin, *English Radicals and Reformers, 1760-1848* (Harvester, 1982)
* B. Simon, *The Two Nations and the Educational Structure, 1780-1870* (Lawrence and Wishart, 1974)
* 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)
* D. G. Wright, *Democracy and Reform, 1815-1885* (Longman, 1970)

**Works Which May Be Consulted for Background Reading and Reference**
  A. Briggs, *The Age of Improvement* (Longman, 1959)
  A. Briggs (ed.), *Chartist Studies* (Macmillan), (O.P.)

* Available in paperback.  (O.P.) = Out of Print.
G. D. H. Cole, *Chartist Portraits* (Macmillan), (O.P.)
* 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
* E. J. Hobsbawm, *Labouring Men* (Weidenfeld and Nicholson, 1968), see essays on Methodism and
  Standard of Living
* E. Midwinter, *Victorian Social Reform* (Longman, 1968)
  S. Pollard and J. Salt, *Robert Owen, Prophet of the Poor* (Macmillan), (O.P.)
  (Dawson, 1979)
  S. A. Weaver, *John Fielden and the politics of popular radicalism 1832-1847* (Open University Press,
  1987)

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

**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**
* M. Gilbert (ed.), *Britain and Germany between the Wars*, (Longman, 1976), especially pp. 23-154 (O.P.)
* W. Simpson, *Hitler and Germany* (Cambridge, 1991)
* N. Rothnie, *National Socialism in Germany* (Macmillan, 1984)

**Works Central to the Theme**
  Lord Avon, *Facing the Dictators* (Cassell, 1960)
  M. Gilbert, *The Roots of Appeasement* (Weidenfeld and Nicolson, 1966)

* Available in paperback. (O.P.) = Out of Print
* R. Lamb, *The Drift to War* (Bloomsbury, 1989)
* W. N. Medlicott, *The Coming of War in 1939* (Historical Association pamphlet, 1963)
K. Middlemas, *Diplomacy of Illusion* (Weidenfeld and Nicolson, 1972)
* W. R. Rock, *British Appeasement in the 1930s* (Edward Arnold, 1976)
* D. Williamson, *War and Peace* (Hodder and Stoughton, 1994)
* 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)
* A. Cассels, *Fascist Italy* (Routledge, 1969)
* D. F. Crew (ed.), *Nazism and German Society 1933-1945* (Routledge, 1994)
K. Hildebrand, *The Foreign Policy of the Third Reich* (Batsford, 1973)
W. M. Jordan, *Great Britain, France and the German Problem* (Cass, 1971)
I. Kershaw, *The Nazi Dictatorship* (Edward Arnold, 1985)
* G. Martel (ed.), *Modern Germany Reconsidered, 1870-1945* (Routledge, 1992)
* C. L. Mowat, *Britain between the Wars, 1918-40* (Methuen, 1955)
P. Neville, *Neville Chamberlain: A Study in Failure?* (Hodder and Stoughton, 1992)
P. A. Reynolds, *British Foreign Policy in the Inter-war Years* (Longman, 1954)

* Available in paperback.