

GCE



Revised GCE
Teacher Guidance
History

A2 Unit 1: Change Over Time
Guidance for Teaching Options 1-5

For first teaching from September 2016
For first award of AS Level in Summer 2017
For first award of A Level in Summer 2018

Option 1: Crown and Parliament in England 1625–1714

Additional Guidance

Overview and approach

This option focuses on the changing relationship between Crown and Parliament in England between 1625 and 1714. It will explore the growing power of Parliament and the extent to which the period saw the creation of a constitutional monarchy. While a chronological analysis reveals ‘change over time’, there are certain periods when the power and position of Parliament grows significantly and others when it makes little progress or actually loses influence. The changes in the relationship between Crown and Parliament were often shaped by the personality, beliefs and policies of the monarch.

This option also explores the changing power and position of the Crown. A study will be made of the impact of each monarch’s reign and the pivotal events in the period as a whole. A number of possible themes are listed below to help students understand why the relationship between Crown and Parliament was characterised by conflict at particular times and co-operation of others.

Students should be aware of the changing powers and prerogatives of the Crown and the events in this period which weakened or, at times, strengthened the power and position of the monarchy.

Possible themes to be explored

- The impact of economic issues and the financial policies of the monarch;
- The impact of religion on the relationship between Crown and Parliament;
- The impact of the foreign policies of the monarch;
- Turning points in the period, such as the execution of King Charles I;
- The relative importance of the personality, beliefs and actions of individual monarchs;
- The extent to which the period saw a gradual, inexorable rise in the power and position of Parliament.

This document has been designed to inform the planning and teaching for this option; it does not replace the specification content and is neither prescriptive nor exhaustive.

Option 2: Ireland Under the Union 1800–1900

Additional Guidance

Overview and approach

This option focuses on Ireland and its relationship with Great Britain between the Act of Union of 1800 and the end of the nineteenth century. Students examine continuity and change in Ireland itself and in its relationship with the British government, bearing in mind that there were certain periods when the key personalities involved, the governing party at Westminster or factors such as the famine affected developments in Ireland, as well as its relationship with Great Britain. Students should display an awareness of political, economic, social, cultural and religious factors, and an understanding of the ways in which they were inter-connected, in order to fully understand changes and developments in Ireland across the period.

Attention should be paid to the role of key individuals such as Daniel O’Connell, Charles Stewart Parnell, Henry Cooke and Edward Saunderson. In addition, the impact of leading British statesmen such as Wellington, Drummond, Peel and Gladstone should be explored, as well as other factors which influenced developments in Ireland between 1800 and 1900, such as shifts in popular support, the role of the Catholic and Protestant Churches and economic developments. Students should also focus on the successes and failures of political movements and the relevant explanatory factors, as well as assessing the significance of turning points in Ireland during the nineteenth century.

Possible themes to be explored

- The impact of the Act of Union of 1800 and how it affected the relationship between Ireland and Great Britain;
- The motives and methods of those who supported the Union, their aims, the key personalities involved and the differences between Ulster and Southern Unionists;
- The development of constitutional nationalism, its aims, achievements, failures and the role of key individuals;
- The development of revolutionary nationalism, its aims, failures, the role of key individuals and its legacy;
- The development of a distinct cultural nationalism and its aims, successes and failures;
- The role and impact of key British personalities on the relationship between Great Britain and Ireland.

This document has been designed to inform the planning and teaching for this option; it does not replace the specification content and is neither prescriptive nor exhaustive.

Option 3: The Causes and Consequences of Great Power Conflict 1848–1945

Additional Guidance

Overview and approach

Although ‘change over time’ is a clear feature of the period 1848-1945, there are also many examples of continuity. This option demonstrates that, while every war has its own specific origins and causes, there are also common reasons for the outbreak of conflicts. Students taking this option will be required to tease out some of these similarities and differences in establishing the causes of the outbreak of the First and Second World Wars and other major conflicts which took place between 1848 and 1945. While students will not be required to make a detailed study of the failure of the revolutions of 1848 in Germany or the Wars of Unification in the 1860s, they should be aware of the legacy of these events on Germany’s relations with its neighbours after 1871.

Possible themes to be explored

- The responsibility of individual powers for the outbreak of Great Power Conflict;
- The importance of imperialism, both within and outside Europe, in creating discord and tension between the great powers;
- The security concerns of the powers and the impact these had on their foreign policy;
- The role of economic factors in bringing about Great Power Conflict;
- The part played by nationalism in the outbreak of conflicts;
- The role of alliance systems in escalating conflicts;
- The desire of the political elites to reverse what they perceived to be unjust peace treaties;
- The influence of domestic problems on the making of foreign policy decisions.

This document has been designed to inform the planning and teaching for this option; it does not replace the specification content and is neither prescriptive nor exhaustive.

Option 4: The American Presidency 1901–2000

Additional Guidance

Overview and approach

This option charts the evolution of the American presidency during the twentieth century. While a chronological survey reveals ‘change over time’, there are certain periods when the office of president grows significantly in power and authority, and others when it makes little progress or actually loses influence. It is important to bear in mind that the periods of growth in the power of the American presidency do not simply reflect development due to the passage of time but may relate to a particular set of circumstances or to the policies or personality of particular presidents.

Students should consider whether changes in the American presidency in the period 1901-2000 follow any discernible pattern, and whether themes can be identified which exert an important influence on the process of change. A number of possible themes are listed below to help students understand why the office of president experienced rapid change at particular times and under certain presidents and why this growth was not sustained at other times and under different presidents.

Shortly after assuming power in November 1963 following the assassination of John Kennedy, President Lyndon Johnson conferred with his closest aides about his programme for government. He was advised against attempting anything too ambitious and thereby risking failure and damage to his credibility. Johnson’s response was to ask, in exasperation, ‘What the hell’s the presidency for?’ It was a good question then – and it’s a good question now.

Possible themes to be explored

- The impact of war and the role of the president as Commander-in-Chief;
- The impact of the economic climate on presidential power;
- Turning points in the twentieth-century presidency, such as key presidencies;
- The relative importance of presidential personality and policy;
- The scope provided for the growth of presidential power by foreign policy and domestic policy.

This document has been designed to inform the planning and teaching for this option; it does not replace the specification content and is neither prescriptive nor exhaustive.

Option 5: Clash of Ideologies in Europe 1900–2000

Additional Guidance

Overview and approach

This option explores the relationship between the Soviet Union and Western governments in Europe between 1917 and 1991. The term ‘Western governments’ includes the United States, Britain, Germany and France, as well as Italy during the interwar period. While the focus should be on Britain, Germany, France and Italy up to 1945, students should pay particular attention to the profound impact of the United States on the policies of Western governments towards the Soviet Union between 1945 and 1991. The option will trace the main events in the relationship between Communist Russia and Western governments in the period 1917-91, focusing, in particular, on their aims, motives and methods, as well as the degree of success they achieved. Students will not be required to study clashes between the Soviet Union and Western governments outside Europe such as the Korean War, the Cuban missile crisis or the conflict in Afghanistan from 1979 onwards. However, they should be aware of how these events influenced relations between the Soviet Union and Western governments in Europe.

Possible themes to be explored

- The foreign policy aims of the Soviet Union and Western governments in the period 1917-1991 and the extent to which they were achieved;
- The role of individuals in shaping the foreign policy of the Soviet Union and Western governments;
- The extent to which ideology, security and economic considerations shaped the foreign policy of the Soviet Union and Western governments;
- Variations in the relative importance of the different factors which determined the foreign policy of the Soviet Union and Western governments in Europe during particular time periods;
- Continuity and change in the foreign policy of the Soviet Union and Western governments in Europe in the period 1917-1991;
- The extent to which the foreign policy of the Soviet Union and Western governments can be considered to be aggressive or defensive.

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