



**Cambridge Assessment
International Education**

Cambridge
Pre-U

SYLLABUS

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

9769

For centres in the UK

For examination in 2022, 2023 and 2024
Re-sit opportunity only in 2024

This syllabus is regulated for use in England, Wales and Northern Ireland as a Cambridge International Level 3 Pre-U Certificate. QN: 500/4268/3

What has changed in Cambridge International Level 3 Pre-U History (Principal) 9769 for 2022, 2023 and 2024?

The syllabus has been revised for first examination in 2022. You are strongly advised to read the whole syllabus before planning your teaching programme.

Changes to version 2, published February 2020.

This syllabus is available in 2022, 2023 and 2024. The June 2024 series is a re-sit opportunity only.

Changes to overall assessment

- The assessment objectives (AOs) and their weightings have been revised to reflect more clearly the integrated nature of what is assessed. There will now be no AO4, but clear, coherent essay structure will be part of AO2.
- The levels-based mark schemes for all components have been revised.
- The specimen materials have been revised to reflect the changes to the assessment and syllabus content.

Changes to History Outlines Papers 1, 2, 3, 4

- The syllabus content for the Outlines papers has been updated with the following amendments:
 - changes to the content of the topics studied for each paper
 - removal of duplicate content sections that previously appeared in more than one British History Outlines paper or more than one European History Outlines paper
 - rationalisation of the number of Themes sections to remove topics on which questions were rarely answered.
- Instructions on the front cover of each Outlines question paper have been updated for 2022 to remove the previous requirement that candidates answer questions from two sections of the paper. Candidates will now answer **any** three questions on each of the two Outlines papers for which they have studied.
- There will no longer be statements that bar candidates who have entered for a particular Special Subject from answering certain questions on the Outlines papers.
- The maximum number of marks available for each Outlines paper will now be 60 marks (20 marks per essay). The overall weighting of each Outlines paper in the qualification remains at 25 per cent.
- The title of Paper 4 has changed to Aspects of African and Asian History Outlines, c.1750–c.2000.

Changes to Special Subjects Paper 5

- The number of topics of content for each Special Subject has been reduced from six to four and the content within topics has been updated.
- The topics nominated for the document-based exercises on Paper 5 question papers will not be published in advance of the examinations.
- Paper 5 question papers will no longer feature essay questions.
- The document-based exercises on each Paper 5 question paper will cover two separate topics. Question 1, formerly Question 1a, will feature two source documents and will focus on one of the topics. Question 2, formerly Question 1b, will feature four source documents and will focus on a different topic.
- The maximum marks available for Question 1 will be 10 marks. The maximum marks available for Question 2 will be 30 marks. The overall weighting of the Special Subject paper in the qualification remains at 25 per cent.
- The title of Paper 5i has changed to Special Subject: Nazi Germany, 1933–1945.
- The title of Paper 5k has changed to Special Subject: The Civil Rights Movement in the USA, 1954–1968.

Changes to Personal Investigation Paper 6

- The guidance has been updated to allow teachers to provide limited feedback on draft coursework.

In addition to reading the syllabus, you should refer to the updated specimen papers.

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Introduction

Why choose Cambridge Pre-U?

Cambridge Pre-U is designed to equip learners with the skills required to make a success of their studies at university. Schools can choose from a wide range of subjects.

Cambridge Pre-U is built on a core set of educational aims to prepare learners for university admission, and also for success in higher education and beyond:

- to support independent and self-directed learning
- to encourage learners to think laterally, critically and creatively, and to acquire good problem-solving skills
- to promote comprehensive understanding of the subject through depth and rigour.

Cambridge Pre-U Principal Subjects are linear. A candidate must take all the components together at the end of the course in one examination series. Cambridge Pre-U Principal Subjects are assessed at the end of a two-year programme of study.

Why choose Cambridge Pre-U History?

- Pre-U History offers opportunities to explore a range of periods and regions in the past. Teachers can foster genuine interest and enjoyment in the subject by selecting syllabus content from the fourth century to c.2000. Learners can study a wide range of topics from British and European history and key events in the histories of the United States of America, Africa, China, Japan and Southeast Asia.
- Pre-U History emphasises breadth as well as depth of teaching and learning. Outlines papers facilitate coverage of broad periods of history and are designed to improve understanding, promote a sense of perspective and provide a broader context for the study of individual topics.
- The Special Subject offers the possibility of working in depth and using a range of documentary evidence. It is designed to encourage analysis and evaluation of textual evidence.
- The Personal Investigation enables learners to pursue a topic which engages their interests. The word limit ensures learners can work in depth but also requires them to discriminate in their choice of supporting evidence and to develop economy in writing.
- The syllabus encourages historical debate and discussion. It raises questions which elicit learners' supported views, judgements and comparisons. Learners are rewarded for offering informed views which result from genuine engagement with the study of history.

Prior learning

Cambridge Pre-U builds on the knowledge, understanding and skills gained by learners achieving a good pass in related Level 1/Level 2 qualifications.

Progression

The Cambridge Pre-U is considered to be an excellent preparation for university, employment and life. It helps to develop the in-depth subject knowledge and understanding which are so important to universities and employers.

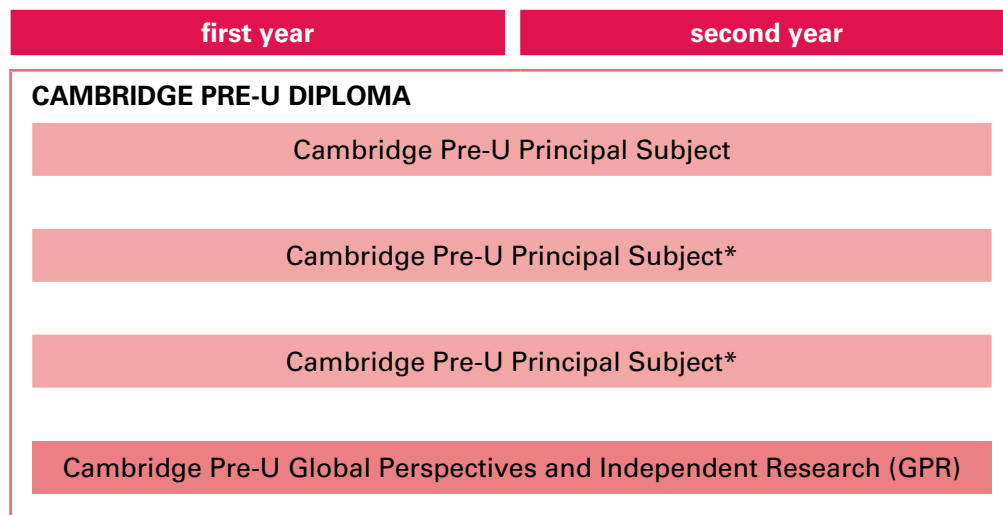
Cambridge Pre-U History is exactly what it claims to be – a preparation for future study at university. This syllabus offers learners the opportunity to study what interests them, to try new topics, to build on previous skills and knowledge, and to question and challenge accepted views. Many of the skills this syllabus aims to develop – evaluation, analysis and exercise of well-considered personal judgement – are not only relevant to further study in other disciplines but are valued as important skills for success in the modern world.



Cambridge Assessment International Education is an education organisation and politically neutral. The contents of this syllabus, examination papers and associated materials do not endorse any political view. We endeavour to treat all aspects of the exam process neutrally.

Cambridge Pre-U Diploma

If learners choose, they can combine Cambridge Pre-U qualifications to achieve the Cambridge Pre-U Diploma; this comprises three Cambridge Pre-U Principal Subjects* together with Global Perspectives and Independent Research (GPR). The Cambridge Pre-U Diploma, therefore, provides the opportunity for interdisciplinary study informed by an international perspective and includes an independent research project.



* Up to two A Levels, Scottish Advanced Highers or IB Diploma programme courses at higher level can be substituted for Principal Subjects.

Learn more about the Cambridge Pre-U Diploma at www.cambridgeinternational.org/cambridgepreu

Support

Cambridge International provides a wide range of support for Pre-U syllabuses, which includes recommended resource lists, Teacher Guides and Example Candidate Response booklets. Teachers can access these support materials at the School Support Hub www.cambridgeinternational.org/support

Syllabus aims

The aims of the syllabus, listed below, are the same for all candidates and are to:

- enable learners to acquire a breadth of historical knowledge across a range of periods and regions
- promote depth of understanding of historical concepts such as change and continuity, causation and motivation, as well as period-specific concepts such as nationalism, revolution and colonisation
- develop understanding of historical sources and the methods used by historians
- encourage learners to be critical, reflective and independent in their study of history
- enable learners to interpret and evaluate historical source material and offer substantiated judgements on historical questions.

Scheme of assessment

For Cambridge Pre-U History, candidates take four components.

Candidates choose **two** components from the Paper 1–4 History Outlines options.

Candidates choose **one** component from the Paper 5 Special Subject options.

All candidates take Paper 6 Personal Investigation.

| Component | | | Weighting |
|--|---|---|-----------------------------------|
| Papers 1–4 History Outlines 2 papers of 2 hours 15 minutes each Candidates choose any two History Outlines components from the list below (Paper 1a or 1b or 1c, 2a or 2b or 2c, 3, and/or 4). Candidates answer three essay questions on each paper. Written paper Externally assessed 60 marks per paper | | | 25% each paper (50% total) |
| Paper 1a (9769/11) British History Outlines, c.300–c.1399 | or Paper 1b (9769/12) British History Outlines, c.1399–c.1760 | or Paper 1c (9769/13) British History Outlines, c.1760–c.2010 | |
| Paper 2a (9769/21) European History Outlines, c.300–c.1461 | or Paper 2b (9769/22) European History Outlines, c.1461–c.1774 | or Paper 2c (9769/23) European History Outlines, c.1774–c.2000 | |
| Paper 3 (9769/03) United States History Outlines, c.1750–c.2005 | | | |
| Paper 4 (9769/04) Aspects of African and Asian History Outlines, c.1750–c.2000 | | | |
| Paper 5 Special Subject 2 hours Candidates choose one Special Subject paper from the list below (Papers 5b, 5c, 5e, 5f, 5g, 5h, 5i, 5j or 5k). Candidates answer two document-based questions on this paper. Written paper Externally assessed 40 marks | | | |
| Paper 5b (9769/52) The Crusades, 1095–1192 | Paper 5c (9769/53) The Reign of Henry VIII, 1509–1547 | Paper 5e (9769/55) The Reign of Charles I, 1625–1649 | |
| Paper 5f (9769/56) The French Revolution, 1774–1794 | Paper 5g (9769/57) Napoleon and Europe, 1795–1815 | Paper 5h (9769/58) Russia in Revolution, 1905–1924 | |
| Paper 5i (9769/59) Nazi Germany, 1933–1945 | Paper 5j (9769/71) China under Mao Zedong, 1949–1976 | Paper 5k (9769/72) The Civil Rights Movement in the USA, 1954–1968 | |
| Paper 6 Personal Investigation All candidates write 3500–4000 words based on a research investigation. Extended essay Externally assessed 30 marks | | | 25% |

The dates shown above are indicative of a period of time in history so the date ranges are approximate.

Please see the Syllabus content section for further detail regarding chronological divisions between content sections.

Availability

This syllabus is examined in the June examination series.

This syllabus is available in 2022 and 2023 and is being offered as a re-sit opportunity in 2024.

This syllabus will not be offered again and there will be no further re-sit opportunities.

Some components are not available to private candidates. For more information, please see the *Cambridge Guide to Making Entries (UK)*.

Combining this with other syllabuses

Candidates can combine this syllabus in a series with any other Cambridge International syllabus, except syllabuses with the same title at the same level.

Assessment objectives

| | |
|------------|---|
| A01 | Recall, select and deploy historical knowledge appropriately. |
| A02 | Showing understanding of appropriate concepts, investigate and respond to historical questions clearly and persuasively using an appropriate coherent structure to reach a substantiated and sustained judgement. |
| A03 | Analyse, interpret and evaluate source material and/or interpretations of the historical events studied. |

Relationship between scheme of assessment and assessment objectives

The approximate weightings allocated to each of the assessment objectives (AOs) are summarised below.

Assessment objectives as a percentage of the qualification

| Assessment objective | Weighting in Pre-U % |
|----------------------|----------------------|
| A01 | 25 |
| A02 | 55 |
| A03 | 20 |

Assessment objectives as a percentage of each component

| Assessment objective | Weighting in components % | | |
|----------------------|---------------------------|---------|---------|
| | Papers 1–4 | Paper 5 | Paper 6 |
| A01 | 33 | 0 | 25 |
| A02 | 66 | 38 | 50 |
| A03 | 0 | 62 | 25 |

Grading and reporting

Cambridge International Level 3 Pre-U Certificates (Principal Subjects and Global Perspectives Short Course) are qualifications in their own right. Cambridge Pre-U reports achievement on a scale of nine grades: Distinction 1, Distinction 2, Distinction 3, Merit 1, Merit 2, Merit 3, Pass 1, Pass 2 and Pass 3.

| Cambridge Pre-U band | Cambridge Pre-U grade |
|----------------------|-----------------------|
| Distinction | 1 |
| | 2 |
| | 3 |
| Merit | 1 |
| | 2 |
| | 3 |
| Pass | 1 |
| | 2 |
| | 3 |

Grade descriptions

Grade descriptions are provided to give an indication of the standards of achievement likely to have been shown by candidates awarded particular grades. Weakness in one aspect of the examination may be balanced by a better performance in some other aspect.

The following grade descriptions indicate the level of attainment characteristic of the middle of the given grade band.

Distinction (D2)

- Very accurate recall, selection and deployment of historical knowledge.
- Clear and critical understanding of appropriate historical concepts.
- Consistently analytical work, with sharp, clear and well-developed historical explanations.
- Coherent, well-structured and relevant arguments.
- Successful engagement with historiography where appropriate; critical evaluation of source material.
- Consistently coherent and developed judgements, supported by clear and persuasive evidence.

Merit (M2)

- Accurate recall, selection and deployment of historical knowledge.
- Clear understanding of appropriate historical concepts.
- Mostly analytical work, with clear and developed historical explanations.
- Coherent, clearly structured and mostly relevant arguments.
- Some engagement with historiography where appropriate; sound evaluation of source material.
- Mostly coherent judgements, supported by evidence that is mostly clear and persuasive.

Pass (P2)

- Some accurate recall, selection and deployment of historical knowledge.
- Some understanding of appropriate historical concepts.
- Some analysis among descriptive and narrative work, and at times clear and developed historical explanations.
- Attempts at arguments, with clarity and consistent relevance at times.
- Some awareness of differing interpretations; valid attempts at evaluation of source material.
- Some judgements, largely supported by evidence that is occasionally clear or persuasive.

Description of components

Papers 1–4 History Outlines

Candidates take **two** components from Papers 1–4. Candidates may take only one paper from Paper 1 (a, b or c) and only one paper from Paper 2 (a, b or c). Candidates cannot take, for example, both Paper 1a and Paper 1b or both Paper 2b and Paper 2c.

Paper 1 British History Outlines, c.300–c.2010

Candidates may enter for one of the following options:

- 1a British History Outlines, c.300–c.1399
- 1b British History Outlines, c.1399–c.1760
- 1c British History Outlines, c.1760–c.2010.

Paper 2 European History Outlines, c.300–c.2000

Candidates may enter for one of the following options:

- 2a European History Outlines, c.300–c.1461
- 2b European History Outlines, c.1461–c.1774
- 2c European History Outlines, c.1774–c.2000.

Paper 3 United States History Outlines, c.1750–c.2005

Paper 4 Aspects of African and Asian History Outlines, c.1750–c.2000

Assessment information for Papers 1–4 History Outlines

- Candidates answer **three** essay questions on each of the two History Outlines papers for which they have studied.
- Each History Outlines paper is divided into six or seven sections. Candidates can answer questions from **any** section(s) of the paper.
- There is a choice of **five** questions in each section of the History Outlines papers.
- Candidates should study enough content to ensure that they can answer questions on at least three different topics (or bullet points of content) for each History Outlines paper examination.
- The date ranges for sections indicate a historical period, but the beginning and end dates are approximate. Some questions may be related to events outside these date ranges, as any division of history into periods is to an extent artificial.

Paper 5 Special Subject

Candidates take **one** Special Subject paper from the following:

- Paper 5b The Crusades, 1095–1192
- Paper 5c The Reign of Henry VIII, 1509–1547
- Paper 5e The Reign of Charles I, 1625–1649
- Paper 5f The French Revolution, 1774–1794
- Paper 5g Napoleon and Europe, 1795–1815
- Paper 5h Russia in Revolution, 1905–1924
- Paper 5i Nazi Germany, 1933–1945
- Paper 5j China under Mao Zedong, 1949–1976
- Paper 5k The Civil Rights Movement in the USA, 1954–1968.

Assessment information for Paper 5 Special Subject

Candidates answer **two compulsory** questions on their chosen Special Subject.

Candidates should study **all** the content from their Special Subject to ensure that they can answer questions set in relation to any topic. Topics will be chosen at random.

There are no prescribed source documents for each topic, but examination material will be drawn from a range of material that is publicly accessible. Extracts from historians may be used when relevant. Teachers should prepare candidates to expect a range of source documents relevant to the topic so that they are familiar with issues of interpretation.

Question 1

- For Question 1, **two** source documents will be printed on the question paper. Both documents (A and B) will relate to one of the four topics in that Special Subject (see the Syllabus content section for topics covered).
- Question 1 will ask candidates to compare and contrast evidence from the two documents (A and B), and to analyse the content and provenance of the documents.

Question 2

- For Question 2, **four** source documents will be printed on the question paper. All four documents (C, D, E and F) will relate to one of the four topics in that Special Subject.
- Question 2 will **not** be set on the same topic as Question 1.
- Question 2 will ask candidates to show how far the evidence presented by the documents (C, D, E and F) supports or does not support a proposition, evaluating all the documents.

Paper 6 Personal Investigation

The Personal Investigation is an extended essay of 3500–4000 words (including quotations, but excluding the bibliography and footnotes), based on research conducted by the candidate.

Candidates should select a title that:

- encourages investigation of a historical subject
- enables discursive analysis and evaluation
- is not too broad or too narrow, so that the candidate can focus on the specific question in the title.

Proposals for areas of study are submitted to Cambridge International in advance using the Outline Proposal Form (OPF). Centres should submit Outline Proposal Forms for all candidates as this will assist each candidate with their direction of study. Proposals should not be more than 500 words, describing the proposed area of study, title and, where appropriate, a list of source material to be consulted.

An Outline Proposal Form is submitted by the centre to Cambridge International after it has been completed by the candidate. Further details can be found in the *Cambridge Handbook (UK)*.

Candidates are expected to:

- investigate the specific question stated in the title that they have chosen
- make critical use of a wide range of sources, referenced in footnotes and a bibliography
- display high standards of written work.

Giving guidance to candidates

Teachers should offer candidates guidance on how to approach their Personal Investigation. Forms of guidance in the early stages might include:

- help in formulating the title
- suggested reading
- devising strategies and approaches.

As the investigation develops, forms of guidance might also include:

- checks on progress
- suggested lines of enquiry and possible supplementary questions
- advice on overall strategy.

The teacher will need to assist candidates in:

- finding a suitable subject and then refining it into a formal question as an investigation title
- identifying the main issues and possible research strands for their investigation title
- identifying and locating appropriate sources of information/evidence
- understanding and developing the necessary organisational skills.

Candidates will need to know and understand key information for the investigation such as:

- appropriate academic conventions for presentation of source material
- the meaning and significance of plagiarism
- the demands of the assessment criteria in the mark scheme for Paper 6.

While candidates are expected to carry out their research on their own, their work should be supported by ongoing opportunities to discuss progress and ask questions. Teachers may monitor progress to check that the candidate remains on schedule, and will need to take the supervisory steps necessary to be able to authenticate with confidence that each investigation is the unaided work of the individual candidate.

Once the candidate embarks on researching and writing the Personal Investigation there must be minimum intervention by the teacher. The teacher may **not**:

- offer or provide detailed subject guidance for a candidate
- undertake any research for a candidate
- prepare or write any subject-specific notes or drafts for a candidate
- correct any part of a candidate's subject-specific notes or drafts
- prepare any part of a candidate's Personal Investigation.

Authenticity and academic honesty

It is the centre's responsibility to make sure all assessed work is the candidate's original work.

Candidates must **not** submit someone else's work as their own, or use material produced by someone else without citing and referencing it properly. You should make candidates aware of academic conventions governing quotation from and reference to the work of others, and teach candidates how to use them.

A candidate taking someone else's work or ideas and passing them off as his or her own is an example of plagiarism. It is your responsibility as a teacher to prevent plagiarism from happening and to detect it if it does happen. For more information, search for 'Preventing plagiarism – guidance for teachers' on our website at www.cambridgeinternational.org

Submission and assessment of Personal Investigations

At the time of submission, the candidate is required to sign a declaration that the Personal Investigation is their own work and the teacher countersigns to confirm they believe the work is that of the candidate. Centres should use the Pre-U Cover Sheet for this purpose. Further details can be found in the *Cambridge Handbook (UK)*.

Summary of assessment options

The table below sets out all the combinations of papers available to candidates.

In this table, 5 refers to a candidate's chosen Paper 5 option (Paper 5b, 5c, 5e, 5f, 5g, 5h, 5i, 5j, 5k).

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

Syllabus content

This syllabus gives you the flexibility to design a course that will interest, challenge and engage your learners. Where appropriate you are responsible for selecting suitable topics and subject contexts, resources and examples to support your learners' study. These should be appropriate for the learners' age, cultural background and learning context as well as complying with your school policies and local legal requirements.

Papers 1a, 1b and 1c British History Outlines, c.300–c.2010

Paper 1a British History, c.300–c.1399

Section 1: c.300–c.690

- Roman Britain in the fourth century
- The evacuation of Roman Britain; the legacy of Roman Britain
- Settlements of the fifth and sixth centuries
- The kingdoms of East Anglia and Mercia
- The kingdom of Northumbria; Celtic Christianity
- The Roman mission; the consolidation of Christianity in England

Section 2: c.670–978

- Northumbria in the later-seventh and eighth centuries
- Mercia under Aethelbald and Offa
- The Viking invasions, c.786–871
- The reign of Alfred
- The reigns of Edward the Elder, Aethelstan and Edgar
- Church, society and government, c.899–c.978

Section 3: 978–1135

- The reign of Ethelred II
- The Danish monarchy, 1016–1042
- The reign of Edward the Confessor
- The Norman Conquest of England in 1066
- The reign of William I in England
- The reigns of William II and Henry I

Section 4: 1135–1272

- The reign of Stephen
- The reign of Henry II
- The reign of Richard I
- The reign of John
- The reign of Henry III
- Princely power in Wales

Section 5: 1272–1399

- The reign of Edward I in England
- The wars of Edward I: France, Scotland and Wales
- The reign of Edward II
- The reign of Edward III in England
- The Hundred Years War to 1396
- The reign of Richard II

Section 6: Themes

- The Scandinavian impact on Britain, c.786–1069
- The agrarian economy after 1000
- The English Church, c.1066–c.1300
- The role of women in society
- The development of architecture and learning
- Demography, famine and plague

Paper 1b British History, c.1399–c.1760

Section 1: 1399–1485

- The early Lancastrians, 1399–1422
- The second phase of the Hundred Years War, 1396–1453
- The reign of Henry VI
- The first reign of Edward IV
- The Yorkist Kings, 1471–1485
- Foreign policy, 1453–1485

Section 2: 1485–1547

- The Scottish monarchy, 1460–1547
- The reign of Henry VII
- Politics, court and government under Henry VIII
- The late-medieval Church to c.1529
- The course of the Henrician Reformation, c.1529–1547
- Foreign policy, 1485–1547

Section 3: 1547–1603

- The reign of Edward VI
- The reign of Mary I
- Religion in the reign of Elizabeth I
- Mary Stuart in Scotland and England
- The Elizabethan state: council, parliament and government
- Elizabethan foreign policy

Section 4: 1603–c.1689

- The reign of James I
- The reign of Charles I to 1640
- The origins, course and outcomes of the British Civil Wars
- Commonwealth and Protectorate, 1649–1660
- The Restoration and the reign of Charles II
- The reign of James II and the Glorious Revolution

Section 5: c.1689–c.1760

- Government and party politics under William III and Anne, 1689–1714
- War and diplomacy, 1689–1714
- England and Scotland: Union and Jacobitism
- Walpole and his opponents, 1720–1742
- War and diplomacy, 1714–1763
- Religion: the Church of England; Methodism

Section 6: Themes

- Internal trade and towns in the fifteenth and sixteenth centuries
- Women in society
- The development of architecture, art and literature
- Intellectual and scientific developments in the seventeenth century
- Religious dissent, c.1650–c.1760
- Overseas trade and colonisation, c.1650–c.1760

Paper 1c British History, c.1760–c.2010**Section 1: 1760–1815**

- Crown, government, parliament and party politics, 1760–1783
- Causes, course and consequences for Britain of the American War of Independence
- Movements for reform: Wilkes; Wyvill; the campaign against slavery
- Pitt the Younger and his opponents, 1783–1793
- Political and social unrest, 1793–1815
- Britain's role in the Revolutionary and Napoleonic Wars, 1793–1815
- Economic change and its impact, c.1760–c.1815

Section 2: 1815–1868

- The domestic policies of Lord Liverpool and his successors, 1812–1830
- Foreign policy, 1812–1868
- Whig reforms, 1830–1841
- Peel as party leader and as prime minister, 1834–1846 (excluding foreign policy)
- Chartism
- Party politics, 1846–1868

Section 3: 1868–1914

- Disraeli: domestic policies, 1868–1880
- Gladstone: domestic policies, 1868–1894
- Foreign and imperial policy, 1868–1914
- The Conservative supremacy, 1886–1905
- Trade unions; the growth of the Labour Party to 1918
- Domestic policies of the Liberal governments, 1905–1914

Section 4: 1914–1945

- Britain and the First World War
- The Lloyd George Coalition, 1918–1922
- Party politics, 1922–1931
- The National Governments, 1931–1939
- Foreign and imperial policy, 1919–1939
- Britain and the Second World War

Section 5: 1945–2010

- Domestic policies of the Labour governments, 1945–1951
- Foreign and imperial policy, 1945–1964
- Domestic policies of the Conservative governments, 1951–1964
- Domestic and foreign policies, 1964–1979
- Thatcher's governments, 1979–1990
- Domestic and foreign policies, 1990–2010

Section 6: Themes

- Intellectual and religious life
- Economic developments
- Educational changes
- Social change
- The arts and society in Britain
- Women in society

Papers 2a, 2b and 2c European History Outlines, c.300–c.2000

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

Paper 2a European History, c.300–c.1461

Section 1: c.300–c.700

- The reigns of Diocletian and Constantine
- The development of Christianity from Constantine to Pope Gregory the Great
- The fall of the Roman Empire
- The Merovingians from Clovis to the battle of Tertry; the Ostrogoths in Italy, 474–534; the Visigoths in Spain, c.589–711
- The reign of Justinian
- The rise and spread of Islam to c.750

Section 2: c.700–c.1085

- Islamic Spain, 711–1002
- The rise of the Carolingians, 687–768
- Charlemagne
- The successors to Charlemagne in France and Germany
- The Vikings: trade, raids, culture and settlement
- The Reform of the Papacy and the Investiture Contest, 1046–1085

Section 3: c.1085–c.1150

- Germany and its rulers, 911–1125
- The early Capetian kings, 987–1108
- The Normans in southern Italy and Sicily, 999–1198
- The Byzantine Empire, 1057–1095
- The First Crusade, 1095–1099
- The Crusader States and the Second Crusade, 1099–1187

Section 4: c.1150–c.1250

- Frederick Barbarossa, 1155–1190
- The Capetian Kings: Louis VI, Louis VII, Philip II and Louis VIII
- The Papacy of Innocent III
- Emperor Frederick II
- Spain and Portugal in the Age of Reconquest, c.1000–c.1300
- The Renaissance of the twelfth century

Section 5: c.1250–c.1378

- Developments in the Church: monks; friars; the Inquisition
- Italy and Germany after 1250
- The reign of Louis IX
- The reigns of Philip III and Philip IV
- Boniface VIII; the Avignon Papacy
- The development of the Italian city states

Section 6: c.1378–c.1461

- The Great Schism and the Conciliar Movement; Jan Hus
- The Italian city states to c.1455
- Burgundy, 1384–1477
- The Ottoman Empire, c.1378–c.1461; the fall of Constantinople
- The revival of France to 1461
- The origins and development of the Italian Renaissance to c.1461

Section 7: Themes

- The origins and development of chivalry
- Feudalism and the development of feudal society
- Heresy and the response of the Church
- Economic and social issues
- Art and society in northern Europe
- Women in society

Paper 2b European History, c.1461–c.1774

Section 1: c.1461–c.1516

- France, 1461–1515
- The Italian Wars to 1530
- The Papacy and the pre-Reformation Church, c.1458–c.1513
- The Ottoman Empire under Mehmed II, Bayezid II and Selim I
- Maximilian I
- The Spanish Kingdoms, 1469–1516

Section 2: c.1516–c.1559

- The German reformation, c.1516–1555
- The Swiss Reformation: Zwingli and Calvin
- Charles V as Holy Roman Emperor and as king of Spain
- The reigns of Francis I and Henry II
- The rule of Suleiman the Magnificent
- Sweden under Gustavus Vasa; Russia under Ivan IV

Section 3: c.1559–c.1610

- The reign of Philip II
- French Civil Wars, 1559–1598
- The Baltic states
- The Revolt of the Netherlands to 1609
- Catholic Reformation and the Counter-Reformation
- The reign of Henry IV

Section 4: c.1610–c.1660

- France, 1610–1661
- Spain, 1598–c.1665
- Sweden under Gustavus Adolphus
- The Thirty Years War and the Peace of Westphalia
- The Dutch Republic to 1672
- Witchcraft and magic

Section 5: c.1660–c.1715

- Brandenburg–Prussia, 1640–1713
- The personal rule of Louis XIV
- The foreign policy of Louis XIV
- Spain, c.1665–c.1715
- The Dutch Republic, c.1672–c.1702
- The rule of Peter the Great in Russia

Section 6: c.1715–c.1774

- France, 1715–1743
- The Habsburg monarchy, 1711–1780
- Prussia, 1713–1786
- Russia, 1725–1762
- Spain, c.1713–c.1777
- The reign of Louis XV, 1743–1774

Section 7: Themes

- European overseas expansion in the fifteenth and sixteenth centuries
- Warfare in the fifteenth and sixteenth centuries
- The position of women in the political, cultural and intellectual life of the eighteenth century
- The Scientific Revolution of the seventeenth century
- The arts and society in the eighteenth century
- Intellectual developments of the Enlightenment

Paper 2c European History, c.1774–c.2000

Section 1: c.1774–1815

- The rule of Catherine the Great, 1762–1796
- The rule of Emperor Joseph II, 1765–1790
- The origins of the French Revolution, c.1774–1789
- France, 1789–1799
- Napoleon Bonaparte to 1804
- Napoleon I and Europe, 1804–1815

Section 2: c.1815–c.1871

- The Vienna Settlement and European diplomacy, 1815–1848
- Russia under Alexander I and Nicholas I
- France, 1815–1848
- The unification of the German States, 1815–1871
- Italy, 1815–1871
- France, 1848–1870: Second Republic and Second Empire

Section 3: c.1862–c.1914

- Alexander II of Russia
- The German Empire, 1871–1890
- Domestic policy in the German Empire, 1890–1914
- Russia under Alexander III and Nicholas II
- Italy, 1871–1914
- The Habsburg Empire, 1848–1918

Section 4: 1914–1939

- The First World War: origins and causes
- The course of the First World War in Europe
- The Paris Peace Settlement and the League of Nations
- Russia, 1917–1924
- Weimar Germany and the rise of Hitler, 1919–1934
- Nazi Germany's domestic policy, 1934–1939

Section 5: 1919–1945

- The French Third Republic, 1871–1940
- Italy, 1919–1943
- The USSR, 1924–1945
- Spain, 1931–1975: origins, course and outcome of the Civil War
- The origins of the Second World War in Europe
- The course of the Second World War in Europe

Section 6: 1945–2000

- The USSR, 1945–1991
- France, 1945–2000
- The German Federal Republic to 1990
- Italy, 1945–2000
- Spain, 1975–2000
- Eastern European states in the 1990s

Section 7: Themes

- The arts and society to c.1945
- The development of industry and transport, c.1750–c.1914
- Colonisation and decolonisation, c.1850–c.1970
- Political thought in the nineteenth and twentieth centuries
- The development of European unity
- Social change, 1945–2000

Paper 3 United States History Outlines, c.1750–c.2005**Section 1: c.1750–c.1820**

- The relations between Britain and the American colonies, 1750–1774
- The outbreak, course and outcome of the American War of Independence
- The early Republic; the creation of the Constitution, 1781–1789
- The Federalist era, 1789–1800
- Foreign and domestic developments, 1800–1825
- The character and extent of slavery, c.1750–c.1820

Section 2: c.1820–c.1865

- The development of slavery and opposition to it, c.1820–61
- The age of Jackson, c.1824–c.1848
- The origins and causes of the Civil War, c.1848–1861
- The course and impact of the Civil War, 1861–1865
- Political leadership in the Civil War
- Westward expansion in the nineteenth century

Section 3: 1865–1921

- Reconstruction, 1865–1877
- Organised labour and American socialism, c.1880–1914
- The Populist movement
- American imperialism, c.1880–1914
- The presidency of Theodore Roosevelt
- The presidency of Wilson

Section 4: 1914–1953

- Social and economic developments, 1919–1932
- Franklin Roosevelt and the New Deal, 1933–1941
- The foreign policy of the USA, 1920–1941
- The role of the USA in the Second World War
- The USA and the Cold War, 1945–1953
- The causes and impact of McCarthyism

Section 5: 1953–2008

- The foreign and domestic policies of Eisenhower
- The domestic policies of Kennedy and Johnson
- The USA and Vietnam, 1964–1975
- The presidencies of Nixon and Carter
- Foreign and domestic policies of Reagan and George H W Bush
- The presidencies of Clinton and George W Bush

Section 6: Themes

- Native Americans in the nineteenth century
- The impact of immigration on US society
- Women's rights after 1848
- The social and political influence of organised religion in the twentieth century
- The arts and society in the twentieth century
- The rise and decline of an Imperial Presidency

Paper 4 Aspects of African and Asian History Outlines, c.1750–c.2000

Section 1: Africa

- Egypt, c.1869–2000
- South Africa, 1815–2000
- Independent states of sub-Saharan Africa: Ghana; Kenya; Zaire
- Problems of post-independence: Nigeria; Congo; Rwanda
- North Africa, c.1951–2000: Algeria; Morocco; Tunisia; Libya
- Post-independence Africa: Uganda; Zambia; Malawi; Rhodesia and Zimbabwe

Section 2: China

- China, c.1895–1911
- Nationalist rule in China, 1911–c.1937
- The Japanese invasion of China, civil war and the establishment of the People's Republic of China
- China, 1949–1957
- China, 1958–1976
- China, 1976–2000

Section 3: The Indian subcontinent

- The Indian states and the East India Company, c.1750–1857
- The events of 1857; the British Raj, 1858–c.1914
- India, 1914–1947
- India, 1947–1999
- Pakistan, 1947–1999; Bangladesh, 1971–c.2000
- Relations between India and Pakistan, 1947–1999

Section 4: Japan and Korea

- Late Tokugawa Japan, c.1750–1852
- Japan and the wider world, 1852–1914
- Japan, 1914–1941
- Japan and the Second World War
- Post-war Japan, 1945–c.2000
- Korea and post-war partition; the Korean War; North and South Korea to 2000

Section 5: Southeast Asia

- French Indochina; the Dutch East Indies
- The Vietnam War: causes, course and consequences
- Cambodia; Laos; Thailand, 1945–2000
- Burma/Myanmar, 1948–2000
- Indonesia; the Philippines
- Malaysia; Singapore; Brunei

Section 6: Themes

- The Scramble for Africa
- The impact of slavery and the slave trade on Africa
- Pan-Africanism
- Nineteenth-century Manchu China and European penetration
- Economic change in Southeast Asia, c.1945–c.2000
- The changing role of women in South and East Asian societies, c.1945–c.2000

Paper 5 Special Subject

Candidates study **one** Special Subject. There are four topics to be studied in each Special Subject.

Paper 5b The Crusades, 1095–1192

The First Crusade

- Origins and preaching of the First Crusade
- Campaigns of the First Crusade including the People's Crusade

The Second Crusade

- Origins and preaching of the Second Crusade
- Campaigns of the Second Crusade

The Latin East, 1149–1187

- Events in the Crusader States
- The rise of Nur ed-Din and Saladin

The Third Crusade

- Origins and preaching of the Third Crusade
- Campaigns of the Third Crusade

Paper 5c The Reign of Henry VIII, 1509–1547

The Wolsey years to 1529

- Cardinal Wolsey: his rise, domestic policies, political dominance and fall in 1529
- Foreign policy, 1509–1529

The break from Rome: religious change, 1529–1547

- Reasons for the religious changes
- The development of the Henrician Reformation: the break with Rome; doctrinal change; the dissolution of the monasteries

Opposition to the Henrician Reformation

- More, Fisher and other individuals
- The Pilgrimage of Grace: causes, features and importance

Politics, the Court and government, 1536–1547

- Cromwell: the development of government and parliament; his fall in 1540
- Faction and politics, 1536–1547

Paper 5e The Reign of Charles I, 1625–1649

Early years of the reign, 1625–1629

- Charles I's relations with parliament
- The influence of the Duke of Buckingham

The Personal Rule of Charles I, 1629–1640

- Religious, financial and social policies
- Opposition to the Personal Rule

The coming of the First Civil War, 1640–1642

- The Short and Long Parliaments
- Emergence of two parties

Events and results of the two Civil Wars, 1642–1649

- Impact of war; reasons for the victory of parliament by 1646
- Failure of negotiations, the Second Civil War and the execution of Charles I

Paper 5f The French Revolution, 1774–1794

The reign of Louis XVI and the long-term causes of the French Revolution

- The long-term weaknesses and tensions of *Ancien Régime* France: political, financial, economic and social
- Attempts at reform and their failure, 1774–1789; the ideas of the Enlightenment

The revolution of 1787–1789

- The weakening of the old order, 1787–1788
- The Cahiers and the Estates General to June 1789
- The development of the revolutionary events from June to October 1789

The period 1789–c.1792

- The role of women in the French Revolution
- The attempt to build a new system of government, 1789–1791
- The failure of the Constitution of 1791 and the end of the monarchy

The Terror, 1793–1794

- Counter revolution; war and The Terror in Paris and in the provinces
- Thermidor and the fall of Robespierre

Paper 5g Napoleon and Europe, 1795–1815

The rise to power of Napoleon Bonaparte, c.1795–1799

- Napoleon Bonaparte's military career to 1799
- The Directory, the coup of 18 Brumaire and the emergence of Bonaparte as First Consul

France under the Consulate and the Empire, 1799–1814

- Domestic reforms
- The nature of imperial rule in France; propaganda and the 'police state'

Napoleon's military campaigns in Europe, 1800–1814

- The qualities of Napoleon's military leadership to 1809
- Napoleon's final campaigns, 1809–1814

Europe under the Empire and the Hundred Days

- The Napoleonic Empire in Europe and its fall
- The Hundred Days

Paper 5h Russia in Revolution, 1905–1924

The 1905 Revolution

- Long-term problems of the Tsarist regime
- The 1905 Revolution: causes and course

Russia, 1906–1917

- The aftermath of the 1905 Revolution; the strengths and weaknesses of the Tsarist state, 1906–1914
- The impact of war on Russia: the scale of military and political problems

The Revolutions of 1917

- The February Revolution and the dual rule of the Soviet and Provisional Government
- The October Revolution; the roles of Trotsky and Lenin; why the Bolsheviks were able to gain power

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

- The Civil War: causes, features and outcomes
- War communism; the origins of communist dictatorship; creation of the USSR

Paper 5i Nazi Germany, 1933–1945

The creation of the Nazi dictatorship and Hitler's role as dictator

- The establishment of the Nazi dictatorship, January 1933–1934: features; reasons; Gleichschaltung; the Night of the Long Knives
- Hitler: role as dictator; the nature of power and authority in the Third Reich

Economic and social policies; the creation of the Volksgemeinschaft

- Key Nazi economic policies
- The 'National Community': policies towards different social groups

Opposition and resistance

- Resistance to the Nazis
- The problems of opposition in Nazi society: the roles of terror, police and propaganda; the 'Hitler Myth'

Nazi racial policies

- 1933–1939: racial policy
- 1939–1945: the impact of war on racial policy; the Final Solution

Paper 5j China under Mao Zedong, 1949–1976

The communist takeover of 1949

- Key events and features of the communist takeover of 1949
- Success of the communist takeover of 1949

Communism in power, 1949–1956

- Controls over society: press and police; the power of the state
- The economy; social changes: women, peasants and the young

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

- Reasons for the Hundred Flowers Campaign of 1957 and its effects
- The Great Leap Forward

The causes and nature of the Cultural Revolution

- Reasons for the Cultural Revolution
- The Cultural Revolution after 1966

Paper 5k The Civil Rights Movement in the USA, 1954–1968

Non-violent protest

- The role of non-violent protests
- The leadership of Dr Martin Luther King, Jr

African American radicalism

- The importance of Malcolm X
- The role of Black Power

Roles of federal government

- The roles of the Supreme Court and of Congress
- The importance of the Presidents

Reactions to change

- Nature and extent of white opposition to 1968
- African American reactions to change by 1968

Additional information

Equality and inclusion

This syllabus complies with our *Code of Practice* and *Ofqual General Conditions of Recognition*.

We have taken great care in the preparation of this syllabus and related assessment materials to avoid bias of any kind. To comply with the UK Equality Act (2010), we have designed this qualification with the aim of avoiding direct and indirect discrimination.

The standard assessment arrangements may present unnecessary barriers for candidates with disabilities or learning difficulties. Arrangements can be put in place for these candidates to enable them to access the assessments and receive recognition of their attainment. Access arrangements will not be agreed if they give candidates an unfair advantage over others or if they compromise the standards being assessed. Candidates who are unable to access the assessment of any component may be eligible to receive an award based on the parts of the assessment they have taken. Information on access arrangements is found in the *Cambridge Handbook (UK)*, for the relevant year, which can be downloaded from the website www.cambridgeinternational.org/eoguide

Guided learning hours

Cambridge Pre-U syllabuses are designed on the assumption that learners have around 380 guided learning hours per Principal Subject over the duration of the course, but this is for guidance only. The number of hours may vary according to curricular practice and the learners' prior experience of the subject.

Total qualification time

This syllabus has been designed assuming that the total qualification time per subject will include both guided learning and independent learning activities. The estimated number of guided learning hours for this syllabus is 380 hours over the duration of the course. The total qualification time for this syllabus has been estimated to be approximately 500 hours per subject over the duration of the course. These values are guidance only. The number of hours required to gain the qualification may vary according to local curricular practice and the learners' prior experience of the subject.

Entries

For entry information, please refer to the *Cambridge Guide to Making Entries (UK)* for the relevant year, available from the website www.cambridgeinternational.org/eoguide

If you are not yet a Cambridge school

Learn about the benefits of becoming a Cambridge school at www.cambridgeinternational.org/why-choose-us/startcambridge.

Email us at info@cambridgeinternational.org to find out how your organisation can register to become a Cambridge school.

Language

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

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