



AS HISTORY

There are no prerequisites to doing A Level History.

You **do not** need to have studied history a GCSE, though it will obviously help with the skills side of the course.

You must have a reasonable pass in GCSE English as the examination will take into account the quality, clarity and expression of written work.

Most importantly an interest in history and the use of historical material.

There are many career opportunities open though studying history;

Museums and Historical Organizations; Cultural Resources Management and Historic Preservation Think Tanks; Writers and Editors; Journalists; Documentary Editors; Producers of Multimedia Material; Information Managers; Archivists; Records Managers; Librarians; Information Managers; Lawyers and Solicitors; Legal Support; Legislative Staff Work; Historians in Corporations

Contract Historians; Historians and Non-profit Associations. The study of a humanities subject will also help with other careers such as doctor, dentist, care workers and nursing.

The skills that you gain through the study of history can also be transferred into many other subjects and professions.

Examination Board: Edexcel

There are four units to be completed.

- Unit 1 and Unit 2 for AS
- Unit 3 and Unit 4 for A2

Most candidates sit units 1 and 2 at the end of year 12, units 3 and 4 in year 13, although there is flexibility when units are sat.

UNIT 1

D3 Russia in Revolution 1881-1924: From Autocracy to Dictatorship.

- The challenges to the Tsarist state, 1881 – 1906: Nature of the regime; economic and social changes; opposition parties; the 1905 revolution.
- Tsarism's last chance, 1906 -1917: the Dumas; Stolypin; the impact of War; the downfall of the Romanovs.
- February to October 1917: The Provisional Government and the Bolshevik coup.
- Holding onto and consolidating power, 1918 -1924: civil war; changing economic policies; creating the Soviet state.

AND

D5 Pursuing Life and Liberty: Equality in the USA, 1945 – 1968.

- The social and economic position of black citizens in the USA in the 1940s and early 50s: the nature and extent of discrimination and segregation; signs of change by 1955.
- Martin Luther King and peaceful protest.
- Black Power and the use of violence; the extent to which equality had been achieved by 1968.
- The changing economic and social environment of the 1960s: the position of other ethnic minorities.

Assessment: Written examination 1hour 30 minutes.

Answer **two** questions one from each topic in Unit 1 worth 30 marks each.

The questions will require candidates to present historical explanations and assess their significance in the historical context of events, individuals' ideas, attitudes and/or beliefs, and the ways in which they have influenced behaviours and actions.

UNIT 2

D1 Britain and Ireland, 1867 – 1922

- The challenge of nationalism, 1867 – 1885: agricultural depression; land reform; violence; the roles and importance of Michael Divitt and Charles Stewart Parnell; land legislation and the response to nationalist activity.

- Home Rule objectives and the unionist responses in Britain, 1886 - 1914: Gladstone's conversion to Home Rule and the impact of Home Rule on UK politics; Parnell's leadership and fall; impact of Home Rule on British politics, 1903 - 1914.
- Division within Ireland on Home Rule and independence, 1886 - 1914: the emergence and significance of Sinn Fein and Unionism; the role of Arthur Griffith and Edward Carson.
- The parting of the ways, 1916 - 1922: Irish responses to the First World War; the Easter Rising; proposals for independence and the division of Ireland; the roles of Lloyd George, Michael Collins and Eamonn De Valera; the Government of Ireland Act of 1920 and Anglo-Irish Treaty of 1921; the Civil War of 1922 and the creation of the Irish Free State.

Assessment: Written examination 1 hour 20 minutes.

Candidates are required to answer two source based question.

Question (a) is worth 20 marks and will focus on reaching a judgement by analysis, cross referencing and evaluating source material.

Question (b) is worth 40 marks and will ask the candidate to address a historical view or claim and using two sources and their own knowledge. A choice of questions will be provided.

A2 HISTORY

UNIT 3

D1 From Kaiser to Fuhrer: Germany, 1900 – 1945

- The Second Reich – society and government in Germany, c.1900-19: economic expansion; political and social tensions; the impact of the First World War.
- The democratic experiment, 1919-29: crisis and survival, 1919-24; Stresemann and recovery; the 'Golden Years' of the Weimar Republic; Weimar culture.
- The rise of the Nazis: origins to 1928; impact of the slump in town and country, 1928-33; growing support; coming to power.
- Life in war time Germany, 1939-45: opposition and conformity; persecution of the Jews and the development of the idea of the 'Final Solution'; the efficiency of the war economy.

Associated controversies.

- To what extent was Germany responsible for the outbreak of the First World War.?
- How popular and efficient was the Nazi regime in the years 1933-39?

Assessment: Written examination of 2 hours.

One question from Section A out of a choice of two (30 marks). The essay question will have an analytical focus that will require candidates to reach a substantiated judgement on a historical issue or problem.

One question from Section B out of a choice of two (40 marks). The question will require candidates to compare the provided source material while exploring an issue of historical debate, and reach substantiated judgements in the light of their own knowledge and understanding of the issues of interpretation and controversy.

UNIT 4

Historical Enquiry.

Students address key aspects of a chosen theme over a period of 100 years in order to develop their understanding of the process of change over a long period. They will investigate issues relating to their causes and consequences, both long and short term, and will demonstrate and understanding of factors that may accelerate, consolidate or retard the process of change. Students will follow a short introductory course which provides an overview of the key strands of development in the chosen topic over a period of 100 years. The course will provide the context for students' enquiries.

Possible topics could be related to issues in the AS section of the course though not directly related to the same time period. Other possible topics could be:

- The Changing Role of Women c1850-c1950
- Medicine in Britain, c1870-c1990
- The State and the Poor: Public Health, Welfare and the Relief of the Poverty, c1800-c1990

Assessment: Individual assignment of no more than 4000 words in two sections.

Part A: An extended essay which addresses the question that was posed as the focus of the enquiry. The enquiry must provide evidence of the students' ability to:

- Assess the significance of the chosen individual or event in the short term.
- Interpret, evaluate and use sources in their historical context.

Part B: An extended essay which addresses the question which was posed as the focus of the enquiry. The enquiry must provide evidence of the students' ability to:

- Identify relevant issues and make use of relevant reading and other data as appropriate in pursuit of the enquiry.
- Assess the significance of the chosen factor or event in the long term (at least 100 years) by linking the chosen factor, individual or event with other events and focus on change in the period.

For further information please see Mr N Lord.