**History**

**A Level Handbook**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Course Expectations**

The History A level course is demanding and requires a great degree of commitment and independent learning. To enable you to cope with the demands of the course and achieve your target grades, it is essential that you fulfil the following expectations.

* Attendance = attainment. Attend all lessons, arrive on time and bring all the necessary books. Do not book appointments during lesson hours.
* Necessary equipment of pens, paper, and your working folders should be brought to EVERY lesson.
* Take responsibility for arriving on time to lessons after break or after a free period.
* No mobile phones in use or in view in the lesson.
* Work to the best of your ability in class and focus on the lesson
* Listen respectfully to the views of other students
* Complete all homework and split classroom work.
* Read widely in your own time, including reading the complete set texts for each component as soon as possible
* Complete all necessary research as directed
* Attempt all work. If you are unsure of what to do, of course you may ask questions, but there are times when your teacher will want you to work independently without question. You must respect this.
* Take advantage of any extra lessons/revision sessions.
* Keep to deadlines.

**Learner Agreement**

As a dedicated student of History at Uxbridge High School, I promise to meet the expectations above. I understand that not doing so, will result in school sanctions, parent meetings, and most importantly, it will have a negative impact on my attainment.

**Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Print name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Year 12 > 13 Summer task:**

Task 1: Tudor History

Watch the following documentary, ‘Henry VII: The Winter King’.

[Henry Vll: The Winter King](https://www.youtube.com/watch?v=-5FsriGn300)

Then write a 500-word review of the documentary.

What happened?

What legacy did Henry VII leave?

What did you think of the presenter Thomas Penn?

As a guide- Here is a review the Telegraph gave of the episode.

[Henry-VII-Winter-King-BBC-Two-review](http://www.telegraph.co.uk/culture/tvandradio/10089931/Henry-VII-Winter-King-BBC-Two-review.html)

Task 2: Tudor History

Research the following individuals:

\* Elizabeth of York

\* Thomas Wolsey

\* Thomas More

Write mini biographies for them. This should involve their dates, key events and character traits. If you can, include some paintings.

Task 2

Your coursework will need to include reference to historical debate – the views of historians and how they have interpreted the question we are looking at. To this end you will need to do independent research to find out what historians have argued about the differences between Tsarist Russia and communist Russia.

In order to complete the following task, you will need to get hold of a copy of one of the books in the Russia and the USSR section of the reading list which deals with both the Tsarist and the Communist eras.

**Task:**

**Your task will be to make notes from the book you have chosen in order to make quotations. These should:**

* Be between one sentence and a short paragraph long
* Make reference to Tsarist or communist Russia
* Be connected to one side of the argument or the other
* Be quotes that you could use to advance the debate

Remember; you will need to have lots of quotations in your essay which argue one of the viewpoints or support one side or the other of the question we are looking at. For example: Lee argues that “The Russian Empire actually allowed a surprising degree of autonomy to the nationalities, while the Soviet authorities took particular care to control them.”

**These are due in for the first lesson back, in September.**

**Reading list – Russia and the USSR**

**1917 – 1991**

1. The Rise and fall of the Soviet Empire – Dmitri Volkogonov
2. Communist Russia under Stalin and Lenin – Chris Corin and Terry Fiehn
3. Russia 1855 – 1991: From Tsars to Commissars – Peter Oxley
4. Reaction and Revolution 1894 – 1924 – Michael Lynch
5. Russia in Revolution 1881 – 1924: From Autocracy to Dictatorship – Derrick Murphy
6. Lenin, Stalin and Communist Russia: The myth and reality of Communism – Robert Johnson
7. Russia and the USSR, 1855 – 1991 – Stephen J. Lee
8. Nineteen Eighty-Four – George Orwell (fictional novel)
9. Animal farm – George Orwell (fictional novel)
10. Years of Russia, the USSR and the Collapse of Soviet Communism – David Evans and Jane Jenkins

**Course Breakdown**

Your A-Level course is broken down into four parts:

**Year 12 – Paper 1: Breadth study with interpretations**

2 hour 15 minute exam on the topic Russia 1917 – 1991: from Lenin to Yeltsin

30% of full A-Level qualification.

Assessment:

Section A: one breadth essay

Section B: one breadth essay

Section C: one interpretations question (includes two sources for analysis)

Sections A and Bcomprise a choice of essays that assess understanding of the period in breadth (AO1).

Section Ccomprises one compulsory question that assesses the ability to analyse and evaluate historical interpretations (AO3).

**Paper 2: Depth study**

1 hour 30 minute exam on the topic The German Democratic Republic (1949-1990)

20% of full A-Level qualification.

Assessment:

Section A: one source question

Section B: one depth essay

Section Acomprises one compulsory question for the option studied, based on two sources. It assesses source analysis and evaluation skills (AO2).

Section Bcomprises a choice of essays that assess understanding of the period in depth (AO1).

**Year 13 - Paper 3: Themes in breadth with aspects in depth**

2 hour 15 minute exam on the topic Rebellion and disorder under the Tudors, 1485–1603

30% of full A-Level qualification

Assessment:

Section A: one source question

Section B: one depth essay

Section C: one breadth essay

Section A comprises one compulsory question for the option studied, assessing source analysis and evaluation skills (AO2).

Section B comprises a choice of essays that assess understanding of the period in depth (AO1).

Section C comprises a choice of essays that assess understanding of the period in breadth (AO1).

**Coursework**

Essay on an independently researched enquiry on historical interpretations.

20% of full A-Level qualification

Assessment:

3000-4000 word essay

The assignment will assess the ability to carry out a historical enquiry, analysing and evaluating historical interpretations, and organising and communicating the findings (AO1/AO3).

**Overview of the examinable topic in Year 13**

Rebellion and disorder under the Tudors, 1485–1603

**Outline:**

You will begin with the *Aspects in breadth* focus on long-term changes and then contextualise the *Aspects in depth*, which focus in detail on key episodes.

Together, the breadth and depth topics explore the nature of rebellion and disorder under the Tudors and the way the various challenges were met, the nature of change in government over the period and the changing relationship between the Crown and key sections of society. This will enable you to explore the way in which, despite a shaky start, the Tudors were able to establish their dynasty as one of the most powerful England has seen.

**The seven areas of study:**

**Aspects in breadth: controlling a fractious nation-changes in Tudor government, 1485-1603**

1. Changes in governance at the centre

2. Gaining the co-operation of the localities

**Aspects in depth: Challenges to authority**

3. Challenging the succession, 1485-99

4. Challenging religious changes, 1533-37

5. Agrarian discontent: Kett’s rebellion, 1549

6. Queen takes queen? The revolt of the Northern Earls, 1569-70

7. Troublesome Ireland: Tyrone’s rebellion, 1594-1603

**Reading List**

Barbara Mervyn, *Enquiring History: Tudor Rebellions 1485–1603* (Hodder Education, 2014), chapter 1.

Angela Anderson and Tony Imperato, *An Introduction to Tudor England, 1485–1603* (Access to History Context, Hodder Murray, 2001).

Paul Thomas, *Authority and Disorder in Tudor Times, 1485–1603* (Cambridge Perspectives in History, Cambridge University Press, 1999).

Colin Pendrill, *The English Reformation 1485–1558* (Heinemann Advanced History, Heinemann, 2000).

[Derrick Murphy](http://www.amazon.co.uk/s/ref%3Dntt_athr_dp_sr_1?_encoding=UTF8&field-author=Derrick%20Murphy&search-alias=books-uk&sort=relevancerank), [Allan Keen](http://www.amazon.co.uk/s/ref%3Dntt_athr_dp_sr_2?_encoding=UTF8&field-author=Allan%20Keen&search-alias=books-uk&sort=relevancerank), [Michael Tillbrook](http://www.amazon.co.uk/s/ref%3Dntt_athr_dp_sr_3?_encoding=UTF8&field-author=MIchael%20Tillbrook&search-alias=books-uk&sort=relevancerank) and [Patrick Walsh-Atkins](http://www.amazon.co.uk/s/ref%3Dntt_athr_dp_sr_4?_encoding=UTF8&field-author=Patrick%20Walsh-Atkins&search-alias=books-uk&sort=relevancerank), *England 1485–1603* (Flagship History, Collins Educational, 1999).

John Guy, *Tudor England* (Oxford University Press, 1990).