**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 11 > 12 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

Britain Transformed, 1918-1997 is a breadth study which focuses on the social, political, economic and cultural challenges and changes which occurred. In order to fully comprehend the extent of continuity and change in this period, it is necessary to know who each Prime Minister between 1918 and 1997 was, which political party they belonged to, what their respective ideological views were, and what impact/changes they made to Britain.

Task 1: Create a timeline with each Prime Minister (PM) from 1918 to 1997 (Use an A3 sheet). Add to the timeline which political party they were the leader of. Add any key events which took place whilst they were PM. For example – whilst Churchill was PM, the Second World War was happening. Colour code your timeline to show when a different political party assumed office (got elected and there was a new PM – use red for the Labour Party, blue for the Conservative Party, and Yellow for the Liberals).

Task 2: Create a fact-file for each PM from 1918 to 1997. This must include the following: what party they belonged to, what their main political beliefs were, and what they achieved whilst in office. I don’t want to know about their family life or background. Also, make sure you make reference to other events which took place during their premiership. The PMs were:

David Lloyd George (1916-1922), Bonar Law (1922-1923), Stanley Baldwin (1923-1924), Ramsay MacDonald (1924), Stanley Baldwin (1924-1929), Ramsay MacDonald (1929-1935), Stanley Baldwin (1935-1937), Neville Chamberlain (1937-1940), Winston Churchill (1940-1945), Clement Attlee (1945-1950), Winston Churchill (1950-1955), Anthony Eden (1955-1957), Harold Macmillan (1957-1963), Alec Douglas-Home (1963-1964), Harold Wilson (1964-1970), Edward Heath (1970-1974), Harold Wilson (1974-1976), James Callaghan (1976-1979), Margaret Thatcher (1979-1990), John Major (1990-1997).

DVD: Andrew Marr, *Making of Modern Britain*, extracts from Episodes 1–3 can be used to provide some context.

[andrew+marr+making+of+modern+britain+episode 1](https://www.bing.com/videos/search?q=andrew+marr+making+of+modern+britain+episodes&&view=detail&mid=3C4633FB072EA20A76EC3C4633FB072EA20A76EC&FORM=VRDGAR)

[andrew+marr+making+of+modern+britain+episode 2](https://www.bing.com/videos/search?q=andrew+marr+making+of+modern+britain+episodes&&view=detail&mid=ABF255EC004D1A2508EAABF255EC004D1A2508EA&FORM=VRDGAR)

[andrew+marr+making+of+modern+britain+episode 3](https://www.bing.com/videos/search?q=andrew+marr+making+of+modern+britain+episodes&&view=detail&mid=99CE044C8EB386B21B1699CE044C8EB386B21B16&FORM=VRDGAR)

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

**Course Breakdown**

Your A-Level course will be broken down into four parts (two for Year 12):

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

2 hour 15 minute exam on the topic Britain transformed, 1918–97

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 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).

**Year 13 - Paper 2: Depth study**

1 hour 30 minute exam on the topic The USA, c1920–55: boom, bust and recovery

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).

**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 topics in Year 12**

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=ntt_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=ntt_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=ntt_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=ntt_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).

Britain transformed, 1918–97

**Outline:**

This option comprises a study in breadth, in which students will learn about the extent to which Britain was transformed politically, socially, economically and culturally in the years 1918–79. They will consider responses to the challenges of war, fluctuations in the economy, technological advancement and the desire for greater social equality.

The focus of study is on developments and changes over a broad timescale and so the content is presented as themes spanning a significant duration: 1918–79. This option also contains a study in depth of historical interpretations on a broad question, which is contextualised by, and runs on from, the themes: what impact Thatcher’s governments had on Britain, 1979–97.

1. A changing political and economic environment, 1918–79

2. Creating a welfare state, 1918–79

3. Society in transition, 1918–79

4. The changing quality of life, 1918–79

5. Historical Interpretations - What impact did Thatcher’s governments (1979–90) have on Britain, 1979–97?

**Reading List**

Rosemary Rees, *Britain 1890–1939.* Chapter 11 & 12.

Michael Lynch, *Britain 1900–51*, Chapter 5.

Robert Pearce*, Contemporary Britain 1914–1979* Chapter 29.

Michael Lynch, *Britain 1945–2007* Chapter 1.

Andrew Boxer, *The End of Consensus: Britain 1945–90* Chapter 3.