



UXBRIDGE  
HIGH SCHOOL



# Sixth Form Transition Pack

**HISTORY**

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# COURSE INTRODUCTION

Studying history at UHS will greatly develop your interest in and enthusiasm for the subject. It will provide an understanding of its intrinsic value and significance through an appreciation of different identities within societies. Studying A level history will enable you to improve as an effective and independent learner, as a critical and effective thinker with a curious and enquiring mind.

*‘ If you don’t know history, then you don’t know anything. You are a leaf that doesn’t know it’s part of a tree.’*

*Michael Crichton*

Paper 1	Paper 2	Paper 3	Paper 4
Britain 1930-1997 Enquiry topic: Churchill 1930-1951	Democracy and dictatorships in Germany 1919-1963	Popular Culture and the Witchcraze of the 16th and 17th Centuries	Topic based essay (internally assessed)

Content Overview	Assessment Overview	
<p><b>British period study and enquiry: (unit group 1)</b></p> <p>Learners study <b>one</b> of the 13 units available, each of which constitutes a substantial and coherent element of British History.</p> <p>The enquiry is a source-based study which immediately precedes or follows the outline period study.</p>	<p>British period study and enquiry (Y101-Y113) 50 marks 1 hour 30 minute paper</p>	<p><b>25%</b> of total <b>A level</b></p>
<p><b>Non-British period study: (unit group 2)</b></p> <p>Learners study <b>one</b> of the 24 units available, each of which constitutes a coherent period of non-British History.</p>	<p>Non-British period study (Y201-Y224) 30 marks 1 hour paper</p>	<p><b>15%</b> of total <b>A level</b></p>
<p><b>Thematic study and historical interpretations: (unit group 3)</b></p> <p>Learners study <b>one</b> of the 21 units available. Each unit comprises a thematic study over a period of at least 100 years, and three in-depth studies of events, individuals or issues that are key parts of the theme.</p> <p>Learners will develop the ability to treat the whole period thematically, and to use their detailed knowledge of the depth study topics to evaluate interpretations of the specified key events, individuals or issues.</p>	<p>Thematic study and historical interpretations (Y301-Y321) 80 marks 2 hour 30 minute paper</p>	<p><b>40%</b> of total <b>A level</b></p>
<p><b>Topic based essay: (unit Y100)* **</b></p> <p>Learners will complete a 3000–4000 word essay on a topic of their choice, which may arise out of content studied elsewhere in the course. This is an internally assessed unit group. A Title(s) Proposal Form must be submitted to OCR.</p>	<p>3000–4000 word essay (Y100/03 or 04) Non exam assessment 40 marks</p>	<p><b>20%</b> of total <b>A level</b></p>



## Tasks to be completed

### Unit group 1. Britain 1930–1997 Enquiry topic: Churchill 1930–1951

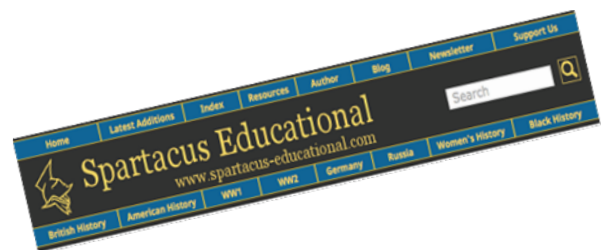
#### Task 1 – How did Churchill bring Britain back from the brink?

Watch the clip. Create a timeline charting key events in Winston Churchill's life.

[Winston Churchill](#)

Using Spartacus website (and any other research) write a profile on Winston Churchill, in particular the role that his childhood, early years and his time as Chancellor played in shaping the period between 1929 and 1951.

<http://spartacus-educational.com/PRchurchill.htm>



#### Introductory reading list

Britain, 1930-1951. Gilmour, A. (1985) Winston Churchill.

Johnson, B. (2014) The Churchill Factor.

Wells, M. and Fellows, N. (2017) OCR A Level History: Britain, 1930-1997. Germany, 1918-1924

Bookbinder, P. (1997) Weimar Germany: The Republic of the Reasonable.

Fellows, N. (2018) OCR A Level History: Democracy and Dictatorships in Germany, 1919-1963.

Layton, R. (2016) Democracy and Dictatorship in Germany, 1919-1963.

Mcdonough, F. (2012) Hitler and the Rise of the Nazi Party.

Shirer, W. (1983) The Rise and Fall of the Third Reich

Lynch M. (2001) Modern British History 1900-1999

Rowe C. (2004) Britain 1929-1998,

McCarten A. (2017) Darkest Hour

#### Audio/Visual resources

Britain, 1930-1951.

BBC Andrew Marr Documentary Series – The Making of Modern Britain -

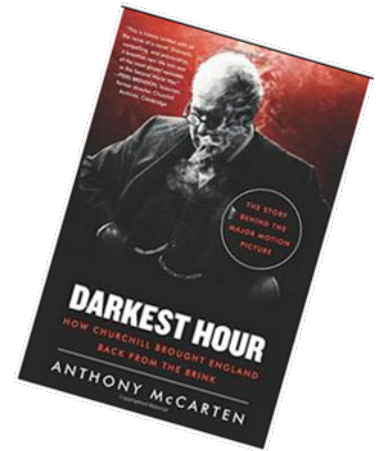
[https://www.youtube.com/watch?v=X\\_eICyolb8Q](https://www.youtube.com/watch?v=X_eICyolb8Q)

Winston Churchill – The Wilderness Years, 1929-1939

<https://www.youtube.com/watch?v=TWSoxhCZbNE>

BBC History Website: Post War Britain

[https://www.bbc.co.uk/history/british/modern/overview\\_1945\\_present\\_01.shtml](https://www.bbc.co.uk/history/british/modern/overview_1945_present_01.shtml)



## **Unit group 2. Democracy and dictatorships in Germany 1919-1963**

### **Task 2 - How does a democratic government deal with terrorism and violent radical political groups who desire to destroy the democracy?**

Write a summary of the unification of Germany and how the German Empire was founded using these links.

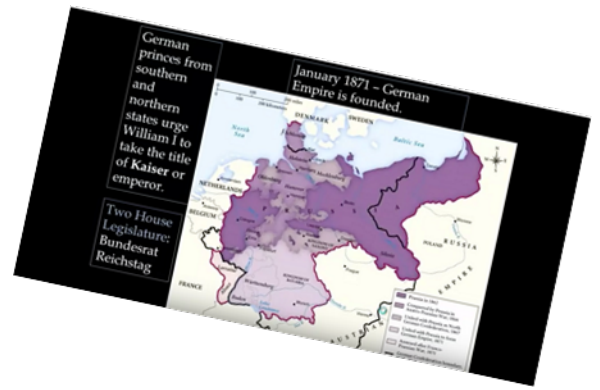
<http://alphahistory.com/weimarrepublic/imperial-germany/>

<https://www.youtube.com/watch?v=1TVp9SaJi-4>



Using Spartacus website (and any other research) explain how Germany developed as a world power between 1871 and 1914.

<http://spartacus-educational.com/FWWinGermany.htm>



### Introductory reading list

Kitson, Germany 1858-1990: Hope, Terror and Revival, OUP

Hite and Hinton, Weimar and Nazi Germany, Hodder

Bookbinder, P. (1997) Weimar Germany: The Republic of the Reasonable.

Fellows, N. (2018) OCR A Level History: Democracy and Dictatorships in Germany, 1919-1963.

Layton, R. (2016) Democracy and Dictatorship in Germany, 1919-1963.

Mcdonough, F. (2012) Hitler and the Rise of the Nazi Party.

Shirer, W. (1983) The Rise and Fall of the Third Reich.

### Audio/Visual resources

Weimar and Nazi Germany Documentary

<https://www.youtube.com/watch?v=7rCWjwSSOI>