

# AS/A2 History Course Outline

## Overview

Students will study a blend of British and European/World History at AS and A2 level, incorporating two modules for the AS and a further two for the A2, covering:

- significant events, individuals and issues;
- a range of historical perspectives;
- the diversity of society;
- the history of more than one country;
- a substantial element of English history;
- continuity and change over a period of time.

We are particularly excited at the prospect of being able to offer a tour of Russia during the course, demand permitting, to accentuate the Communism and Democracy AS and the War and Peace: 20th Century International Relations A2 topic.

## Course Structure & Content

### **AS: Unit 1 A World Divided: Communism and Democracy in the 20th Century**

This option concentrates on the theme of contrasting ideologies, with particular emphasis on how Communism developed and, in some societies, succeeded in overthrowing existing authority in the first half of the 20th century. This option also concentrates on how the USA responded to the challenge of Communism during that time and on the development of and challenges to democracy in the USA. Whichever combinations are chosen, this option enables students to understand the importance of ideas and beliefs in the policies developed by states, how and why ideology is frequently a cause of both challenge and conflict, within and between states, and also gives rise to debates about the rights of citizens.

#### **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 on to and consolidating power, 1918-24: civil war; changing economic policies; creating the Soviet state.

#### **D4 Stalin's Russia, 1924-53**

- The struggle for power — the making of the new vozhd 1924-29: personalities and policies.
- Transforming the Soviet Union: the collectivisation of agriculture and its social and economic impact; industrialisation and its economic and social impact; the three five-year plans; changing social policies.
- Persecution and control: the origins and course of the purges; culture and the arts in the service of a totalitarian regime. The making of a superpower: the Great Patriotic War; devastation; war production; victory.

### **Unit 2 Conflict and Change in 19th and 20th Century Britain**

Grounded in an understanding of the relevant chronology, this option concentrates on key developments in social and political change in Britain in the late 19th and early 20th centuries, with particular emphasis on an understanding in some depth of the impact of war on public attitudes, medicine, social change and the factors influencing women's changing role and opportunities in a mature industrial society. It gives students the opportunity to understand how developments in one area (e.g. the pressures of fighting wars or providing

opportunities for female education) can have significant impact in others (e.g. in medicine and surgery or political activism).

### **C1 The Experience of Warfare in Britain: Crimea, Boer and the First World War, 1854-1929**

- The impact of the Crimean War: significance of newspaper reporting; medical and nursing developments; pressure for army reforms.
- The impact of the Second Boer War: propaganda; support for, and questioning of, Britain's imperial role; national efficiency campaigns; impact on social reform.
- The experience of war on the Western Front: outline of Britain's involvement; medical and surgical developments; creation, recruitment and retention of a mass army; morale and discipline of troops; effectiveness of strategy and tactics.
- The impact of the First World War on the home front; changing attitudes to the conflict; work and working practices; propaganda; organisation of the state for total war.

### **A2: Unit 3 War and Peace: 20th Century International Relations**

This option concentrates on international diplomacy from the late 19th to the late 20th centuries. It focuses on the need for, and robustness of, alliance systems and the reasons for conflict between states. Students are required to study a range of factors associated with the making of alliances, their significance and impact and the importance of armaments policies as an adjunct or threat to the peaceful resolution of disputes. They also address, and are invited to pass reasoned judgement upon, issues which have provoked disagreement and controversy among historians. A key element of study in this option lies in the evaluation of interpretations related to attempts at international co-operation and the ways and reasons for failure of co-operation and conflict resolution.

#### **E2 A World Divided: Superpower Relations, 1944-90**

- The post-Stalin thaw and the bid for peaceful coexistence: Khrushchev and the responses of Dulles, Eisenhower and Kennedy.
- The arms race, 1949-1963: nuclear technology; delivery systems; the Cuban missile crisis; the Test Ban Treaty.
- Sino-Soviet relations, 1949-76: alliance to confrontation in Asia and its impact on US policy.
- Détente, 1969-1980: the Strategic Arms Limitation Talks (SALT) and agreements; Helsinki Accords; the impact of economic realities.

#### **Associated controversies**

- Why did the Cold War between the superpowers emerge in the years to 1953?
- Why did the Cold War come to an end in the 1980s?

### **Unit 4 Historical Enquiry (Coursework)**

In this unit students will address key aspects of a chosen theme over a period of at least 100 years in order to develop their understanding of the process of change over a long period of time. They will investigate issues relating to the long- and short- term causes and consequences of change and will demonstrate an understanding of the factors that may accelerate, consolidate or delay the process of change.

Students will follow a short introductory taught course that provides an overview of the key strands of development in the chosen topic over a period of at least 100 years. The course should provide the context for students' enquiries.

Students are required to complete a programme in two parts. Each part will be equally weighted within the marks allocated. In Part A, students will complete an in-depth enquiry into the short-term significance of a key event, individual, development or movement within the period of study.

In Part B, students will set their chosen event or individual in a broader context, exploring the process of change within the wider timeframe.

## The State and the Poor, c1815-1939

**Focus:** The changing attitudes to the poor throughout the period and the impact this had upon the ways in which state provision for the poor changed.

- Pressure to change the old Poor Law.
- Recommendations of the Poor Law Commission and the implementation of the Poor Law Amendment Act of 1834. The increasing involvement of the state in public health and provision for the poor in the years to 1900 and the reasons for this.
- The welfare measures of early 20th century governments and their success in alleviating poverty.

<b>Assessment:</b>
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### Summary

AS Unit 1	1hr20min exam	60 marks	25% of A Level grade
AS Unit 2	1hr20min exam	60 marks	25% of A Level grade
A2 Unit 3	2hr exam	70 marks	30% of A Level grade
A2 Unit 4	Coursework	50 marks	20% of A Level grade

### AS Unit 1 Historical Themes in Breadth

AS Written examination: 1 hour 20 minutes. (60 marks)

Candidates will be required to answer two questions 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 influenced behaviours and action.

### AS Unit 2 British History Depth Studies

AS Written examination: 1 hour 20 minutes. (60 marks)

Candidates are required to answer two source-based questions for their chosen topic. Candidates will be provided with seven to nine unseen sources of approximately 550 words in total per topic. These sources will be made available with the examination paper.

### A2 Unit 3 Depth Studies and Associated Historical Controversies

A2 Written examination: 2 hours. (70 marks)

Each option paper will be divided into Sections A and B. Candidates will be required to answer the following from their chosen topic:

one question in Section A out of a choice of two (30 marks)

one question in Section B out of a choice of two (40 marks).

In Section A, the essay questions will have an analytical focus that will require candidates to reach a substantiated judgement on a historical issue or problem.

In Section B, candidates will be provided with five or six unseen secondary sources totalling approximately 350-400 words per question. These sources will be made available with the examination paper.

The question will require candidates to compare the provided source material while exploring an issue of historical debate, and to reach substantiated judgements in the light of their own knowledge and understanding of the issues of interpretation and controversy.

### A2 Unit 4 Historical Enquiry A2 Internal assessment. (50 marks)

Part A: An extended essay which addresses the question which was posed as the focus of the enquiry. The enquiry must provide evidence of 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 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 forces for change in the period.

Students are encouraged to make use of ICT in the production of the essay.

### **Assessment Objectives in A Level History**

#### **AO1**

**a** Recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner.

**b** Demonstrate their understanding of the past through explanation, analysis and arriving at substantiated judgements of:

- key concepts such as causation, consequence, continuity, change and significance within an historical context
- the relationships between key features and characteristics of the periods studied.

#### **AO2**

**a** As part of a historical enquiry, analyse and evaluate a range of appropriate source material with discrimination.

**b** Analyse and evaluate, in relation to the historical context, how aspects of the past have been interpreted and represented in different ways.

<b>Entry qualifications</b>
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Students should have a GCSE C grade or higher, in History or a similar subject e.g. Geography or English.

<b>Career Prospects</b>
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History is directly relevant to numerous degree level courses and careers, and is also accepted as a solid academic basis for further study in a range of areas due to the academic rigour of the subject, and the skills historians develop in their studies. Students interested in pursuing courses and/or careers in journalism, the media, law, public services, business management, tourism, conservation, archaeology, teaching or museology would be well prepared for their future by studying History.