

## Preparation for September.

In order that you have some essential background knowledge for the start of the course you need to complete the following task.

A 800- 1000 word essay, with a bibliography to be brought to your first History lesson. You will need to research the topic in order to complete the task.

### Societies in Change.

Which of the following was the most successful leader, Henry V, Owain Glyndwr and King John?

### Societies in Conflict

Which of the following was the most successful leader of Russia, Catherine the Great, Ivan the Terrible or Peter the Great?



## HISTORY AS & A2 @ SHELLEY COLLEGE

### Examination Board:

### Edexcel



Introduction Handbook for year 12 Students

## What are the big issues involved in studying History at A level?

Having the right attitude.

In History as in life in general, your attitude is everything. In other words, to make your experience with History as enjoyable and worthwhile as possible requires the proper attitude. You have to be able to place yourself in the right frame of mind and that frame of mind is one in which exploration, discovery and self-awareness are integral.

What sort of attitude do we need to have when studying history? Well, the first thing is that you should not enter a history class--any history class--looking for answers. The study of history reveals that there is no clear cut answer for anything. Since understanding history is based on individual--and therefore subjective--interpretation, you must decide for yourself what kind of meaning you will attach to the topic. Go into history with an open mind. Don't expect the answer to be presented to you as if written in stone. It's not. History is not a science--it's a form of literature and the historian is little more than a writer of non-fiction.

You have to open your eyes, open your mind. Tear down the walls. Study history with a sense of wonder and enjoyment. After all, this "stuff" is all happening in the past. Study history with a sense of engagement. There ought to be a sense of "what was it like" when you study history.

## Support

VLE- each course will have a VLE, where lessons, resources and forums will be used to help support your knowledge.

Schemes of Work-You will be given a unit handbook at the start of each unit

Revision session- There is a programme of lessons and workshops put onto to help you revise purposefully

Library- You can ask for a catalogue of the books that are related top the topics.

Journals- You can do some additional work by using journal, these are located in the bookshelves in H79, just ask and then you can copy an article.

Learning Journal- In addition to home work, each unit will have some little research and independent study activities.

I-mod- You will complete an i-mod for all courses.

Contact- All staff have a school email, which you may use for asking for advice.



Topic D4: Stalin's Russia, 1924-53

Culpin C and Henig R — *Modern Europe 1870-1945 (Chapters 12-13)* (Longman, 1997)

Davis R W — *Soviet Economic Development from Lenin to Khrushchev*, (Cambridge University Press, 1998)

Evans D and Jenkins J — *Years of: Russia and the USSR 1851-1991* (Hodder and Stoughton, 2001)

Farmer A — *An Introduction to Modern European History 1890-1990* (Hodder and Stoughton 'Access to History Context' series, 2000)

Grant J — *Stalin and the Soviet Union* (Longman 'History in Depth' series, 1998)

Laver J — *History at Source: Russia, 1914-1941* (Hodder and Stoughton, 1991)

Lee S — *Stalin and the Soviet Union* (Routledge 'Questions and Analysis in History' series, 1999)

Lynch M — *Stalin and Khrushchev: The USSR, 1924-1964* (Hodder and Stoughton, 1990)

McCauley M — *Russia 1917-1941* (Sempringham, 1997)

Murphy D and Morris T — *Europe 1870-1991* (Collins Educational, 2004)

Phillips S — *Stalinist Russia* (Heinemann 'Heinemann Advanced History' series, 2000)

Rayfield D — *Stalin and his Hangmen* (Viking, 2004)

Read C — *The Making and Breaking of the Soviet System* (Palgrave, 2001)

Service R — *The History of Twentieth-century Russia* (Penguin Books, 1998)

Thomas D and McAndrew M — *Hodder Modern History: Russia and the USSR, 1917-1945* (Hodder Arnold H&S, 1997)

Traynor J — *Europe 1890-1990 (Chapters 9-10)* (Nelson Thornes, 1991)

Volkogonov D — *The Rise and Fall of the Soviet Empire* (Harper Collins, 1998)

Whittock M J — *Stalin's Russia* (Collins, 1997)

History is a demanding A level and has been identified as a good choice of subject to help university applications but it does require students to work and to apply themselves fully. Our expectations are that you will attend all lessons, fully participate in lessons, complete all assignments on time, work on your learning journal and imod. As an A level student the key to success is you and your attitude. From the History department you can expect in return, well planned lessons incorporating a range of teaching styles, good feedback on all work, regular monitoring and extra support. We do want you to succeed.



**ПОД ВОДИТЕЛЬСТВОМ ВЕЛИКОГО СТАЛИНА—ВПЕРЕД К КОММУНИЗМУ!**

## Overview Guide to the course

### Societies in Change

AS Unit 1: Historical Themes in Breadth 50% of the AS 25% of the A2

#### *Overview of skills*

You will study aspects of the past in breadth through periods or themes. The unit addresses breadth of study, requiring you to address two linked themes from a range of perspectives, for example social, religious, political and cultural.

#### *Assessment Style*

Written examination: 1 hour 20 minutes in January

You will be required to answer **two** questions worth 30 marks each.

These are based on assessment objective A01

#### *Key issues to be studied*

##### **The Wars of the Roses in England, 1455-85**

- The origins of the conflict: the personality of Henry VI; royal debt; rival claimants; a divided nobility.
- The Yorkist challenge, 1455-61.
- The renewed Lancastrian challenge to Edward IV, 1469-71 and the consolidation of royal power, 1472-83.
- The reign of Richard III and the Battle of Bosworth Field.



Chrimes S B, Ross C and Griffiths R (editors) — *Fifteenth-century England, 1399-1509: Studies in Politics and Society* (Sutton Publishing Ltd edition, 1997)  
Chrimes S B — *Henry VII* (Eyre Methuen, 1972)

Grant A — *Henry VII, Lancaster* (Menthuen Publishing Company, 1985)

#### Bibliographies for Unit 1 Societies in Conflict

Topic D3: Russia in Revolution, 1881-1924

Culpin C and Henig R — *Modern Europe 1870-1945 (Chapter 6)* (Longman, 1997)

Daborn J — *Russia: Revolution and Counter Revolution, 1917-1924* (Cambridge University 1991)

Darby G — *The Russian Revolution: Tsarism to Bolshevism 1861-1924* (Longman 'History in Depth' series, 1998)

Evans D and Jenkins J — *Years of: Russia and the USSR 1851-1991* (Hodder and Stoughton,

Farmer A — *An Introduction to Modern European History 1890-1990* (Hodder and Stoughton 'Access to History Context' series, 2000)

Hite J — *Tsarist Russia, 1810-1917* (Causeway Press, 2004)

Laver J — *Lenin: Liberator or Oppressor?* (Hodder and Stoughton 'Personalities and Powers series, 1994)

Lynch M — *Reaction and Revolutions: Russia 1881-1924* (Hodder and Stoughton 'Access to History' series, 1992)

Lynch M — *Trotsky: The Permanent Revolutionary* (Hodder and Stoughton 'Personalities at Powers' series, 1995)

Murphy D and Morris T — *Europe 1870-1991* (Collins Educational, 2004)

Phillips S — *Lenin and the Russian Revolution* (Heinemann 'Heinemann Advanced History' series, 2000)

Service R — *Lenin: A Biography* (Pan Books, 2002)

Traynor J — *Europe 1890-1990 (Chapter 4)* (Nelson Thornes, 1991)

White A — *Lenin's Russia* (Collins, 1998)

Read for purpose to help widen your knowledge.

Bibliographies for Unit 1 Societies in Change

### **The Wars of the Roses in England, 1455-85.**

Carpenter C — *The Wars of the Roses :Politics and the constitution in England 1437-1509*

(Cambridge UP 1997)

Chrimes S B, Ross C and Griffiths R editors — *Fifteenth Century England 1399-1509* (Sutton

Publishing Ltd, 1997)

Haigh P A — *The Military Campaigns of the Wars of The Roses* (Sutton, 1995)

Lander JR - *Government and Community: England 1450-1509* (Arnold, 1980)

Ross C - *Edward IV* (Yale University Press, 1997)

Ross C - *The Wars of the Roses* (Thames and Hudson, 1976)

Rowse A L - *Bosworth Field And the Wars of the Roses*, Macmillan 1966 (Wordsworth Pbk edition, 1998 )

Storey R L - *The End of the House of Lancaster* (Sutton, 1999)

### **The Reign of Henry VII.1485-1509**

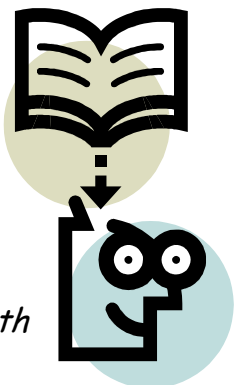
Arthurson I — *The Perkin Warbeck Conspiracy 1491-1499* (Sutton, 1994)

Bevan B — *Henry VII; the First Tudor King* (Rubicon Press, 2000)

Brigden S — *New Worlds, Lost Worlds: The Rule of the Tudors, 1485-1603* (Penguin Books, 2002)

Carpenter C — *The Wars of the Roses :Politics and the constitution in England 1437-1509*

(Cambridge UP, 1997)



### **The Reign of Henry VII, 1485-1509**

- Securing the throne and seeing off rivals: Henry's claim; Lambert Simnel; Perkin Warbeck; Warwick and the de la Poles.
- The nature of Tudor government and taming the nobility.
- Financial and administrative reforms: justice and filling the royal coffers.
- Foreign policy: relations with Spain, France, Burgundy and Scotland.



### **AS Unit 2: British History Depth Studies 50% of the AS 50% of the A2**

#### *Overview of skills*

You will study British history in some depth. Grounded in an exploration of source material in its historical context, this unit enables you to develop an in-depth understanding of the attitudes, beliefs and structures of the societies they study. In working with selected sources, you will be required to demonstrate evidence skills which enable them to make reasoned and supported judgements and to address a historical view or claim.

### *Assessment Style*

Written examination: 1 hour 20 minutes in June

Within each option paper, you are required to answer two source-based

questions for their chosen topic, question (a) and question (b).

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

The second question (b) is worth 40 marks and will ask you to address an

historical view or claim using two sources in conjunction with your own knowledge. A choice of questions will be provided for each topic.

*Key issues to be studied.*

### **Great Britain? The experience of People in Victorian Britain**

Poverty, Public Health and the Growth of Government in Britain, 1830-75

- Reasons for widespread poverty in early 19th century: the operation of the old Poor Law and reasons why it was controversial.
- The Poor Law Amendment Act of 1834 and diverse reactions to it up until 1875.
- The impact of cholera on pressure for public health legislation in the 1830s and 1840s: the role of Edwin Chadwick and John Snow.
- Local public health provision and legislation: reasons for passing the Public Health Act (1848) and reactions to it in the 1850s; reasons for the passing of the Public Health Act of 1875.



In preparation for September you may wish to begin some preliminary reading. The information below is a guide to help you. You will be given 2 textbooks but a deposit will be required.

The study of history means reading. There's no escaping that simple fact.

In order to make the reading of history more satisfying and more purposeful, you must make an effort. This means that you must have a general sense of the subject matter. You can't just jump into a text and expect to get much out of it especially if the subject matter is genuinely alien to you. If you do just jump in, you will quickly become lost as the information presented will make little sense.

How do you begin?

1. Pick up the book, look at the covers. See anything interesting?
2. Who wrote the book? Does the publisher give you any information?
3. When was it written? Do you think this makes a difference? Why?
4. Scan the Table of Contents. See anything you like?
5. Read the Preface and Introduction.
6. Are there any illustrations? footnotes? a bibliography?
7. Read the first sentence. Does it hold your attention? Or, do you then put the book down and say, "I'll start reading this tomorrow"?
8. Does it look like a good book? worthy to be read?
9. Why might your instructor have assigned this particular text?

History Podcasts

<http://historicalpodcasts.googlepages.com/home>

Victorian Web

<http://www.victorianweb.org/>

History Learning Site

<http://www.historylearningsite.co.uk/>

History Wizard

<http://www.historywiz.com/>

Active History

[www.activehistory.co.uk/](http://www.activehistory.co.uk/) user name shelleyc password 463

History Study Shop

<http://www.historystudystop.co.uk/site/flash.php>

National Archives

<http://www.historystudystop.co.uk/site/flash.php>

History Mole

<http://www.historymole.com/>

## How to Read around the subject?

## **A2 Unit 3: Depth Studies and Associated Historical Controversies 60% of A2 30% of whole GCE**

### *Overview of Skills:*

You will undertake a study in some depth at a more demanding level than that

required in Unit 2. You will gain a firm understanding both of the selected chronology and of key issues, problems and debates associated with it. Each of these studies in depth enables students to explore the nature of challenges and conflict both within the period and relating to the societies and/or political systems studied. You will demonstrate your understanding by answering an essay question requiring you to reach a developed and substantiated judgement. The unit also enables you to work with secondary sources selected to provide evidence of differing views about defined associated historical controversies.

### *Assessment Style:*

Written examination: 2 hours in June 2010

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

one question in Section A out of a choice of two (30 marks). The essay questions

will have an analytical focus that will require candidates to reach a substantiated

judgement on a historical issue or problem

One question in Section B out of a choice of two (40 marks). The question will require you 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.

*Key issues to be studied*

**Kings, People, Emperor and back again: Challenges to French Authority**

France, 1786-1830: Revolution, Empire and Restoration

- The onset of revolution and the collapse of absolute monarchy, 1786-89.
- Terror and reaction, 1793-99: war and terror; the Thermidorean reaction and the Directory.
- France under Napoleon, 1799-1807: from Consulate to Empire;
- Napoleon's domestic reforms.
- The Bourbons restored: Louis XVIII and the Charter; Charles X and the Revolution of 1830.

Associated controversies

- a) Why did constitutional monarchy fail in the years 1789-92?
- b) Why did the Napoleonic Empire collapse in 1814?



In History there are two main assessment objectives.

		% in AS	% in A2	% in GCE
AO1	a	70%	70%	70%
	b			
AO2	a	30%	30%	30%
	b			
<b>TOTAL</b>		100%	100%	100%

Websites

Spartacus History  
[www.spartacus.schoolnet.co.uk/](http://www.spartacus.schoolnet.co.uk/)

Modern History Source Book  
[www.fordham.edu/halsall/mod/modsbook.html](http://www.fordham.edu/halsall/mod/modsbook.html)

Casahistoria  
<http://www.casahistoria.net/>

BBC History  
<http://www.bbc.co.uk/history/>

Virtual Library  
<http://vlib.org/vlhist/index>

Year	Autumn Term	Spring Term	Summer Term
Year 12	Unit 1 Autocracy and Dictatorship: Russia in Revolution and Stalin's Russia  Exam in January	Unit 2 Experience of Warfare in Britain in the Modern era	Unit 2 Exam in May June begin work on unit 4 Drudgery to Dior: Did women achieve a new look? Changes in women's lives 1850-1950
Year 13	Unit 4 Submission in January October begin work on unit 3 Victory against fascism, but at what cost?: Britain's response to the growth of Fascism 1925-1960	Unit 3	Unit 3 Exam in June   Unit 4 Resubmissions May

#### Unit 4: Historical Enquiry 40% of the A2 20% of the GCE

##### *Overview of Skills*

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

You will complete an assignment in **two** parts. Each part is equally weighted within the marks allocated. Part A will comprise an enquiry in depth into the short-term significance of a key event or individual within the period of study. In Part B, you will set your chosen event or individual in a broader context, exploring the process of change within the wider timeframe.

##### *Assessment Style*

Coursework January 2010

The maximum permitted word length of the total assignment is 4000 words.

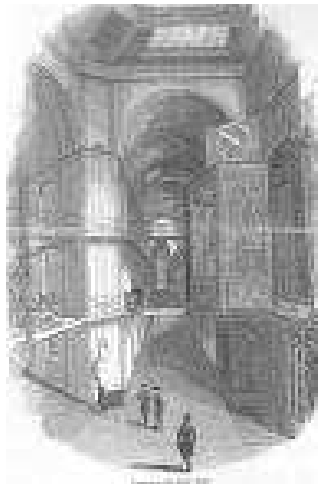
*Key issues to be studied*

**Crime and Punishment in Britain in the C19th and C20th**

Crime and Punishment in Britain, c1830- 1965

**Focus:** The factors influencing changing attitudes to crime and punishment and the outcomes of these changed attitudes.

- The impact of industrialisation on the crime rate in the early 19<sup>th</sup> century and on the types of crime committed.
- Changes in policing.
- The successes and failures of different forms of prison for men, women and juveniles.
- The changing approaches to punishment and law enforcement over the period.



Year 13	Unit 4  Submission in January  October begin work on unit 3 Kings, People, Emperor and back again :Challenges to French Authority	Unit 3	Unit 3 Exam in June  Unit 4 Resubmissions May
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**Societies in conflict**

# Curriculum Plan

## Societies in change

Year	Autumn Term	Spring Term	Summer Term
Year 12	Unit 1 War of the Roses and Henry VII  Exam in January	Unit 2 Great Britain? The experience of People in Victorian Britain.	Unit 2 Exam in May  June begin work on Unit 4 Crime and Punishment in Britain in the C19th and C20th.

## Societies in Change

**Unit 1: Historical Themes in Breadth 50% of the AS 25% of the A2**

### *Overview of skills*

You will study aspects of the past in breadth through periods or themes. The unit addresses breadth of study, requiring you to address two linked themes from a range of perspectives, for example social, religious, political and cultural.

### *Assessment Style*

Written examination: 1 hour 20 minutes in January  
You will be required to answer **two** questions worth 30 marks each. These are based on assessment objective A01

### *Key issues to be studied*

#### **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.

## 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.



## Drudgery to Dior: Did women achieve a new look? Changes in women's lives 1850-1950

The Changing role of Women, c1850-c1950

**Focus:** The changing role and status of women at work and in the home and the factors driving those changes.

- Role and status of women in the economy.
- Women's changing role within the political system.
- Educational opportunities for girls and women.
- The changing domestic role of women.

## AS Unit 2: British History Depth Studies 50% of the AS 50% of the A2

### *Overview of skills*

You will study British history in some depth. Grounded in an exploration of source material in its historical context, this unit enables you to develop an in-depth understanding of the attitudes, beliefs and structures of the societies they study. In working with selected sources, you will be required to demonstrate evidence skills which enable them to make reasoned and supported judgements and to address a historical view or claim.



## Unit 4: Historical Enquiry 40% of the A2 20% of the GCE

### Overview of Skills

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

You will complete an assignment in **two** parts. Each part is equally weighted within the marks allocated. Part A will comprise an enquiry in depth into the short-term significance of a key event or individual within the period of study. In Part B, you will set your chosen event or individual in a broader context, exploring the process of change within the wider timeframe.

### Assessment Style

Coursework January 2010

The maximum permitted word length of the total assignment is 4000 words.

### Assessment Style

Written examination: 1 hour 20 minutes in June

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The second question (b) is worth 40 marks and will ask you to address an historical view or claim using two sources in conjunction with your own knowledge. A choice of questions will be provided for each topic.

*Key issues to be studied.*

### Experience of Warfare in Britain in the Modern Era

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: Depth Studies and Associated Historical Controversies 60% of A2 30% of whole GCE**

### *Overview of Skills:*

You will undertake a study in some depth at a more demanding level than that required in Unit 2. You will gain a firm understanding both of the selected chronology and of key issues, problems and debates associated with it. Each of these studies in depth enables students to explore the nature of challenges and conflict both within the period and relating to the societies and/or political systems studied. You will demonstrate your understanding by answering an essay question requiring you to reach a developed and substantiated judgement. The unit also enables you to work with secondary sources selected to provide evidence of differing views about defined associated historical controversies..

### *Assessment Style:*

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

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One question in Section B out of a choice of two (40 marks). The question will require you 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.

Key issues to be studied.

### **Victory against Fascism, but at what cost? Britain's response to the growth of Fascism 1925-1960**

- British foreign policy 1925-37
- The role of public opinion in influencing policy.
- Defeat and survival, 1939-41: military setbacks; the Battle of Britain (1940); war in North Africa and the Atlantic.
- Victory and the Grand Alliance 1942-45: the Mediterranean, 1942-44; the Battle of the Atlantic; the bomber offensive; D-Day and the liberation of Europe.
- The Home Front: morale, war production, social change 1939-45.

### *Associated controversies*

- Was British foreign policy in the years 1937-39 a triumph or a disaster for Britain?
- Was the social and economic impact of the war on Britain positive or negative in the years 1945-60?