

History

A Level

Why study History at A Level?

If you're viewing this presentation it must mean you have a real interest in continuing your studies of History at A Level.

Taking a subject because you enjoy it is important but there are other factors you should consider too.

Studying history at A Level will help you improve your analytical skills, develop your own opinions and formulate well reasoned, supported and logical arguments. You will develop your ability to critically appraise historical sources and improve your written communication, research skills and skills in discussion and debate.

These are all skills that universities and future employers will want to see.

Why study History at A Level?

History is also considered to be a facilitating subject...

....this means that some subjects are considered essential for some university degrees and so can open lots of doors when you decide what you want to do after you leave school.

I love history but I've got to think about a CAREER!

It's easy to see how learning something like IT at school can help you when you start looking for a job. With a subject like history, it may be harder for you to identify a clear career path.

In fact, history is **very practical**, because it involves:

- **Learning about people** - how they interact, the motives and emotions that can tear people apart into rival factions or help them to work together for a common cause (useful knowledge for team-building at work!)
- **Learning about countries, societies and cultures** - so many of today's conflicts and alliances have their roots in the past; how can you negotiate with, trade successfully with, or report on a country if you know nothing of its history?
- **Learning to locate and sift facts** - to identify truth and recognise myth, propaganda and downright lies (useful in every aspect of life!)
- **Presenting what you've learned in a way that makes sense to others** - whether in graphs, essays or illustrated reports - **and** having the confidence to defend your findings.

What do I need to study History at A Level?

Entry Requirements:

We ask that you have a real interest in History - make sure you look at the course details and specification to know what to expect.

You will need a grade C or above in your CAG for History.

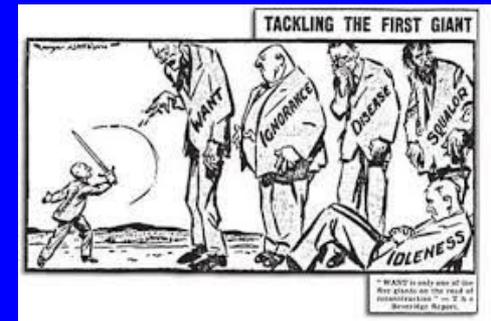
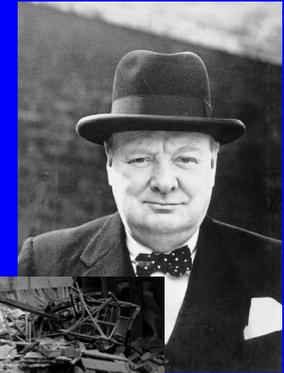
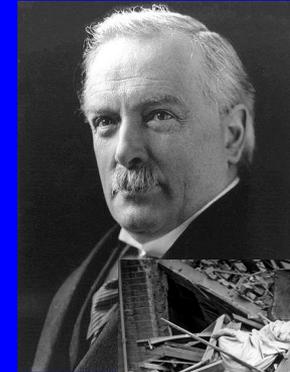
If you haven't already studied History, we will take you as long as you have a grade C or above in your English Language and/or English Literature CAG

Subject Overview

Learners will study two History units at AS Level....

Unit 1 - Politics, People and Progress in Wales and England c. 1880-1980

Concepts and perspectives	Key issues and content
The extent of change in society 1880-1951	<i>the Liberal Governments response to the challenges facing Wales and England 1906-1914</i> <i>causes, extent and responses to economic problems in Wales and England in the 1920s and 1930s</i> <i>the effectiveness of the reforms of the Labour governments, 1945-1951</i>
The changing position of political parties 1880-1951	<i>the changing fortunes of the Liberal Party in Wales and England in this period</i> <i>the changing position of the Conservative Party in Wales and England in this period</i> <i>the growth of the Labour Party in Wales and England in this period</i> <i>the record of coalition governments: during wartime and in the 1930s</i>
The impact of war on society in Wales and England 1902-1951	<i>the social and economic impact of the Boer War</i> <i>the social and economic impact of the First World War</i> <i>the social and economic impact of the Second World War</i>
The significance of the main developments in Wales and England 1918-1980	<i>the changing nature of the economy, work and employment in Wales and England</i> <i>changing attitudes to the Welsh language and culture</i> <i>demands for political change in Wales and England</i> <i>the extent of social, religious and cultural change in Wales and England</i>
The changing role and status of women 1880-1980	<i>the campaign for women's suffrage in Wales and England before 1918</i> <i>the reasons for the extension of the franchise in 1918 and 1929</i> <i>the impact of war on the changing role and status of women 1914 - 1951</i> <i>social and employment opportunities and legislative change after 1945</i>



Unit 2 - Part 1: France and the Causes and Course of the French Revolution. C. 1774-1792

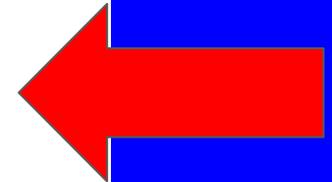
Concepts and perspectives	Key issues and content
Strengths and weaknesses of Ancien Régime France	<i>the Ancien Régime in France: the Three Estates - privileges and burdens; strengths and weaknesses in government, society and finance; the ideas of the philosophes; the political and financial impact of the American War of Independence</i>
The significance of the King's reform programme in the 1770s and 1780s	<i>the domestic and financial policies of Turgot and Necker; Calonne and the attempted reform of France, 1783-1788; the Assembly of Notables 1787; Necker's financial and political proposals; the calling of the Estates General; cahiers; the election and meeting of the Estates General</i>
The extent and impact of Revolutionary changes	<i>the formation of the National Assembly; storming of the Bastille; the Great Fear; the formation of the National Guard; the October Days; the main events and reforms until the Constitution of 1791; refractory priests; active and passive citizens; Louis XVI and the Flight to Varennes</i>
The impact of war and internal conflict	<i>the Legislative Assembly; émigrés; sans-culottes; political clubs and factions; the Champ de Mars massacre; the growth of republicanism; the causes of the War of 1792; the military and political crisis of the summer of 1792; storming the Tuileries Palace; the overthrow of the Monarchy; the September Massacres; fédérés; Valmy</i>
Historical interpretations of key issues from this period	<i>different historical interpretations of key issues in this period covering a range of developments including: the effectiveness of the Ancien Régime and attempts at reform the causes of the Revolution in France the extent and success of changes made by the National Assembly the causes and consequences of internal and external conflicts</i>



Assessment at AS: Unit 1

AS (2 units)

AS Unit 1 Period Study Written examination: 1 hour 30 minutes 20% of qualification	60 marks
Open ended questions with a focus on relevant historical concepts. One choice of period study from eight options.	
AS Unit 2 Depth Study: Part 1 Written examination: 1 hour 45 minutes 20% of qualification	60 marks
Evidence based questions with focus on the evaluation of historical sources and different interpretations. One choice of depth study from eight options.	



PERIOD STUDY 4

POLITICS, PEOPLE AND PROGRESS IN WALES AND ENGLAND c.1880-1980

Answer **ONE** question in Section A and **ONE** question in Section B.

Section A

Answer one question only from this section

1. How successfully did governments deal with economic problems in Wales and England during the 1920s and 1930s? [30]
2. How far do you agree that women gained the vote in 1918 in recognition of their efforts during the war? [30]

Section B

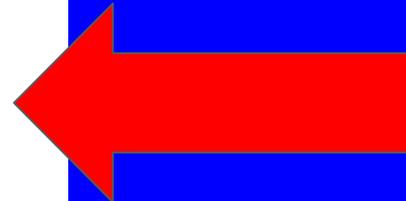
Answer one question only from this section

3. Were the Liberal social reforms 1906-1914 the most important social change in Wales and England between 1900-1951? [30]
4. To what extent was the decline of religion the most significant development in Wales after 1918? [30]

Assessment at AS: Unit 2 (40% of overall grade)

AS (2 units)

AS Unit 1 Period Study Written examination: 1 hour 30 minutes 20% of qualification	60 marks
Open ended questions with a focus on relevant historical concepts. One choice of period study from eight options.	
AS Unit 2 Depth Study: Part 1 Written examination: 1 hour 45 minutes 20% of qualification	60 marks
Evidence based questions with focus on the evaluation of historical sources and different interpretations. One choice of depth study from eight options.	



UNIT 2

DEPTH STUDY 6

FRANCE IN REVOLUTION c.1774-1815

PART 1: FRANCE: THE CAUSES AND COURSE OF REVOLUTION c.1774-1792

Answer both the questions on the paper.

QUESTION 1

Study the sources below and answer the question that follows.

Source A



[A contemporary print showing the people of the Third Estate bearing the financial burden of taxation during the ancien regime. The caption translates as 'The people under the ancien regime'. (c.1789)]

Source B

The voice of the people is now and then faintly heard in the remonstrances issued by the *parlement* which continues to be driven the same spirit of opposition to the measures of the Court. In general however access to the throne is very limited. I know it has been said that the extent of the influence of the Queen's party goes no further than to the disposal of certain places and pensions without interfering with the great line of public business and particularly that of foreign affairs. But when they command the person who holds the purse of state, they necessarily have the greatest direct influence in all internal affairs and a considerable share in foreign affairs.

[Daniel Hales, a British diplomat in Paris, writing in a secret dispatch to Lord Carmarthen, the British Foreign Secretary (16 August 1787)]

Source C

Conditions in France were ripe for a democratic revolution when the unfortunate Louis XVI ascended the throne: the government's action favoured its explosion. The two privileged orders who still retained control of the government were ruined through their taste for luxury. The Third Estate in contrast had produced enlightened thinkers and acquired enormous wealth. The people were restrained only by their habit of servitude and the limited hope they had of breaking their chains. The government had succeeded in containing this hope, but it still flourished in the heart of the nation. For royal power to remain intact in such circumstances would have required a tyrant or a great statesman on the throne. Louis XVI was neither: he was too well intentioned not to try and remedy abuses which had shocked him, but he possessed neither the character nor the talents to control an impetuous nation which cried out for reform. His reign was a succession of feeble attempts at doing good, shows of weakness, and the clear evidence of his inadequacy as a ruler.

[Antoine Barnave, once a prominent deputy in the National Assembly but guillotined in November 1793, shortly after finishing his account of the origins of the French Revolution, *Introduction to the French Revolution* (1793)]

With reference to the sources and your understanding of the historical context, assess the value of these three sources to an historian studying the causes of the French Revolution. [30]

QUESTION 2

Study the extracts below and answer the question that follows.

Interpretation 1

In the two years after its birth, the National Assembly achieved a great deal. First, the Constitution of 1791 was passed. It established a sovereign legislative assembly, guaranteed civil rights, divided the male population into "active" (or voting) and "passive" citizens, and allowed the king to continue as a constitutional monarch. Second, the Assembly established a national church. Priests were to be elected, the state would pay their salaries (the tithe was abolished), and archbishoprics were abolished, meaning bishops could no longer answer to the Pope. Third, the Constituent Assembly reorganised the administration of the country by abolishing the intendant system through the establishment of uniform *départements*. The Assembly also replaced the endless variety of local measuring systems with the metric system in order to further centralisation and unification. By the end of September 1791, the National Assembly announced that its work was done. In many ways, the Constitution of 1791 seemed to fulfill the promises of reform which had been first uttered by the men of 1789. All Frenchmen could now be proud that the following rights had been secured: equality before the law, careers open to talent, a written constitution, and parliamentary government

[Gregory Brown, a university lecturer and author, writing in a student study guide to modern European history (2014)]

Interpretation 2

The French Revolution had many turning points; but the oath of the clergy was, if not the greatest, unquestionably one of them. It was the National Assembly's most serious mistake. For the first time the revolutionaries forced fellow citizens to choose: to declare themselves publicly for or against the new order. And although refusers branded themselves unfit to exercise public office in the regenerated French Nation, paradoxically their freedom to refuse was a recognition of their right to reject the Revolution's work. In seeking to identify dissent, in a sense the revolutionaries legitimized it. That might hardly have mattered if as the deputies expected, non-jurors had amounted to only a handful. But when, months later rather than the expected few weeks later, the overall pattern of oath-taking became clear it was found that around half the clergy of France felt unable to subscribe.

[William Doyle, a British academic historian specialising in the French Revolution, writing in a specialist textbook, *The Oxford History of the French Revolution* (1989)]

Historians have made different interpretations of the reforms of the National Assembly. Analyse, evaluate and use the two extracts above and your understanding of the historical debate to answer the following question:

How valid is the view that the reforms of the National Assembly were successful?

[30]

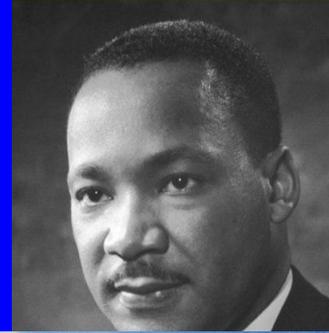
Subject Overview A2

Learners will study two further History units at A Level and also complete an independent investigation on a historical debate.

Unit 3 - The American Century: c.1890-1990

Theme 1 The struggle for Civil Rights, c.1890-1990	
The development of changing attitudes towards civil rights 1890-1945	<i>impact of Jim Crow laws and the erosion of Black freedom; the NAACP and the roles of Booker T Washington and W E B Dubois; migration South to North; impact of the New Deal and Second World War on civil rights</i>
Changing developments in the demand for civil rights 1945-1968	<i>Supreme Court activism in the 1950s: Brown v Topeka Board of Education 1954; peaceful protest: the Montgomery bus boycott and Freedom riders; the role of Martin Luther King; the policies of the Eisenhower, Kennedy and Johnson administrations; the emergence of Black power movements in the north; urban riots and the assassination of Martin Luther King 1968</i>
The consequences of the civil rights movement 1968-1990	<i>the new South and de-segregation to 1990; the African American experience in modern USA; relations between ethnic communities</i>
Similarity and difference c.1890-1990	<i>the impact and pace of the struggle for Civil Rights across the whole period</i>

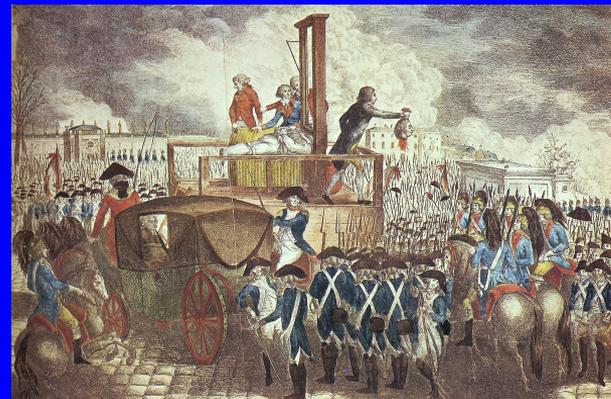
Theme 2 Making of a superpower, c.1890-1990	
Change and continuity in US foreign policy 1890-1941	<i>American imperialism in the late nineteenth century; the Spanish American war and the Panama canal; the problem of neutrality and entry into the First World War; American contribution to victory 1917-1918; USA and the peace treaties; isolationism in the 1920s and 1930s</i>
The impact of US involvement in the Second World War and the Cold War 1941-75	<i>F D Roosevelt and the entry into the Second World War; the USA and the Second World War; the Cold War and relations with the USSR and China 1945-1972; the Vietnam war and its impact</i>
The significance of détente and the end of the Cold War 1975-1990	<i>détente and the end of the Cold War 1975-1990; disarmament talks and the significance of Reagan's foreign policy; impact of the fall of communism on US foreign policy</i>
Similarity and difference c.1890-1990	<i>the extent and pace of change in US foreign policy across the whole period</i>



Unit 4 - France in Revolution: Part 2.

France: Republic and Napoleon: c.1792-1815.

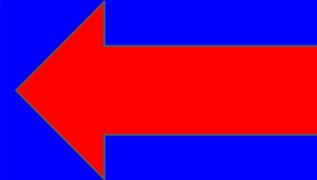
Concepts and perspectives	Key issues and content <i>This should build on knowledge and understanding from Unit 2</i>
Further developments following the overthrow of the Monarchy	<i>the National Convention; the establishment of the Republic; the execution of Louis; the impact of war and invasion; internal uprisings - the Vendée; the levée en masse</i>
The reasons for and impact of the Terror 1793 - 1794	<i>the organisation and instruments of Terror; the Laws of Suspects and Frimaire; the role of Robespierre; the fall of the Girondins and the Federalist revolt; the power of the sans-culottes; the purge of the Hébertists and Indulgents; the Great Terror 1794, Robespierre's fall and the collapse of the Terror</i>
The significance of political change from Terror to the Consulate	<i>the Thermidorian reaction and White Terror; the establishment of the Directory: financial and political problems and policies of the Directory; Napoleon's military leadership in the Italian campaign and in Egypt; the coup of Brumaire and the Consulate; Napoleon's reforms as Consul, including the constitutional, legal, financial, educational changes</i>
The impact of Napoleon as Emperor	<i>Napoleon and the establishment of the Empire in France; class distinctions and titles; the position of the Church; the Concordat; the Napoleonic codes; taxation and the central economy; the impact of war and the Continental System; the reasons for Napoleon's military successes after 1799; the war in Spain and the Peninsular War; the Russian Campaign; the campaigns of 1813-1815 and abdication</i>



Assessment: at A2 (60% of overall grade)

A Level (the above plus a further 3 units)

A2 Unit 3 Breadth Study Written examination: 1 hour 45 minutes 20% of qualification	60 marks
Essays focused on relevant historical concepts and based on historical themes One choice of breadth study from ten options.	
A2 Unit 4 Depth Study: Part 2 Written examination: 1 hour 45 minutes 20% of qualification	60 marks
A source based question and an essay arising from further study of the depth study chosen for AS in Unit 2.	
A2 Unit 5 Historical Interpretations Non-examination assessment: 3000-4000 words 20% of qualification	60 marks
Focusing on a specific historical problem or issue. The question set must not duplicate the content or duration of the depth study chosen in Units 2 and 4.	



BREADTH STUDY 8

THE AMERICAN CENTURY c.1890-1990

Answer **EITHER** question 1 **OR** 2 in Section A and the **compulsory question** in Section B.

Section A

Answer one question only from this section.

1. How far do you agree that US foreign policy was mainly isolationist in the period 1919-1941? [30]
2. To what extent was US policy towards communism in Asia in the years 1949-1975 a consistent failure? [30]

Section B

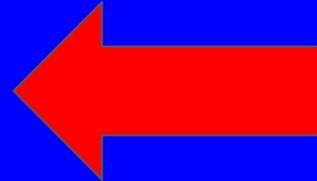
You must answer this question.

3. "The decisions of the Supreme Court were the most important influence on the development of civil rights for African Americans in the period 1890-1990". Discuss. [30]

Assessment: at A2 (60% of overall grade)

A Level (the above plus a further 3 units)

A2 Unit 3 Breadth Study Written examination: 1 hour 45 minutes 20% of qualification	60 marks
Essays focused on relevant historical concepts and based on historical themes One choice of breadth study from ten options.	
A2 Unit 4 Depth Study: Part 2 Written examination: 1 hour 45 minutes 20% of qualification	60 marks
A source based question and an essay arising from further study of the depth study chosen for AS in Unit 2.	
A2 Unit 5 Historical Interpretations Non-examination assessment: 3000-4000 words 20% of qualification	60 marks
Focusing on a specific historical problem or issue. The question set must not duplicate the content or duration of the depth study chosen in Units 2 and 4.	



FRANCE IN REVOLUTION c.1774-1815

PART 2: FRANCE: REPUBLIC AND NAPOLEON c.1792-1815

Answer Question 1 and either Question 2 or 3.

QUESTION 1 (COMPULSORY)

Study the following sources and answer the question that follows:

Source A

The execution of Marie Antoinette and the Girondin deputies furnished a terrible example to astonish the universe and strike fear amongst the most guilty. Bloodshed is necessary in order to punish those who might follow their example. There must be a public sacrifice of traitors to heal the wounds of the country. The fall of twenty one Girondin heads and that of the slut Marie Antoinette has highlighted aristocratic fury and revealed in a flash its intention of knocking over the column of liberty. There are other enemies no less dangerous. Do not spare those vampires who suck the blood of *La Patrie*. The blade of vengeance should fall on all guilty heads. Do not forget the sublime words of the prophet Marat: 'Sacrifice two hundred thousand heads now and you will save a million.'

[A petition from a group of sans-culottes in Paris to the National Convention (12 November 1793)]

Source B

Reply to the impertinent question: but what is a Sans-Culotte? A Sans-Culotte, *messieurs les coquins*? He is a man who goes everywhere on his own two feet, who has none of the millions you're all after, no lackeys to wait on him and who lives quite simply with his wife and children, if he has any, on the fourth and fifth floor. He is useful, because he knows how to plough a field, handle a forge, a saw, a file, to cover a roof, how to make shoes and shed his blood to the last drop to save the Republic. In the evening, he's at his Section, not powdered and pertumed and all dolled up to catch the eye of the *citoyennes* in the galleries, but to support sound resolutions. A Sans-Culotte always keeps his sword with an edge, to chop the ears of the malevolent. Sometimes he carries his pike and at the first roll of the drum, off he goes to the *Vendée*, to the *armée des Alpes* or the *armée du Nord*.

[A contemporary but anonymous description of a sans-culotte written in April 1793]

Source C

Representatives of the people. Just how long are you going to tolerate royalism, ambition, egotism, intrigue and avarice, each of them linked to fanaticism, and opening our frontiers to tyranny? How long are you going to suffer food-hoarders spreading famine throughout the Republic in the detestable hope that patriots will cut each other's throats and the throne will be restored over our bloody corpses, with the help of foreign despots? You must hurry, representatives of the people, to deprive all former nobles priests, *parlementaires* and financiers of all administrative and judicial responsibility; also to fix the price of basic foodstuffs, raw materials, wages and the profits of industry and commerce. The general assembly of the *Section des Sans Culottes* therefore resolves to ask the Convention to decree that the price of basic necessities be fixed at the levels of 1789 -1990.

[Taken from an address to the Convention by the Section des Sans Culottes (2 September 1793)]

With reference to the sources and your understanding of the historical context, assess the value of these three sources to an historian studying the role of the sans-culottes in the French Revolution. [30]

ANSWER EITHER QUESTION 2 OR QUESTION 3

2. How far do you agree that Robespierre was mainly concerned with the personal pursuit of power? [30]
3. 'Nearly all aspects of life in France in 1792 had been transformed by 1815.' Discuss. [30]

Assessment: at A2 (60% of overall grade)

A Level (the above plus a further 3 units)

A2 Unit 3

Breadth Study

Written examination: 1 hour 45 minutes

20% of qualification

60 marks

Essays focused on relevant historical concepts and based on historical themes
One choice of breadth study from ten options.

A2 Unit 4

Depth Study: Part 2

Written examination: 1 hour 45 minutes

20% of qualification

60 marks

A source based question and an essay arising from further study of the depth study chosen for AS in Unit 2.

A2 Unit 5

Historical Interpretations

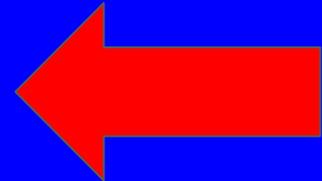
Non-examination assessment: 3000-4000 words

20% of qualification

60 marks

Focusing on a specific historical problem or issue. The question set must not duplicate the content or duration of the depth study chosen in Units 2 and 4.

Questions in previous NEA assignments have focused on historical interpretations of aspects of WW2 - including appeasement and causes of the Holocaust



What will I need to do?

- Be committed to your studies - you'll have 8 hours of History over a fortnight but you should be prepared to put in an extra 4 hours of self study a fortnight too.
- Opt for History because you enjoy it and want to do well.
- Read around the subject to develop a wider understanding of your topics.
- Complete all work to the best of your ability and hand in work by the deadline set.
- Be prepared to engage in class discussions and class presentations.

Finding out more



https://www.wjec.co.uk/qualifications/history-as-a-level/#tab_overview

Have a look over the Bridging Unit attached here which provides reading lists and tasks to get a feel for the topics we study.

https://docs.google.com/document/d/1Jj52BcRODXEJxevlDbq4BX_0xCIsFlj8ehwqS9cueP4/edit?usp=sharing

If you need to ask anything further then you can drop us an email on the addresses below:

tthomasl2@caerleoncomprehensiveschool.net Mrs Thomas (Unit 1, 3 & 5).

tboyceh@caerleoncomprehensiveschool.net Miss Boyce (Unit 2, 4 & 5)

Thank you for listening