Taverham Sixth Form
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AQA – GCE History

History A-Level

Entry Requirements: six GCSEs at Grade 4 or above including at least Grade 4 for English Language and Maths and Grade 5 in History.

Examination Board: AQA History 7042
The course is structured according to three components:

Component 1 Breadth Study: Students study two topics from a period of British history, gaining a broad overview of a particular theme. They assess the historical significance of events, ideas, attitudes and beliefs and how these influenced behaviours and action. This paper also focuses on historians' interpretations of the topic. The chosen theme is Option 1C: The Tudors 1485-1603. (Part One: Consolidation of the Tudor Dynasty: England, 1485–1547; Part Two: England: Turmoil and Triumph, 1547–1603).

Component 2 Depth Study: This option provides for the study in depth of a period of German history during which a newly developed democratic form of government gave way to a dictatorial Nazi regime. It explores political concepts such as 'right' and 'left', nationalism and liberalism as well as ideological concepts such as racialism, anti-Semitism and Social Darwinism. Students will use contemporary and primary sources in the depth study. The chosen period is Option 2O: Democracy and Nazism: Germany, 1918–1945.

Component 3 Historical Investigation: Students carry out an enquiry which will address the aspects of a chosen theme over a period of at least 100 years. They will examine both the short-term significance of an individual, movement or event, as well as the factors affecting change throughout the whole period. The chosen theme is the Crusades 1095-1204.

Assessment

Students will undertake extended writing and essays in all components, presenting historical explanations, assessing the significance of events, individuals, beliefs and movements, explaining change over time and aiming to reach substantiated judgements. Students will use analysis and evaluation to address historical claims and debates.

Component 1 Breadth Study

40% of A level; 2 hours 30 minutes written examination
80 marks (answering one compulsory question linked to historical interpretations worth 30 marks and then choosing two questions from a choice of three essay questions, worth 25 marks each)

Component 2 Depth Study

40% of A level; 2 hours 30 minutes written examination
80 marks (answering one compulsory question linked to primary or contemporary sources worth 30 marks and then choosing two questions from a choice of three essay questions, worth 25 marks each)

Component 3 Historical Investigation

20% of A Level
3000-3500 words
Internally assessed coursework, moderated by AQA
40 marks

Preparation for September

Component 1 – The Tudors: England, 1485 – 1603

Task 1

The focus for this unit is the reigns of the Tudors and it is divided into two parts. Part One: Consolidation of the Tudor Dynasty: England 1485-1547 and Part Two: England: Turmoil and Triumph, 1547-1603.

The exam will test your interpretation skills as well as your skills with writing essay answers. This first task aims to familiarise you with contemporary views of the Tudors. Read the three sources below (A, B and C) and answer the questions on the following pages.

Task 2

This task involves reading the first chapter from the book "The Tudors - England 1485-1603" by David Ferriby, Angela Anderson and Tony Imperato. This reading will help to familiarise you with the background to England in 1485, the year the Tudor dynasty began. Once you have read the chapter, use the guidance in the Note-Making section at the top of page 2 to help you build up notes about what life was like in England at this time.

A reading list has been attached should you want to read and research further. However, you only need to use the sheets attached and copies of the Ferriby, Anderson and Imperato chapter to complete these tasks.

Please bring all work with you to your first lesson in September

Source A

"We will unite the white rose and the red:
Smile, heaven, upon this fair conjunction,
That long hath frowned upon their enmity!
Now civil wounds are stopped, peace lives again:
That she may long live here, God say Amen!"

William Shakespeare, Richard III

Source B

"Wonder it were to write, of the lamentation that was made, for this Prince, Henry VII amongst his servants and other of the wisest sort, and no joy that was made for his death by such as were troubled by the rigour of his law. Yet the toward hope, which in all points appeared in the young king, Henry VIII, did both repair and comfort the heavy hearts of them which had lost so wise and sage a prince: and also did put out of the minds such as were relieved by the said King's death, all their old grudge and rancour and confirmed their new joy by the grant of his pardon"

Edward Hall, The Union of the Two Noble and Illustre Families of Lancaster and York, 1548

Source C

"His Majesty, Henry VIII, is 29 years old and extremely handsome. Nature could not have done more for him. He is much handsomer than the King of France; very fair and his whole frame admirably proportioned. On hearing that Francis I wore a beard he allowed his own to grow, and it is reddish, he now has a beard which looks like gold. He is very accomplished, a good musician, composes well, is a most capital horseman, speaks good Latin, French and Spanish. He is very religious... He is fond of tennis, at which it is the prettiest thing to see him play, his fair skin glowing through a shirt of the finest texture."

The Venetian Ambassador, Sebastian Guistiniani 1519 (ten years into Henry's reign)

Questions

1. In source A, what do you think is meant by the line 'We will unite the white rose and the red'?
2. What does Shakespeare mean by 'civil wounds'?
3. The play was written for Queen Elizabeth I. How might this affect its reliability as a historical source?
4. Read sources B and C. Both are contemporary accounts from the reign of Henry VIII. How does knowing this affect your understanding of the sources and what they have written?
5. Can you pick out the tone of each account (B and C)? What words or phrases support your views? Can you explain the tone they use?
6. What problems have you possibly had in answering these questions?

Component 2 – Democracy and Nazism: Germany, 1918 – 1945

These tasks are designed to provide you with a revision of some of your knowledge of Germany at the end of World War One and some background to the earlier context following the unification of Germany in 1871.

Task 1

Before 1871 Germany consisted of a number of separate states of varying sizes. In 1871 the largest of these states, Prussia, brought most of the other German states together into a new German Reich (Empire). Find out a little bit about this 'new' country:

- Which states were unified and how?
- Who ruled this new country?
- Government and politics
- The economy
- The outbreak of WW1 and its impact

Present your findings as a visual representation on A3 paper. You can use the information booklet provided as a starting point for your research.

Task 2

Choose an individual to research from the list below then answer the question. Include a bibliography of the resources you use. This should include books and websites. There are books available in the sixth form section of the library.

Otto von Bismark

Kaiser Wilhelm II

Field Marshall Paul von Hindenburg

General Erich Ludendorff

Friedrich Ebert

Philipp Scheidemann

Rosa Luxemburg

Question

What was your chosen individual's significance in the period 1871-1919?

Reading and Resources list

Option 1C: The Tudors: England, 1495 – 1603

Key texts for classroom and individual study

C Lee, *Britain 1483 – 1529,* Nelson Thornes, 2008
R Carpenter, *The Church in England and the Struggle for Supremacy, 1529-1547*, Nelson Thornes, 2009
M Tillbrook, *The triumph of Elizabethan Britain, 1547-1603*, Nelson Thornes, 2009
I Dawson, *The Tudor Century*, Nelson Thornes, 1993

Useful books for students

D Murphy (ed), *England 1485-1603*, Collins, 1999
N Fellows, *Disorder and rebellion in Tudor England*, Hodder, 2009
R Lockyer & D O'Sullivan D, *Tudor Britain 1485-1603*, Longman, 1993
K Randall, *Henry VIII and the Government of England*, Hodder, 2001
K Randall, *Henry VIII and the Reformation in England*, Hodder, 2001
J Warren, *Elizabeth I: Meeting the Challenge*, Hodder, 2008

Visual sources

The Six Wives of Henry VIII [DVD] – D Starkey
Elizabeth [DVD] – D Starkey
A History of Britain [DVD] – S Schama

Websites

www.johnguy.co.uk
www.history.ac.uk
www.activehistory.co.uk
www.bbc.co.uk/history
http://www.tudorplace.com.ar/

Option 2O: Democracy and Nazism: Germany, 1918 – 1945

Key texts for classroom and individual study

R Whitfield, *Democracy and Nazism: Germany 1918-1945*, Oxford University Press, 2015
M Collier, P Pedley, *Heinemann Advanced History: Germany 1919-45*, Heinemann, 2000
Gillingham C Rowe, *AQA AS History Anti-Semitism, Hitler and the German People, 1919-1945*, Nelson Thornes, 2009
J Hiden, *The Weimar Republic (Seminar Studies In History)*, Routledge, 1996
Hinton J Hite, *Weimar and Nazi Germany (SHP Advanced History Core Texts)*, Hodder Education, 2000
G Layton, *Access to History: From Kaiser to Fuhrer: Germany 1900-1945*, Hodder Education, 2009
F McDonough, *Hitler and Nazi Germany (Cambridge Perspectives in History)*, Cambridge University Press, 1999
Whitfield, *AQA History AS Unit 2 Life in Nazi Germany, 1933-1945*, Nelson Thornes, 2009

Useful books for students

M Burleigh, *The Third Reich: A New History*, Pan, 2001
Sir I Kershaw, *The 'Hitler Myth': Image and Reality in the Third Reich*, Oxford Paperbacks, 2001
F McDonough, *Opposition and Resistance in Nazi Germany (Cambridge Perspectives in History)*, Cambridge University Press, 2001
A McElligott, *Weimar Germany (Short Oxford History of Germany)*, OUP, 2009
L Rees, *Auschwitz : The Nazis & The 'Final Solution'*, BBC Books, 2005
L Rees, *The Nazis: A Warning From History*, BBC Books, 2006
A Weale, *The SS: A New History*, Abacus, 2012

Visual sources

Auschwitz - The Nazis and The Final Solution [DVD]
Downfall (1 Disc Edition) [DVD]
Hitler: The Rise of Evil, (2003) [DVD]
Schindler's List - 20th Anniversary Edition (1993) [DVD]
The Nazis - A Warning From History [DVD]
The Relief Of Belsen [DVD]

Websites

http://holocaustlearning.org/survivors
http://spartacus-educational.com/GERweimar.htm
http://weimarandnazigermany.co.uk/5-top-sites-find-primary-documents-weimar-germany/#.U2vWs5FOWM8
http://www.historylearningsite.co.uk/weimar_germany.htm
http://www.historylearningsite.co.uk/Nazi%20Germany.htm
http://www.ushmm.org/research/research-in-collections/search-the-collections/bibliography/primary-sources

Please be aware that if you are eligible for a post 16 bursary then costs for approved relevant books and resources may be covered depending on family circumstances – please ask in the sixth form office for further details.