



# **Teddington Sixth Form**

## **A Level History**

### **Course Details & Transition Tasks 2020-2022**

[Advanced Level History](#)  
[Exam Board - AQA](#)

<a href="#">Course Title / Size &amp; Structure / Summary Purpose</a>
<p>Advanced level history. AQA. The A-level History qualifications have been designed to help students understand the significance of historical events, the role of individuals in history and the nature of change over time. Our qualifications will help them to gain a deeper understanding of the past through political, social, economic and cultural perspectives. The engaging topics available to them throughout the course will provide them with the knowledge and skills they require to succeed as A-level historians.</p> <p>This is a linear qualification meaning that all both exams will be taken in year 13, following the completion of the examined units and coursework.</p>

**[Year 1:](#)      [Option 2H – France in Revolution 1774 -1815](#)**

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[Unit Introduction](#)

A study of France in revolution embraces concepts such as absolutism, enlightenment, constitutionalism, democracy, republic and dictatorship. It also encourages consideration of issues such as the relationship between rulers and the ruled, the place of the Church in the State, the power of the people and promotes reflection on what makes and perpetuates revolution.

[Summary of Assessment – External examination / Paper 2: 2 hr 30 mins:](#)

[Section A](#)

Compulsory question testing students' ability to analyse and evaluate the value of primary sources to an historian studying a particular issue or development – 30 marks. Students recommended spending 1 hour on this section.

[Section B](#)

Three essay questions of which students are required to answer **two**. Each essay tests AO1 and is designed to test historical understanding in depth, by a focus on events, issues and developments and the interrelationships of various perspectives as they apply to the question. Each question in this section carries 25 marks. Students recommended spending 45 minutes on each essay question.

**[Essential Content - Part One:](#)**

**[The end of Absolutism and the French Revolution, 1774– 1795](#)**

[The origins of the French Revolution, 1774–1789](#)

- Absolutism and the structure of the Ancien Régime: Louis XVI as King; government; social divisions; privileges and burdens; strengths and weaknesses
- The ideas of the Enlightened philosophes: extent of influence in France; the salons; impact of the American revolution and War of Independence
- Economic problems and royal finance: attempts to improve royal finances under Turgot, Necker and Calonne
- The Assembly of Notables and political developments, February 1787 to May 1789; the state of France, politically, economically and socially by the meeting of the Estates-General.

[The experiment in constitutional monarchy, 1789–1792](#)

- The revolution May-October 1789: developments in Versailles and Paris; developments in the country, including the Great Fear; the October Days

- The attempts to establish a constitutional monarchy: church reforms; political, judicial and administrative reforms; economic and social change
- Reaction to change internally and externally: the political clubs; the King and the flight to Varennes; the demonstration at the Champs de Mars; the origins and impact of war
- Sans-culottes and the collapse of the constitutional experiment; the September massacres and elections to the national Convention

#### The emergence and spread of the Terror, September 1792–1795

- The establishment of a Republic: problems and policies; debate leading to the execution of the King
- Internal and external war: the spread of war; the rising in the Vendée; attempts to establish wartime control; Robespierre; the fall of the Girondins and the Federalist revolt
- The progress of the war: the levée en masse and the coming of the Terror
- The spread of the Terror: executions; the influence of Robespierre and the sans culottes; the role of the CPS; Robespierre's fall and the collapse of the Terror

### Part Two:

#### The rise of Napoleon and his impact on France and Europe, 1795–1815

##### The Directory and Napoleon's rise to power, 1795–1799

- The aftermath of the Terror: the Thermidorian reaction and White Terror; the 1795 Parisian risings • The establishment of the Directory: the constitution; financial and political problems and policies; strengths and weaknesses of the Directory
- Military campaigns and expansion abroad: Napoleon's contribution to French success; background, character and military leadership; the Italian campaign and Egypt
- The coup of Brumaire and the establishment of the Consulate: the strengths and weaknesses of the new constitution; Napoleon's position and the state of France by 1799.

##### The impact of Napoleon's rule on France, 1799–1815

- Political change: Napoleon's consolidation of power and establishment of Emperor status; constitutional developments
- Social change: class distinctions and titles; education and attitude to women; censorship and propaganda; the position of the Church; the Concordat and its aftermath
- Legal and administrative change: the Napoleonic codes; the prefects, police and control
- Financial and economic policies and problems: taxation; the central economy; the impact of war and the Continental System; degree of economic change.

##### The impact of Napoleon's rule on Europe, 1799–1815

- The army and conquest during the consulate and Empire: reasons for military success by 1808 and the part played by Napoleon; the reasons for expansion and the building of an empire, its value and problems
- The control of the Grand Empire: administration; economic and social policies
- Challenges to the Empire: the continental blockade; the Peninsular War; the Austrian campaign; the Russian campaign; the war of the Fourth Coalition
- The collapse of the Empire: the first Peace of Paris; the 100 days; Napoleon's abdication and second Peace of Paris; treatment of France by the Vienna settlement; the condition of France in 1815; Napoleon's reputation and legacy

#### Year 1: Unit 3 – Non-Examined Assessment.

The purpose of the Historical Investigation is to enable students to develop the skills, knowledge and historical understanding acquired through the study of the examined components of the specification. Through undertaking the Historical Investigation students will develop an enhanced understanding of the nature and purpose of history as a discipline and how historians work

#### Year 1: Coursework

**Unit Type:** Internally Assessed - Externally Moderated

#### Year 2: 1G Challenge and transformation: Britain, c1851–1964

## Unit Introduction

This option allows students to study in breadth issues of change, continuity, cause and consequence in this period through the following key questions:

- How did democracy and political organisations develop in Britain?
- How important were ideas and ideologies?
- How and with what effects did the economy develop?
- How and with what effects did society and social policy develop?
- How and why did Britain's relationship with Ireland change?
- How important was the role of key individuals and groups and how were they affected by developments?

## Summary of Assessment – External examination / Paper 2: 2 hr 30 mins:

### Section A

There will be a compulsory question in Section A testing students' ability to analyse and evaluate the views of historians. This question carries 30 marks. Students recommended spending 1 hour on this question

### Section B

Three essay questions of which students are required to answer **two**. Each essay tests AO1 and assesses historical understanding of developments and issues within a broad and coherent chronology, covering a minimum of 20 years. Each question in this section carries 25 marks. Students recommended spending 45 minutes on each essay question.

## Essential Content

### Part one: Victorian and Edwardian Britain, c1851–1914

#### Reform and challenge, c1851–c1886

- The political system: parliament and the workings of mid-19th century democracy; ruling elites; prime ministers; parties and party realignment to 1867
- Political developments under Gladstone and Disraeli; liberalism, conservatism and the bases of their support; the extension of the franchise
- Economic developments: agriculture, trade and industry; economic ideologies; boom and 'the workshop of the world'; the onset of Depression
- Society and social changes: class and regional division; prosperity and poverty
- Social movements and policies; self-help; trade unions; education and social reform legislation
- The condition of Ireland and Anglo-Irish relations: land agitation and the political response; Home Rule

#### Challenges to the status quo, c1886–1914

- Political developments: the reasons for Conservative dominance to 1905; the problems of the Liberal Party; socialism, Fabianism and the emergence of the Labour Party
- Politics 1906–1914: the ideology of New Liberalism; political crises and constitutional change; development of the Labour Party

- Economic developments: the Great Depression and its aftermath; problems of British industry and agriculture; staples and new industries, foreign competition; invisible exports; debates over protectionism, tariff reform and free trade
- Social change; trade unions and new unionism; syndicalism; the issue of female emancipation; the growth of the urban population; the expansion of service industries; standards of living
- Social policies: government legislation and local initiatives; taxation and welfare reform by 1914
- The condition of Ireland and Anglo-Irish relations: the Home Rule movement, opposition and the Home Rule Bills

## Part two: The World Wars and their legacies: Britain, 1914–1964

### The Great War and its impact, 1914–1939

- The impact of war on British parties and politics: coalition government; the decline of the Liberals; position of Conservatives and influence of Labour
- Political developments in the interwar years: electoral reform; Conservative and Labour governments; National governments; the abdication crisis and emergence of radical political movements, including the BUF and Communism
- Economic developments: increased state role in wartime; problems of the staple industries and mines; the General Strike; government finances and the Gold Standard; the Depression; economic realignment
- Social developments: changes in the role of women during and after war; the condition of the working classes; regional divisions; changing attitudes in the twenties and 'the hungry thirties'; the growth of the media
- Social policies: legislation and reforms in housing; education and welfare
- The condition of Ireland and Anglo-Irish relations: the Easter Rising; the Anglo-Irish War; Government of Ireland Act and Anglo-Irish Treaty; divided Ireland before the Second World War

### Transformation and change, 1939–1964

- The impact of the Second World War on British politics: Churchill as wartime leader; 'the Labour landslide' of 1945; Labour ideology and policies
- Political developments: Conservative dominance from 1951 and political consensus; division within the Labour Party; Conservatism and the Establishment; Labour victory in 1964
- Economic developments: mobilisation of resources in wartime; post-war boom; balance of payments issues and 'stop-go' policies; changes to British industry and trade; new technology
- Social changes and divisions: austerity and the impact of war; post-war boom and growth of affluence; consumerism and changes in position of women and youth; immigration and racial tensions
- Developments in social policy: the Beveridge Report; the Butler Act; the growth of the Welfare State, including the NHS; the growth of education
- The condition of Ireland and Anglo-Irish relations: continuing north/south friction including riots of September 1964; beginnings of civil rights campaign

## Transition Tasks

### Task 1: **Research your family history**

A key skill of being a historian is to research and uncover the mysteries of the past. So, spend some time researching your family tree, looking at one side of your family start with your immediate family and work backwards.

The National Archives has records like marriage, death and birth certificates online. You can use photos, diaries and conversations.

Who are the unknown heroes of your family? Are there any surprises? Are any of you secretly royal? Are there any celebrities?

Did you know Mrs Giles is related to: Surrey cricketer Bernard Constable, Artist John Constable and R. D. Blackmore author of Lorna Donne.

### Task 2: **Who is the greatest Historical figure?**

Part of being a historian is to present an argument with confidence. So, create a 5-minute podcast or recorded power point on who you think is the greatest historical figure.

It can be on anyone you wish, from any period or event.

You need to explain who they are and what they did? What makes their actions significant/ meaningful/ having an impact? Did their work inspire others? Or change the way we live?

### Task 3: **Timelines**

Timelines are more useful than you may realise they give us an overview and help historians remember dates. Create a timeline of a period or event in history. Don't make it any longer than 50 years of history and decide carefully where your timeline will start and end.

For example if your doing a person, who achieved the most in their later life, is it logical to start with the events of their youth? If you are doing an event of history in which it is debated about the cause where do you think you would start?

When you have completed the timeline colour code the events into the following areas:

Social events/Economic events/Political events/ Turning Points

### Task 4: **Source analysis**

Historians have to use primary evidence to back up their ideas and arguments, therefore I would like you to have a go at analysing a source of your own using the following pointers:

In order to demonstrate a knowledge of the six analysis skills, you need to do two things:

1. Carefully read the source to find information that is explicit and implicit
2. Conduct background research about the creator of the source

After completing these two steps, you can begin to show your understanding about the six features of historical sources. Based upon what you found in your reading and background research, answer the following questions for each of the six analysis skills.

Information	<p>What is the <u>explicit meaning</u> of the source? (<u>Comprehension</u>)</p> <p>What is the <u>implicit meaning</u> of the source? (<u>Interpretation</u>)</p> <p>How does this source <u>corroborate</u> the information from another source?</p> <p>How does this source <u>contradict</u> the information from another source?</p>
Origin	<p>Who <u>created</u> the source?</p> <p>What <u>kind and type of source</u> is it?</p>
Perspective	<p>From what <u>point of view</u> is the source created?</p>
Context	<p><u>When</u> was the source created?</p> <p>What historical events <u>happened at this time</u> that are important to the creation of this source?</p>
Audience	<p>Who was the <u>intended audience</u> of the source?</p>
Motive	<p>For what <u>purpose</u> was this source made?</p>

You can use any source from any period or event, but it must be a PRIMARY source. It can be a photo, poster, film clip (British Pathe) or written source.

#### Task 5: Reading academic books

Find a history book, written by a professional historian, if you can't find one you can read Mrs Giles's Master's thesis. Read the whole book and consider the following:

- Who wrote it?
- What's the historian's background?
- What's their argument?
- Is their argument convincing?
- Is it well researched?
- Are there any flaws to their argument?