

A Level History

Transition Booklet



This pack contains information about A Level History and a programme of activities and resources to prepare you to start an A Level in History in September. Please use this during the summer term and the summer holidays to prepare for your A Level course.

Please note the compulsory summer work which starts on page 3

About the course: The specification we teach is produced by AQA. The unit code is 7042 (A level) and a full copy of this specification and other useful information is available at:

<https://www.aqa.org.uk/subjects/history/as-and-a-level/history-7041-7042>

The course consists of three sections:

- 1. Breadth Study: 1C The Tudors: England, 1485–1603**
- 2. Depth Study: 2O Democracy and Nazism: Germany, 1918–1945**
- 3. Historical Investigation:**

Through the topics studied in Components 1, 2 and 3 (Historical investigation), A-level learners must cover a chronological range of at least 200 years. The Historical Investigation is a personal study based on a topic of the candidate's choice. This should take the form of a question in the context of approximately 100 years. It must not duplicate the content of options chosen for Components 1 and 2.

Examination:

You will have three components of assessment as outlined below.

- 1. Breadth Study: written exam: 2 hours 30 minutes, three questions (one compulsory), 80 marks**
- 2. Depth Study: written exam: written exam: 2 hours 30 minutes, three questions (one compulsory), 80 marks**
- 3. Historical investigation: 3500–4500 words, 40 marks, 20% of A-level, marked by teachers, moderated by AQA**



Compulsory Summer Work

Task 1: The Tudors

1. Create a chronological timeline of the Tudor monarchs from 1485-1603. You need to include their date of birth, date of death and the year they reigned.

Part 1: Consolidation of the Tudor Dynasty- Independent Research Task

Research the following aspects of the Tudor Dynasty:

1. What was England like in 1485?
2. Why was the Catholic Church so powerful?
3. What problems did Henry VII face as King?
4. What were England's relations with other countries like between 1485 to 1509?
5. What were Henry VIII's aims as King?
6. Why was Henry VIII refused a divorce and why did he want one?
7. Explain Henry VIII and Thomas Wolsey's relationship.

Part 2: Turmoil and Triumph, 1547-1603 – Independent Research Task

Research the following aspects of instability and consolidation:

1. Why is Edward VI and Mary's period of reign often referred to as 'the mid-Tudor crisis'?
2. What problems religion and foreign policies did Elizabeth face when she inherited the throne?
3. Why was Elizabeth reluctant to marry, despite the pressure she faced?
4. Why was Mary Queen of Scots a problem for Elizabeth?
5. What was Elizabeth's legacy as Queen?

Please use the websites stated at the back of the booklet to help you with this task.



Task 2: Democracy and Nazism: Germany 1918-1945

Part 1: The Weimar Republic- Independent Research Task

Research the following aspects of Weimar Germany:

1. Why did the Kaiser abdicate and where did he go?
2. In broad terms, what was the overall impact of the Versailles settlement on Germany?
3. Give two problems Germany faced in the 1920s.
4. Why did extremism grow in the 1920s?
5. Why was the period 1924-1928 described as Weimar's Golden Years?
6. Outline the development and success of the coalition government in Weimar Germany.
7. In reference to Stresemann, Locarno and disarmament, what was Germany's international standing?
8. Outline the impact of the Depression on Germany.

Part 2: Nazi Germany – Independent Research Task

Research the following aspects of Nazi Germany:

1. In reference to government, administration, the Night of the Long Knives and Hindenburg's death, how did Hitler consolidate power?
2. What were the Nazi policies towards young people, women, workers and churches?
3. Describe the differences in policy towards the Jews between 1933-1937 versus 1938-1940.
4. Outline the impact of war in Germany, especially society and economy.

Please use the websites stated at the back of this booklet to help you with this task.

FINAL TASK (optional - please do not feel you have to go and buy them!)

Choose one book from the reading list to read and write a 300 word review of what you thought was interesting for the rest of the class. Would you recommend the book to others and why?





Suggested Reading List

Below are the links to the History A Level textbooks. We will direct you in the taster lesson as to which are best to buy.

Publisher	Link
Oxford University Press	Tudors: https://global.oup.com/education/product/9780198354604/?region=uk Germany: https://global.oup.com/education/product/9780198354574/?region=uk
Hodder	Tudors: https://www.hoddereducation.co.uk/subjects/history/products/16-18/aqa-a-level-history-the-tudors-england-1485-1603 Germany: https://www.hoddereducation.co.uk/subjects/history/products/16-18/access-to-history-democracy-and-nazism-germany-1
Revision guide	Hodder: https://www.hoddereducation.co.uk/subjects/history/products/16-18/my-revision-notes-aqa-as-a-level-history-the-tudor https://www.hoddereducation.co.uk/subjects/history/products/16-18/my-revision-notes-aqa-as-a-level-history-democracy Oxford University Press: https://global.oup.com/education/product/9780198421405/?region=uk https://global.oup.com/education/product/9780198421429/?region=uk

Journals and magazines are a good way of keeping up to date. You can subscribe for a year or buy individual editions. We recommend:

- BBC History Magazine: <https://www.historyextra.com/bbc-history-magazine/>
- History Today: <https://www.historytoday.com/>



It will help you to be aware of current global events that are related to the events in the units you will be studying; so watch/read the news each week. You can use Google Alerts or frequently check news websites:

- www.google.co.uk/alerts?hl=en
- www.bbc.co.uk
- www.theguardian.com/uk

There are many relevant films and books – a small selection:

Films and visual resources - Tudors	Films and visual resources – Democracy and Nazism
<ul style="list-style-type: none"> • www.johnguy.co.uk • www.history.ac.uk • www.activehistory.co.uk • www.bbc.co.uk/history • www.tudorplace.com • The Six Wives of Henry VIII, Elizabeth DVDs – D Starkey • A History of Britain DVD – S Schama 	<p>Auschwitz - The Nazis And The Final Solution, [DVD]</p> <ul style="list-style-type: none"> • Downfall (1 Disc Edition), [DVD] • Hitler: The Rise of Evil, (2003), [DVD] <p>AQA Education (AQA) is a registered charity (number 1073334) and a company limited by guarantee registered in England and Wales (number 3644723). Our registered address is AQA, Devas Street, Manchester M15 6EX.</p> <p>3 of 3</p> <ul style="list-style-type: none"> • Schindler's List - 20th Anniversary Edition, [DVD], [1993] • The Nazis - A Warning From History, [DVD] • The Relief Of Belsen, [DVD] • http://holocaustlearning.org/survivors • http://spartacus-educational.com/GERweimar.htm • http://weimarandnazigermany.co.uk/5-top-sites-find-primary-documents-weimargermany/#.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-thecollections/bibliography/primary-sources • www.wienerlibrary.co.uk • http://www.besthistorysites.net/index.php/modern-history/hitler

Books

Tudors:

Key Texts:

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

Biographies:

S Chrimes, Henry VII, Yale, 1999

D Cook, Sixteenth Century England Documents and Debates, Macmillan, 1980

D Cressy & L Ferrell, Religion and Society in Early modern England A Sourcebook, Routledge, 1996

R Horrox, Richard III, CUP, 1991

D Loades, The Reign of Mary Tudor, Longman, 1991

J Loach, Edward VI, Yale, 1999

D Starkey & L Wooding, Elizabeth, Vintage, 2001

L Wooding, Henry VIII, Routledge, 2009

Useful student books:

D Murphy (ed.), England 1485-1603, Collins, 1999

N Fellows, Disorder and Rebellion in Tudor England, Hodder, 2009

R Lockyer & D O'Sullivan, 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

Germany:

Key Texts:

R Whitfield, Democracy and Nazism: Germany 1918-1945, Oxford University Press, 2015

Gillingham C Rowe, AQA AS History Anti-Semitism, Hitler and the German People, 1919-1945, Nelson Thornes, 2009

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

Other useful books:

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, The Nazis: A Warning From History, BBC Books, 2006



First- hand accounts and biographies:

A Frank, The Diary of a Young Girl: Definitive Edition, Puffin, 2007

Adolf Hitler, Mein Kampf, Jaico Publishing House, 2007

I Knill, The Woman without a Number, Scratching Shed Publishing Ltd, 2010

L Smith, Forgotten Voices of The Holocaust: True Stories of Survival From Men, Women and Children Who Were There, Ebury Press, 2006

R Stackelberg, The Nazi Germany Sourcebook: An Anthology of Texts, Routledge, 2002

Possible summer activities and trips

1. Check your local museums and visit one that has an exhibition related to History, e.g. Imperial War Museum.
2. It would also be useful to access some Tudor sites, such as Hampton Court, who offer excellent online tours if you cannot visit in person.

Expectations and Workload

We are delighted you have chosen to study History. You can expect well-planned and resourced lessons delivered by teachers who genuinely want to see you achieve your potential. In return we expect you to arrive promptly and properly equipped to all lessons. You will also be expected to use your private study time in an organised and effective way to supplement and reinforce what you have learnt in class. **Simply turning up to most of the lessons will not be enough to secure your target grade.** The work you do outside of your lessons will have a very significant impact on your results. Above all else, we expect you to display *enthusiasm* and *passion* for History.

