

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>

Studying A-Level History will help you to understand the significance of historical events, the role of individuals in history and the nature of change over time. It will help you to gain a deeper understanding of the past through political, social, economic and cultural perspectives.

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 – The Tudors

Task 1: Chronology

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.

Task 2: 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.

Task 3: Historiography research.

Research the backgrounds of the following historians. Find out about their life and work. Summarise their views and why they have been influential in the study of Tudor England:

- John Guy
- Wallace MacCaffrey
- Steven J. Gunn
- Francis Bacon
- Christine Carpenter
- Eamon Duffy

Task 4: Historical debate:

There is a lot of historical debate about whether the years from 1547-1558 were a 'Mid Tudor Crisis'. Have a go at researching this debate, find arguments for and against this debate and then write up your own judgment. Do you think this is a fair assessment of the reigns of Edward VI and Mary I?

Compulsory Summer Work – Democracy and Nazism

Task 1: Key figures of the Weimar Republic

Create a fact file on these two important figures in Weimar Germany. You must include details of their role and their impact:

- Friedrich Ebert (1871–1925)
- Gustav Stresemann (1879-1929)

Task 2: Source analysis

Look at this source on the events of November 1918 in Germany. What can we learn from this source? How useful is this as evidence to historians studying Germany?

In 1922 Kaiser Wilhelm II wrote his memoirs, in which he gave his version of the events in November 1918.

I went through a fearful internal struggle. On the one hand I, as a soldier, was outraged by the idea of abandoning my still faithful- troops. On the other hand, our foes had declared that they were unwilling to work with me to conclude any peace enduring to Germany, and there was my own government's statement that civil war was to be prevented only by my departure for foreign lands. In this struggle I set aside all that was personal. I consciously sacrificed myself and my throne in the belief that, by doing so, I was best serving the interests of my beloved Fatherland. The sacrifice was in vain. My departure brought us neither better armistice conditions, nor better peace terms, nor did it prevent civil war, on the contrary, it hastened an intensified the disintegration of the army and the nation.

Task 3: Propaganda

Search for 4 Nazi propaganda posters. Annotate them in as much detail as you can and explain how they would have won support for the Nazi party. Use the following link to help: <chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.history.navy.mil/content/dam/museum/s/hrnm/Education/EducationWebsiteRebuild/AntiGermanPropaganda/BackgroundInformation/Nazi%20Propaganda.pdf>

Optional Summer Work

Visit a historical site/museum and write a review of your visit with a focus on why the site holds historical significance.

Local recommended sites to visit could include:

- Delapre Abbey
- Northampton Museum
- Canons Ashby
- Althorp house
- Bancroft Roman Villa

Further afield:

- Fotheringhay Castle
- Kenilworth Castle
- Warwick Castle
- Imperial War Museum London
- Tower of London

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/>

You can use Google Alerts or frequently check news websites:

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

There are many relevant films and videos:

Films and visual resources – Tudors	Films and visual resources – D&N
<ul style="list-style-type: none"> • David Starkey: https://www.youtube.com/@davidstarkeytalks 	<ul style="list-style-type: none"> • The Nazis - A Warning From History
<ul style="list-style-type: none"> • Henry VII, Winter King: https://www.youtube.com/watch?v=-5FsriGn300 	<ul style="list-style-type: none"> • Schindler's List
<ul style="list-style-type: none"> • Wolf Hall (BBCiPlayer): https://www.bbc.co.uk/iplayer/episodes/m002473m/wolf-hall 	<ul style="list-style-type: none"> • Hitler: The Rise of Evil
<ul style="list-style-type: none"> • The other Boleyn Girl 	<ul style="list-style-type: none"> • Auschwitz - The Nazis And The Final Solution
<ul style="list-style-type: none"> • Mary Queen of Scots 	<ul style="list-style-type: none"> • Rise of the Nazis (BBCiPlayer): https://www.bbc.co.uk/iplayer/episodes/m00084td/rise-of-the-nazis

Books - Tudors:

- 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
- S Chrimes, Henry VII, Yale, 1999
- 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

Books – Democracy and Nazism

- 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
- 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

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.