



**Heathcote School and Science College**

**A level History Handbook**

**Sept 2018**

**Name:**

**Form:**

## Introduction

Welcome to Sixth Form History and well done for getting here! You have chosen to study one of the most important and exciting of the A level subjects. History is the memory of humanity. It provides a context for current events and our constantly developing understanding of the past helps us to make sense of the present and shape the future.

As a historian you will study what other people have said about past events and use their ideas plus contemporary evidence to develop your own interpretations. During your two years of A level study you will develop skills of evaluation, analysis and communication that will be of value to you in whatever career you choose to pursue.

This handbook is designed to guide you through the two years of your A level course. Some of it will be of use immediately, while other sections will become more useful as the course progresses. It is important that you make use of the handbook-your teachers will expect you to have it with you in every lesson.

Finally, expect this course to be hard work, but also expect it to be one of the most rewarding things you will ever do. We hope that you enjoy the next two years as much as we will.

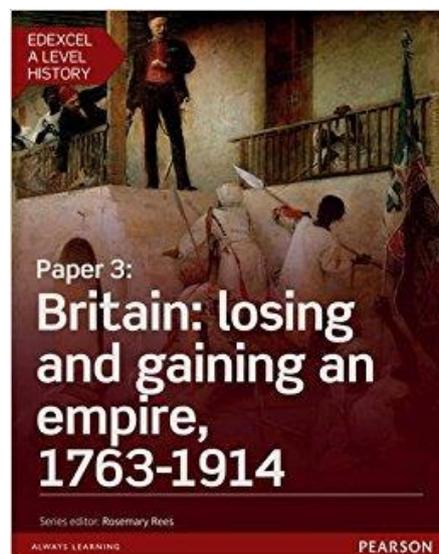
## Expectations

1. Be on time for lessons and ready to learn.
2. Have the relevant equipment including books.
3. Bring folders in every lesson and keep them up to date.
4. Email the teacher for catch up work if you are absent for any reason.
5. Study independently for three hours a week by reading and researching.



### Staff email addresses:

[rloader@heathcote.waltham.sch.uk](mailto:rloader@heathcote.waltham.sch.uk)



## **Course Rationale and Overview**

**Exam Board:** EDEXCEL

**Code:** 9H10

The A level course consists of four units. These units have an underlying theme-how different ideologies of communism and imperialism have changed the world. You will study units 1 and 2 in year 12 and units 3 and 4 in year 13.

**Unit 1:** Option 1E: Breadth Study with Interpretations: Russia 1917-1991 from Lenin to Yeltsin (30% of the total A level qualification)

**Unit 2:** Option 2.E.1: Depth Study: Mao's China 1949-76 (20% of the total qualification)

**Unit 3:** Option 35.1 Themes in breadth with aspects in depth: Britain: losing and gaining an Empire 1763-1914 (30% of the total qualification)

**Unit 4:** Coursework: Selected from a list of approved topics, a broad range of time periods is available. (20% of the total qualification)

There is a more detailed breakdown of the content of each unit you will be studying later in the handbook.

### **Assessment Overview:**

Unit 1: Two hour and fifteen minute exam in May/June 2020 includes two breadth essays and an interpretations question on extracts.

Unit 2: One hour and thirty minute exam in May/June 2020 includes one source question and one depth essay.

Unit 3: Two hour and fifteen minute exam in May/June 2020 includes one source question, one depth question and one breadth question.

Unit 4: Coursework to be submitted to your teacher in October 2019 an essay of approx. 4,000 words.

## Assessment Criteria

You will obviously be expected to remember a lot of historical detail in your history exams, but the emphasis at this level is on your historical skills. They are described in assessment objectives.

**A01 makes up 55% of the total A level marks.** It requires you to:

- Demonstrate, organise and communicate knowledge and understanding
- Analyse and evaluate key features related to the periods studied
- Make substantiated judgments
- Explore concepts of cause, consequence, change, continuity similarity, difference and significance.

**A02 makes up 20% of the total A level marks.** It requires you to:

- Analyse and evaluate appropriate source material contemporary to the period within its historical context.

**A03 makes up 25% of the total A level marks.** It requires you to:

- Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

The assessment objectives are related to the individual units as follows:

<b>Paper:</b>	<b>A01</b>	<b>A02</b>	<b>A03</b>	<b>Total:</b>
<b>Unit 1</b>	20%	-	10%	<b>30%</b>
<b>Unit 2</b>	10%	10%	-	<b>20%</b>
<b>Unit 3</b>	20%	10%	-	<b>30%</b>
<b>Coursework</b>	5%	-	15%	<b>20%</b>
<b>Total for this qualification:</b>	<b>55%</b>	<b>20%</b>	<b>25%</b>	<b>100%</b>

The exam board do not issue separate mark schemes for separate papers. Instead, each assessment objective is given its own mark scheme. You have copies of these on the following pages.

## Generic Level Descriptors:

**Target: AO1 0:**no rewardable material

<b>Level</b>	<b>Mark</b>	<b>Criteria</b>
1	1-3	<ul style="list-style-type: none"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>
2	4-7	<ul style="list-style-type: none"> <li>• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the focus of the question.</li> <li>• Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question.</li> <li>• An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>
3	8-12	<ul style="list-style-type: none"> <li>• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.</li> <li>• Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>
4	13-16	<ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.</li> <li>• The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.</li> </ul>
5	17-20	<ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands.</li> <li>• Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement.</li> <li>• The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.</li> </ul>

**Target: AO2:**

**0:** No rewardable material.

Level	Mark	Criteria
1	1-3	<ul style="list-style-type: none"><li>• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases.</li><li>• Some relevant contextual knowledge is included, with limited linkage to the source material.</li><li>• Evaluation of the source material is assertive with little or no supporting evidence. Concepts of reliability or utility may be addressed, but by making stereotypical judgements.</li></ul>
2	4-7	<ul style="list-style-type: none"><li>• Demonstrates some understanding and attempts analysis of the source material by selecting and summarising information and making undeveloped inferences relevant to the question.</li><li>• Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail.</li><li>• Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concepts of reliability or utility are addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.</li></ul>
3	8-12	<ul style="list-style-type: none"><li>• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences.</li><li>• Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail.</li><li>• Evaluation of the source material is related to the specified enquiry and explanation of utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria but with limited justification.</li></ul>
4	13-16	<ul style="list-style-type: none"><li>• Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion, although treatment of the two sources may be uneven.</li><li>• Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn.</li><li>• Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may be weakly substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.</li></ul>
5	17-20	<ul style="list-style-type: none"><li>• Interrogates the evidence of both sources with confidence and discrimination, making reasoned inferences and showing a range of ways the material can be used, for example by distinguishing between information and claim or opinion.</li><li>• Deploys knowledge of the historical context to illuminate and/ or discuss the limitations of what can be gained from the content of the source material, displaying secure understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn.</li><li>• Evaluation of the source material uses valid criteria which are justified and fully applied. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims.</li></ul>

**Target: AO3:**

**0:** No rewardable material.

Level	Marks	Criteria
1	1-3	<ul style="list-style-type: none"><li>• Demonstrates only limited comprehension of the extracts, selecting some material relevant to the debate.</li><li>• Some relevant contextual knowledge is included, with limited linkage to the extracts.</li><li>• Judgement on the view is assertive, with little or no supporting evidence.</li></ul>
2	4-7	<ul style="list-style-type: none"><li>• Demonstrates some understanding and attempts analysis of the extracts by describing some points within them that are relevant to the debate.</li><li>• Contextual knowledge is added to information from the extracts, but only to expand on matters of detail or to note some aspects which are not included.</li><li>• A judgement is given, but with limited support and related to the extracts overall, rather than specific issues.</li></ul>
3	8-12	<ul style="list-style-type: none"><li>• Demonstrates understanding of the extracts and shows some analysis by selecting and explaining some key points of interpretation they contain and indicating differences.</li><li>• Knowledge of some issues related to the debate is included to link to, or expand, some views given in the extracts.</li><li>• A judgement is given and related to some key points of view in the extracts and discussion is attempted, albeit with limited substantiation.</li></ul>
4	13-16	<ul style="list-style-type: none"><li>• Demonstrates understanding of the extracts, analysing the issues of interpretation raised within them and by comparison of them.</li><li>• Integrates issues raised by extracts with those from own knowledge to discuss the views. Most of the relevant aspects of the debate will be discussed, although treatment of some aspects may lack depth.</li><li>• Discusses evidence provided in the extracts in order to reach a supported overall judgement. Discussion of points of view in the extracts demonstrates understanding that the issues are matters of interpretation</li></ul>
5	17-20	<ul style="list-style-type: none"><li>• Interprets the extracts with confidence and discrimination, analysing the issues raised and demonstrating understanding of the basis of arguments offered by both authors.</li><li>• Integrates issues raised by extracts with those from own knowledge when discussing the presented evidence and differing arguments.</li><li>• Presents sustained evaluative argument, reaching fully substantiated judgements on the views given in both extracts and demonstrating understanding of the nature of historical debate.</li></ul>

## **Tips for success**

### **Independent study**

One of the biggest differences between GCSE and A level work is the amount of independent study you will be required to do. Your teachers will set home work, but this is not all that they will be expecting you to do. Below are examples of other things that you should be doing:

- Back ground reading around the subject
- Ongoing learning and active revision
- Keeping up to date with news to identify relevant developments in current affairs.
- Discussion of your work with other students on the course.
- Redrafting marked work to reflect on your feedback
- Possible subscription to relevant journals/websites

### **Managing your time:**

One of the problems Sixth Form students often identify is time management. The fact that you are expected to be more independent means you will have to take more responsibility for organising when and how you do everything you need to do. This gets even more complicated if you take on a part time job. Here are some tips to help you:

- Plan your time-remember you have 168 hours in every week
- Use daily and weekly 'to do' lists. Wunderlist is a useful app.
- Make sure that you set aside at least 4 hours private study time a week for History
- Remember that you will need to increase your study hours at exam time-make sure your family and employer are aware of this.
- Create a timetable to incorporate study, work and other commitments
- Avoid distractions in school study periods - this is valuable time, use it well!
- If you feel you do not have enough time seek help immediately - do not just hope it will get better.
- Build in rewards for crossing an item/items off your 'to do' list.



### **Managing your resources:**

You will find that you very quickly accumulate a large quantity of paper, in addition to the textbooks you are required to use. It is very easy to allow yourself to become overwhelmed by your resources. Think about the following points to help you avoid this problem:

- Discuss with your individual teachers whether you should use a book or a folder. Be aware that you will be required to hand in work on paper and if you do not have a folder it is harder to keep work safely.
- Invest in a hole-punch - this will enable you to put handouts in your folder as soon as you receive them
- Create a place that is your resources area and keep all your books and folders there.
- Be prepared to increase the number of folders you have as the year progresses!
- Use dividers and colour coding to organise your notes
- Make revision notes as you go along and keep them in a separate area of your folder
- Put marked work in the final section of your folder so you can reflect back on your progress over the years.

### **Comments from previous students:**

- READ, READ and READ
- Believe what the teachers say about the amount of work you need to do
- Go over the notes as you do them
- Revise work as you go along
- Make sure you meet deadlines and keep up to date with the written work
- Read ahead in the textbook
- Do practice questions
- Act on the feedback your teachers give you.



**Top universities for History (according to the Complete University Guide)**

Cambridge

Durham

St Andrews

Oxford

Warwick

Exeter

London School of Economics

York

University College London

Bristol

Kings College London

Lancaster

Sheffield

Birmingham

Leeds

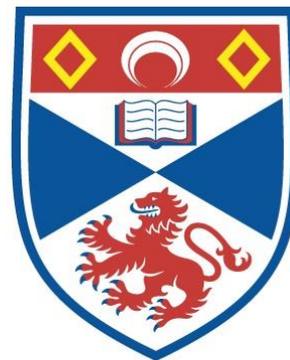
Southampton

Glasgow

Nottingham

Queen Mary, University of London

Newcastle



University of  
St Andrews

## **Careers for History Graduates**

These are some of the careers that are directly related to the study of History:

Museum curator

Archivist

Genealogist

Historical Researcher

Historical Preservation Work

Teaching

Lecturing

The skills gained in the study of History are also highly regarded by employers in a range of occupations that are not directly related to the subject:

Law

Marketing

Business Management

Finance

Advertising

Journalism

Publishing

## Unit 1: Breadth study with interpretations

### Option 1E: Russia 1917-1991 From Lenin to Yeltsin

#### Key topics:

- Communist government in the USSR 1917-1985
- Industrial and agricultural change 1917-1985
- Control of the people 1917-1985
- Social developments 1917-1985



**Historical interpretations:** What explains the fall of the USSR 1985-1991?

**Unit 1 assessment:** A two hour and fifteen minute exam. One breadth essay, one depth essay and one interpretation question.

#### Reading list:

- Archie Brown, *The Rise and Fall of Communism* (Vintage, 2010)
- David Priestland, *The Red Flag: Communism and the Making of the Modern World* (Penguin, 2009)
- Robert Service, *Comrades: Communism: A World History* (Pan Books, 2009)
- Mark Sandle, *Communism* (Seminar Studies Series, Routledge, 2006)
- Dan Stone, *Goodbye to all that? The Story of Europe since 1945* (Oxford University Press, 2014)
- Roger Spalding, *The Communist Manifesto*, History Review, 2000: [www.historytoday.com/roger-spalding/communist-manifesto](http://www.historytoday.com/roger-spalding/communist-manifesto)
- Robert Service, *A History of Modern Russia: From Tsardom to the Twenty-First Century*, Robert Service (Penguin, third edition, 2009)
- Orlando Figes, *The Whisperers* (Penguin, 2007)
- Abraham Ascher, *Russia: A Short History* (One World, second edition, 2009)
- Stephen J Lee, *Russia and the USSR, 1855–1991* (Routledge, 2006)
- Mike Wells with Nick Fellows, *Russia and its Rulers 1855–1964* (Heinemann, 2008)
- Jane Jenkins, *Years of Russia, the USSR and the Collapse of Soviet Communism* (Hodder, second edition, 2008)
- Chris Corin and Terry Fiehn, *Communist Russia under Lenin and Stalin* (SHP, Hodder Education, 2002)

## Unit 2 Depth Study

### Option 2.E.1 Mao's China 1949-76

#### Key Topics:

- Establishing communist rule 1949-57
- Agriculture and industry 1949-65
- The Cultural Revolution and its aftermath 1966-76
- Social and cultural changes 1949-76



**Unit 2 Assessment:** 1 hour and 30 minute exam: one source question, one depth question

#### Reading List:

- Michael Lynch, *Access to History: The People's Republic of China 1949–76* (Hodder, 2008)
- Geoff Stewart, *Heinemann Advanced History: China 1900–76* (Heinemann, 2006)
- Robert Whitfield, *The Impact of Chairman Mao: China, 1946–1976* (Nelson Thornes, 2008)
- Philip Short, *Mao: A Life* (John Murray, 2004)
- Jonathan Fenby, *The Penguin History of Modern China: The Fall and Rise of a Great Power, 1850–2009* (Penguin, 2009)
- Juan Chang: *Wild Swans: Three daughters of China* (William Collins 2012)

## Unit 3: Themes in breadth with aspects in depth

### Option 35.1 Britain: losing and gaining an empire 1763-1914

#### Key themes

The changing nature and extent of trade and  
the changing nature of the Royal Navy



#### Key Topics:

- The loss of the American colonies 1770-83
- The birth of British Australia 1788-1829
- Learning from past mistakes: Canada and the Durham report: 1837-40
- Nearly losing and Empire: The British in India 1829-58
- The Nile valley 1882-98

**Unit 3 Assessment:** 2 hour and 15 minute exam: one source question, one essay in depth, one essay targeting change on themes.

#### Reading List:

- Niall Ferguson, *Empire* (Penguin, 2004)
- James Morris, *Heaven's Command: An Imperial Progress* (Faber & Faber, 1973)
- Bernard Porter, *The Lion's Share* (Harlow, 1984)
- P Kennedy, *The Rise and Fall of British Naval Mastery* (Allen and Unwin, 1976)
- Gordon S Wood, *The American revolution* (Phoenix, 2005)
- Robert Hughes, *The Fatal Shore: History of Transportation to Australia 1786–1868* (Vintage new edition, 2003)
- Peter Burroughs, *The Canadian Crisis and British colonial Policy 1828–1841* (Arnold, 1972)
- Saul David, *The Indian Mutiny 1857* (Penguin, 2003)
- Thomas Pakenham, *The Scramble for Africa* (Abacus, 1992)
- The National Archives
- British Empire site: [www.nationalarchives.gov.uk/education/empire/](http://www.nationalarchives.gov.uk/education/empire/)

## **Unit 4 Coursework**

Details vary as the coursework is personalised for each student.

**Unit 4 Assessment:** Analysing the work of three historians in context by writing 3,000-4,000 words.

### **Reading List:**

Again this is variable due to the personalisation of the coursework.

The coursework will require the opinions of three accredited historians. If there is a topic you are interested in focusing on speak to your teacher for a list of recommendations.

**Weekly learning log- Template,**

*These learning logs are to be completed, signed off by your teachers and filed each week.*

**What I have learnt:**

**What I need more help with:**

**What I did during independent study:**

**Reading completed:**

**Teacher Comment:**

**Resources used:**