

# HISTORY

## THE AIMS OF THE A LEVEL COURSE

The aims and objectives of the A Level History course are to enable students to:

- develop their interest in and enthusiasm for history and develop an understanding of its intrinsic value and significance;
- acquire an understanding of different identities within a society;
- build on their understanding of the past through exploring a range of sources and interpretations;
- improve as effective and independent learners, and as critical and reflective thinkers with curious and enquiring minds;
- develop the ability to ask relevant and significant questions about the past and to research them;
- make links and draw comparisons within and/or across different periods and aspects of the past; and
- organise and communicate their historical knowledge and understanding in different ways, arguing a case and reaching substantiated judgements.

## ENTRY REQUIREMENTS

Students need to have a grade 6 in GCSE History or Humanities. We would also recommend students having a good grasp of English. This is because of the writing and analytical skills necessary for success on the course. It is also important that students are interested in History and are willing to undertake the reading and research required to achieve the highest grades at A Level.



## Progression

History at A Level is extremely worthwhile, as it allows students to develop a depth of knowledge and understanding of both British and global history through an analysis of changing political, economic, social and cultural environments. It allows students to analyse information, to weigh up evidence and evaluate and communicate complex ideas. These skills are recognised and valued by employers and universities. A degree in History is an obvious progression route, but students with A Level History will also find many other routes open to them especially in law, business, social sciences and media.





## COURSE OUTLINE

### Paper 1: Britain Transformed, 1918–97

This option comprises a study in breadth, in which students will learn about the extent to which Britain was transformed politically, socially, economically and culturally in the years 1918–79. They will consider responses to the challenges of war, fluctuations in the economy, technological advancement and the desire for greater social equality.

The focus of study is on developments and changes over a broad timescale and so the content is presented as themes spanning 1918–79. This option also contains an in depth study of historical interpretations focusing on what impact Thatcher's governments had on Britain, 1979–97.

### Paper 2: The USA, c1920–55: Boom, Bust and Recovery

This option comprises an in-depth study of economic and social change in the USA from the post-war boom of the 1920s, through depression, recovery and war, to the transformation of many aspects of US society in the years immediately after 1945. Students will gain an in-depth understanding of economic change and its long-term effects, the growing demands by black Americans for social equality, and the cultural changes driven by individuals and by technological change.

### Paper 3: Britain: Losing and Gaining an Empire, 1763–1914

This option comprises a study on the British

Empire. In particular students explore in depth:

- The causes and consequences of the American Revolution;
- The development of a colony in Australia;
- Rebellion in Canada;
- The Indian Mutiny and its consequences on the British Empire; and
- The expansion of the British Empire in the Nile Valley (Egypt and Sudan).

Furthermore, students also examine as a breadth study:

- The changing nature and extent of trade in the British Empire; and
- The changing role of the Royal Navy.

By the end of the unit of study students will have developed an understanding of how Britain transformed from an European offshore island to having the largest empire the world has ever known.

### A Historical Investigation: Martin Luther King Jr. and the Civil Rights Movement in America, 1955 - 68

The purpose of this coursework is to enable students to develop skills in the analysis and evaluation of interpretations focusing on Martin Luther King Jr and his role within the Civil Rights Movement. Students will be required to make a judgement on Martin Luther King's importance to the movement using a range of interpretations written by historians and evaluate the strength of the arguments presented by the historians.

## Routes for Success - Humanities

The Routes to Success Programme is designed for ALL students in Year 12 at St Angela's Ursuline 6th Form. The HUMANITIES programme aims to offer students opportunities to work with both industry and universities, opportunities will include links with; The Houses of Parliament, Black Lawyers

Directory, Debate Mate, Trowers and Hamlin, St Mary's and Leicester University. Summer school opportunities will include links with; UCL History, SOAS and London Met.

Please note- All Year 12 students will select one main 'Route for Success' from these in order to experience a specialist enrichment and learning support programme. It will, of course, be possible to select a subject/subjects from another route on your timetable. We base our Routes to Success Programme on the university curriculum structure and university links are not exclusive to one route, so can be accessed by all students.

