
Bishop's Hatfield Girls' School

A Level Handbook 2015-2017



Name:

<p>Syllabus/Specification & course codes</p>	<p><u>Exam Board: AQA</u> <u>Course Codes:</u></p> <ul style="list-style-type: none"> • Overall code 7024CO • 7042C The Tudors: England 1485-1603 • 7042O Democracy and Nazism: Germany, 1918-1945
<p>Exam/Coursework Percentages</p>	<ul style="list-style-type: none"> • You will have two exams both of them at the end of Year 13. • You will have one exam that relates to The Tudors 1485-1603 • You will have one exam that relates to Germany 1918-1945. • Both exams are 2 hours 30 minutes long and each is worth 40% of your final A Level mark. • The final unit is your coursework. The coursework focuses on Civil Rights in America 1861-1968 this will be a 3000-3500 word essay. The coursework is 20% of your final A Level mark.
<p>Time line - assessment dates, completion dates</p>	<ul style="list-style-type: none"> • You will be given homework tasks every week, these tasks will vary. • You will prepare at least 1 source task every half-term and at least 1 essay every half-term in preparation for your examinations. • You will complete mocks in January and towards the end of Year 12.
<p>Student Expectations</p>	<p>In order to be successful studying A Level History, you need to be;</p> <ul style="list-style-type: none"> • Committed and dedicated completing all homework tasks to deadline • Reliable with excellent attendance • Prompt • Organised bringing your folder, text books and equipment to every lesson • Willing to participate • Willing to undertake wider reading <p>If you are absent from any lessons, you must ensure that you email the teacher to alert them to the reason for your absence and to request any missed work. Wherever possible, you must catch up on missed work before the next lesson.</p>

<p>Equipment List</p>	<ul style="list-style-type: none"> • It is essential that you have a folder that you keep in good order throughout the year. • In addition to your folder you need dividers, file paper, plain paper, text books, highlighters, pens, pencil, coloured pencils/gel pens, glue and post-it notes.
<p>Contact details of teaching staff</p>	<p>The staff that teach History at BHGS are:</p> <ul style="list-style-type: none"> • Mr H Pandya: hpandya@bishophatfield.herts.sch.uk • Mr A Wood: awood@bishophatfield.herts.sch.uk • Miss J Grossman jgrossman@bishophatfield.herts.sch.uk
<p>Reading Lists Websites</p>	<p>This is a suggested list and certainly not a comprehensive one. Any wider reading that you undertake that relates to the timeframe you are studying is useful.</p> <p><u>Civil Rights Coursework</u></p> <p>USA:</p> <p>‘Martin Luther King’ by Godfrey Hodgson ‘The Autobiography of Malcolm X’ by Malcolm X, Alex Haley, Paul Gilroy ‘To Kill A Mocking Bird’ by Harper Lee ‘The Help’ by Kathryn Stockett ‘Better Day Coming’ Adam Fairclough</p> <p>Also the entire 'Eyes on the Prize' documentary series (all available on YouTube)</p> <p><u>The Tudors 1485-1603</u></p> <ul style="list-style-type: none"> • C Lee, <i>Britain, 1483-1529</i>, Nelson Thornes, 2008 • R Carpenter, <i>The Church in England and the Struggle for Supremacy, 1529-1547</i>, Nelson Thornes, 2009 • M Tillbrook, <i>The Triumph of Elizabethan Britain 1547-1603</i>, Nelson Thornes, 2009 • I Dawson, <i>The Tudor Century</i>, Nelson Thornes, 1993 <p><u>Germany 1918-1945</u></p> <ul style="list-style-type: none"> • R Whitfield, <i>Democracy and Nazism: Germany 1918-1945</i>, Oxford University Press, 2015 • M Collier, P Pedley, <i>Heinemann Advanced History: Germany 1919-45</i>,

	<p>Heinemann, 2000</p> <ul style="list-style-type: none"> • Gillingham C Rowe, <i>AQA AS History Anti-Semitism, Hitler and the German People, 1919-1945</i>, Nelson Thornes, 2009 • J Hiden, <i>The Weimar Republic</i> (Seminar Studies In History), Routledge, 1996 • Hinton J Hite, <i>Weimar and Nazi Germany</i> (SHP Advanced History Core Texts), Hodder Education, 2000 • G Layton, <i>Access to History: From Kaiser to Fuhrer: Germany 1900-1945</i>, Hodder Education, 2009 • F McDonough, <i>Hitler and Nazi Germany</i> (Cambridge Perspectives in History), Cambridge University Press, 1999 • R Whitfield, <i>AQA History AS Unit 2 Life in Nazi Germany, 1933-1945</i>, Nelson Thornes, 2009 • Hitler by Ian Kershaw • The Hitler Myth by Ian Kershaw • The Third Reich in History and Memory by Richard J Evans • The 'Nazis, A Warning From History' TV series
<p>Suggested additional further study</p>	<ul style="list-style-type: none"> • You may find it useful to complete extra practice questions, you can ask members of the teaching team if you would like to do that and they would be happy to help. • You may also like to look at: <p>www.historytoday.com/historyreview www.thehistorychannel.co.uk www.users.globalnet.co.uk www.spartacus.schoolnet.co.uk www.bbc.co.uk/history www.schoolhistory.co.uk</p> <ul style="list-style-type: none"> • There will be many films, documentaries and other resources that are relevant to your studies. Please do ask your teachers for recommendations and further information.
<p>Progression Routes</p>	<ul style="list-style-type: none"> • History A Level students become very effective communicators, researchers and analytical thinkers. These skills are widely recognised and valued by employers and all universities. History combines well with Humanities, Arts, Languages and Science based subjects and can lead to a wide range of exciting and challenging careers, such journalism, law, teaching, publishing, business and the civil service.
<p>Expected time to be allocated to Independent study</p>	<ul style="list-style-type: none"> • We expect you to spend a minimum of 5 hours p/week on independent study tasks. This should include any homework you have been set along with any wider reading and additional research.

AQA Specifications

On the next few pages you will find the exam board specifications for each unit. You can use these to organise notes, read ahead and to check understanding.

Breadth Unit 1C: The Tudors: England, 1485–1603

<p>Key Questions/Themes that run through the course</p>	<ul style="list-style-type: none"> • How effectively did the Tudors restore and develop the powers of the monarchy? • In what ways and how effectively was England governed during this period? • How did relations with foreign powers change and how was the succession secured? • How did English society and economy change and with what effects? • How far did intellectual and religious ideas change and develop and with what effects? • How important was the role of key individuals and groups and how were they affected by developments?
<p>Henry VII, 1485–1509</p>	<ul style="list-style-type: none"> • Henry Tudor’s consolidation of power: character and aims; establishing the Tudor dynasty • Government: councils, parliament, justice, royal finance, domestic policies • Relationships with Scotland and other foreign powers; securing the succession; marriage alliances • Society: churchmen, nobles and commoners; regional division; social discontent and rebellions • Economic development: trade, exploration, prosperity and depression • Religion; humanism; arts and learning

<p>Henry VIII, 1509–1547</p>	<ul style="list-style-type: none"> • Henry VIII: character and aims; addressing Henry VII's legacy • Government: Crown and Parliament, ministers, domestic policies including the establishment of Royal Supremacy • Relationships with Scotland and other foreign powers; securing the succession • Society: elites and commoners; regional issues and the social impact of religious upheaval; rebellion • Economic development: trade, exploration, prosperity and depression • Religion: renaissance ideas; reform of the Church; continuity and change by 1547
<p>Instability and consolidation: 'the Mid-Tudor Crisis', 1547–1563</p>	<ul style="list-style-type: none"> • Edward VI, Somerset and Northumberland; royal authority; problems of succession; relations with foreign powers • The social impact of religious and economic changes under Edward VI; rebellion; intellectual developments; humanist and religious thought • Mary I and her ministers; royal authority; problems of succession; relations with foreign powers • The social impact of religious and economic changes under Mary I; rebellion; intellectual developments; humanist and religious thought • Elizabeth I: character and aims; consolidation of power, including the Act of Settlement and relations with foreign powers • The impact of economic, social and religious developments in the early years of Elizabeth's rule
<p>The triumph of Elizabeth, 1563–1603</p>	<ul style="list-style-type: none"> • Elizabethan government: court, ministers and parliament; factional rivalries

	<ul style="list-style-type: none">• Foreign affairs: issues of succession; Mary, Queen of Scots; relations with Spain• Society: continuity and change; problems in the regions; social discontent and rebellions• Economic development: trade, exploration and colonisation; prosperity and depression• Religious developments, change and continuity; the English renaissance and 'the Golden Age' of art, literature and music• The last years of Elizabeth: the state of England politically, economically, religiously and socially by 1603
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Depth Unit 20: Democracy and Nazism: Germany, 1918–1945

<p>The Establishment and early years of Weimar, 1918–1924</p>	<ul style="list-style-type: none"> • The impact of war and the political crises of October to November 1918; the context for the establishment of the Weimar Constitution; terms, strengths and weaknesses • The Peace Settlement: expectations and reality; terms and problems; attitudes within Germany and abroad • Economic and social issues: post-war legacy and the state of the German economy and society; reparations, inflation and hyperinflation; the invasion of the Ruhr and its economic impact; social welfare and the social impact of hyperinflation • Political instability and extremism; risings on the left and right, including the Kapp Putsch; the political impact of the invasion of the Ruhr; the Munich Putsch; problems of coalition government and the state of the Republic by 1924
<p>The 'Golden Age' of the Weimar Republic, 1924–1928</p>	<ul style="list-style-type: none"> • Economic developments: Stresemann; the Dawes Plan; industry, agriculture and the extent of recovery; the reparations issue and the Young Plan • Social developments: social welfare reforms; the development of Weimar culture; art, architecture, music, theatre, literature and film; living standards and lifestyles • Political developments and the workings of democracy: President Hindenburg; parties ; elections and attitudes to the Republic from the elites and other social groups; the position of the extremists, including the Nazis and Communists; the extent of political stability • Germany's international position; Stresemann's foreign policy aims and achievements including: Locarno; the

	<p>League of Nations; the Treaty of Berlin; the end of allied occupation and the pursuit of disarmament</p>
<p>The Collapse of Democracy, 1928–1933</p>	<ul style="list-style-type: none"> • The economic, social and political impact of the Depression: elections; governments and policies • The appeal of Nazism and Communism; the tactics and fortunes of the extremist parties, including the role of propaganda • Hindenburg, Papen, Schleicher and the 'backstairs intrigue' leading to Hitler's appointment as chancellor • Political developments: the Reichstag Fire; parties and elections; the Enabling Act and the end of democracy; the state of Germany by March 1933
<p>The Nazi Dictatorship, 1933–1939</p>	<ul style="list-style-type: none"> • Hitler's consolidation of power, March 1933–1934: governmental and administrative change and the establishment of the one-party state; the Night of the Long Knives and the impact of the death of President Hindenburg • The 'Terror State': the police, including the SS and Gestapo; the courts; extent, effectiveness and limitations of opposition and non-conformity; propaganda: aims, methods and impact; extent of totalitarianism • Economic policies and the degree of economic recovery; Schacht; Goering; the industrial elites

	<ul style="list-style-type: none"> • Social policies: young people; women; workers; the churches; the degree of Volksgemeinschaft; benefits and drawbacks of Nazi rule
The Racial State, 1933–1941	<ul style="list-style-type: none"> • The radicalisation of the state: Nazi racial ideology; policies towards the mentally ill, asocials, homosexuals, members of religious sects, the Roma and Sinti • Anti-Semitism: policies and actions towards the Jews, including the boycott of Jewish shops and the Nuremberg Laws • The development of anti-Semitic policies and actions; the effect of the Anschluss; Reichkristallnacht; emigration; the impact of the war against Poland • The treatment of Jews in the early years of war: the Einsatzgruppen; ghettos and deportations
The impact of War, 1939–1945	<ul style="list-style-type: none"> • Rationing, indoctrination, propaganda and morale; the changing impact of war on different sections of society including the elites, workers, women and youth • The wartime economy and the work of Speer; the impact of bombing; the mobilisation of the labour force and prisoners of war • Policies towards the Jews and the 'untermenschen' during wartime; the Wannsee Conference and the 'Final Solution' • Opposition and resistance in wartime including students, churchmen, the army and civilian critics; assassination attempts and the July Bomb Plot; overview of the Nazi state by 1945

Sixth Form Assessment Sheet

<u>Target comments</u>						
<u>Grade</u>						
<u>Essay title and date</u>						

Year 11 → Year 12 History Induction Assignment

We expect you to use the summer break to do some background reading and research to prepare you for September.

You will need to know the definitions for certain key words that link to The Tudors:

Monarchy
Succession (to the throne)
Dynasty
Churchmen
Nobles
Commoners
Humanism
Legacy
Rebellion
Renaissance
Ideology
Prosperity

Gaining an overview of each of the monarchs we will study:

You need to produce a fact file about the monarchs listed below.

- Henry VII
- Henry VIII
- Edward VI
- Mary I
- Elizabeth I

For each monarch you must look at:

- Dates of their reign (start to end)
- Key events during their reign (what you consider were the key events)
- Religious developments during their reign
- Any key points linking to relations with foreign powers(if applicable)

There are some books available in the library which cover these areas but not many, you can take them out over the summer holidays. The following is a list of useful websites:

<http://www.tudors.org/>

http://www.historylearningsite.co.uk/tudor_england.htm

<http://www.royal.gov.uk/HistoryoftheMonarchy/KingsandQueensofEngland/TheTudors/TheTudors.aspx>

<http://www.bbc.co.uk/timelines/zxnbr82>

<http://www.historyonthenet.com/tudors/tudorsmain.htm>