

# History A-Level Handbook



***History teaches everything including  
the future.***

Lamartine

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## 1. Introduction to A-Level History

There are many reasons you might have chosen to study History; to learn about the past; to develop your skills of persuasive writing; because you think you're good at it; to think about how the past forms how we live today; because you've heard that it can help you get into a good University. However, the best reason to study History at A-Level is because you enjoy it.

Studying History at A-Level can be very challenging. You have to combine learning a great amount of information with complex skills of analysis and interpretation. However, these are skills that are not just useful for A-Level but in life. This handbook aims to help you make sense of the course ahead, setting the expectations for you as a student at QK. This will help you achieve in History at A-Level and master those complex skills.

Whatever your motivation for studying History, I hope you enjoy it.

## 2. Our expectations

### *Attendance & Punctuality*

Historians at QK need to be self disciplined. This includes their attendance and punctuality to lessons. You will be expected to attend every lesson on time. Students who miss MORE than one lesson over two weeks will receive contact home from the Head of History, and set extra work for 'Monday Catch up'.

Students who miss lessons (for authorised reasons) should...

1. Speak to the teacher before the lesson if possible.
2. Complete all classwork missed, finding the teacher to ask for help if needed in their own time.
3. Make sure they know all homework and deadlines. These must also be caught up on.
4. Be up to speed BY THE NEXT LESSON.
5. Failure to do so will result in 'Monday Catch-up', and contact home.

Students who are more than five minutes late for a QK History lesson, as per school policy, will not be admitted into class. The same protocol will be as above for each and every lesson. Studying History requires a focus which cannot be disrupted by poor punctuality, or coming to class unprepared.

### *Commitment to Learning*

A-Level QK students should be role models for those in the rest of the school. Therefore the QK History department expects a full commitment from its students to their studies. Students who fail to show this mature attitude to learning can expect sanctions in compliance with the lower school behaviour policy. QK Sixth Form learners can expect detentions, History report and/or referral to DOL for any inappropriate behaviour or action which may affect their, or others learning.

History AS students are required to complete at least 6 hours a week of Historical study outside of the classroom. This is a minimum amount as good Historians will take time to read around the topic as well as complete the homework expected. Students will complete, on average between the two modules, one essay a week and one other piece of work (this can range from note-taking to a piece of extended writing). It is expected that after we complete work in class students will use their own time to go over sections they are still unsure on and consolidate their learning.

Students who fail to meet the homework standards set will be required to do so, in 'Monday Catch-up' in the Sixth form learning centre. Persistent non compliance with either homework or behavioural expectations will result in departmental detention held by Mr McGillicuddy every Monday in L2F.

Across A-Level history students will study a broad range of themes and periods. Therefore it is essential that students can organise their thoughts and resources to keep clarity in their work. In order to achieve this you must purchase a folder for each module and keep your learning organised. Students will be required to buy lined paper, pens and ring binders and bring these to EVERY lesson.

All assessments should be kept in your folder. Ensure you provide your own assessment on green stickers, and keep all self and peer assessments in your folder so you can track your achievement. Folders will be expected in class by your class teacher, and will be inspected fortnightly by Mr McGillicuddy.

### 3. Your expectations

#### *Teaching*

The QK History department recognises that all students learn in different ways and aims to incorporate these different learning styles into lessons at A-Level. However, in Year 13 students should be prepared to experience more research/writing based tasks to prepare them for possible entry into university degrees. History teaching at A-Level is often discussion or debate focused. This means students should feel comfortable to discuss their own opinions or challenge the opinions of others. Teachers will use a variety of multimedia resources to aid learning as well as support from textbooks.

#### *Assessment*

The QK History faculty policy requires students to be formally assessed every two weeks. This means that each student will be given formal feedback on a given task. This will often be in the form of an essay but could also be on other tasks such as from verbal presentations or pieces of source analysis. Feedback can also be peer assessment which is monitored by the teacher. Students will also be asked to self assess their work to show they can identify what successes and weaknesses are in their own work. Students will be given exam-style mark schemes with which to do this.

Students should receive two blue sticker assessments each half term and two green sticker assessments each term. The green sticker assessment will be your formal assessment for each term. Students who get two levels below their target grade in these assessments will be expected to redo the assessment and come up with a strategy to improve their performance with their teacher.

## 4. History Skills.

As mentioned in the introduction there are many different skills involved in studying History. History is not just about memorising names and dates. Students who spend their time memorising will not score highly in tests as they have missed out the most important parts of becoming an Historian. The following list summarises a few of the key skills of History A-Level and ways you might approach the study of them.

### *Reading and note taking*

Reading and note taking are core skills in History A-Level. If reading fills you with dread, History will be very challenging for you. However, there are some basic ways in which reading and note taking can be made easier.

- a) Treat each book, even if it is a text book, as a source of information – not ‘fact’. Look on the back page of a book to see if the book takes a particular angle on a topic.
- b) Before you read a chapter flick through and look at the main headings and subheadings so you know where that chapter is heading. This will enable you to set out your notes in a logical format.
- c) Organise your notes in a way that makes sense to you. For example you may want to use sub-headings or highlighters to show important points. You could make a timeline or list of the key characters in a period.

- d) Do not get tempted to write everything down. Copying sentences word for word will not make the information stay in your long term memory. Instead read, cover the sentence/paragraph and write it in your own words.
- e) Finally, keep your mind active when reading. Ask questions about what you read. You could even keep a notebook with these questions in. This would ensure that you are focused on the text and not passively accepting the information. This links back to section a) here.
- f) As you read, and revise your notes, create shorter and more concise summaries. The end goal of this is that as you approach your final exams you have the most brief notes possible. This will only work if you are constantly revising and re-reading your notes *throughout the academic year*.

### *Research*

In section c) of the AS and A2 guidelines in this handbook there are various books and resources you can use to develop a broader understanding of the History we study in class. This list will only provide a starting point. Use the bibliographies at the back of books for more detailed reading. Furthermore when using the internet remember that looking at the Nature, Origin and Purpose (NOP) of the website is very important. Treat all resources as an interpretation of History, not 'fact'.

### *Essay Writing*

In History at AS and A2 students will be expected to write essays both in classwork/homework and exams. Essays will follow a basic PEA structure. Students will also develop their skills of persuasive writing to put forward distinct paragraphs explaining the argument and counterargument or the point they wish to make. Teachers will advise on how to develop student's style of essay writing but students be prepared to spend time outside of class developing essay writing skills if they know this is a personal weakness.

### *Source analysis*

One paper in both AS and A-Level will focus on source analysis. Therefore students must develop their awareness of how to apply knowledge of the Nature, Origin and Purpose (NOP) of sources. Within the overall assessment objective of testing the ability of students to use and evaluate source material, questions generally include the requirement to compare two or more sources. Students should ask themselves a series of questions to be able to respond. Do the sources contradict each other? If so, how far and in what ways? Does one add to the argument from another? These are just a few examples of questions QK Historians have to ask themselves in order to develop their skills of source analysis.

## 5. What does the exam board expect of me?

*The objectives of Edexcel AS and A2 History are...*

A01	<p>Recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of History in a clear and effective way.</p> <p>Demonstrate their understanding of the past through explanation, analysis and arriving at substantiated judgements of:</p> <ul style="list-style-type: none"> <li>• Key concepts such as causation, consequence, continuity, change and significance within an historical context.</li> <li>• The relationships between key features and characteristics of the periods studied.</li> </ul>	70% of the total course
A02	<p>a)As part of an historical enquiry, analyse and evaluate a range of appropriate source material with discrimination.</p> <p>b)Analyse and evaluate, in relation to the historical context, how aspects of the past have been interpreted and represented in different ways.</p>	30% of the total course

## 6. AS Level History

The AS Level Course follows the Edexcel History syllabus.

### Course Outline: Unit 1

#### **Unit 1: Topic D3: Russia in Revolution 1881-1924: From Autocracy to Dictatorship AND D4 Stalin's Russia 1924-53**

This Unit will be taught by Mr McGillicuddy and counts for 50% of your AS Mark.

#### A bit about the course:

##### **Unit 1**

##### **Topic C2 : Relations with the American colonies and War of**

##### **Independence, 1740-1789**

- Relations between the American colonies and the Mother Country, 1740-63: commerce, governance and Anglo-French rivalry. B
- British policies towards the colonies and the growth of opposition, 1763-75.
- The American Revolution: causes, course and reasons for colonies' success in achieving independence.
- The impact of independence on Britain and America, 1783-89.

##### **AND**

##### **Topic C3: The Slave Trade, Slavery and the Anti-slavery Campaigns, c1760-1833**

This unit investigates:

- Reasons for, and growing extent of, British involvement in the slave trade.
- The structure and operation of slavery in British colonies.
- The anti-slavery campaigns: the role of the Evangelical movement; the roles of Thomas Clarkson and William Wilberforce; the nature of support for abolition.
- Nature and extent of, and reasons for, opposition and resistance to the anti-slave trade and anti-slavery movements and reasons why this opposition failed; abolition of the slave trade in 1807 and abolition of slavery in the Empire in 1833.

#### How you will be assessed

The exam will last 1 hour and 20 minutes and students will take this exam in June 2012.

**In Unit 1** students will be required to answer two questions worth 30 marks each; these will be on **Topic C2** : Relations with the American colonies and War of Independence, 1740-1789 AND **Topic C3**: The Slave Trade, Slavery and the Anti-slavery Campaigns, c1760-1833

These questions will ask students to present historical explanations and assess their significance in the historical context of events, individual's ideas, attitudes or beliefs, and the ways they influenced others.

### *Suggested independent learning*

#### *Books*

If you are unable to find these in the QK library the best way to get hold of these is to visit a local library. Libraries will be able to order any book for a small fee (usually around £1). This way you can research topics without buying all of the following.

#### **Topic C2: Relations with the American Colonies and the War of Independence, c.1740-1789.**

Boyer P — *The Enduring Vision: A History of the American People*, concise edition (Houghton Mifflin, 2001)

Brogan H — *The Penguin History of the USA* (Penguin Books, 2001)

- Bonwick C — *The American Revolution, Second Edition* (Palgrave Macmillan, 2005)
- Farmer A — *Britain and the American Colonies, 1740-89* (Access to History, Hodder Education, 2008)
- Hibbert C — *Redcoats and Rebels: The American Revolution through British Eyes* (Norton, 2002)
- Jennings F — *The Creation of America: Through Revolution to Empire* (Cambridge University Press, 2000)
- Knollenberg B — *Origin of the American Revolution 1759-1766 and Growth of the American Revolution 1766-1775* (Liberty Fund Inc, 2002)
- Marshall P J — *The Making and Unmaking of Empires: Britain, India and America, c1750-83* (Oxford University Press, 2007)
- Marston D — *The American Revolution, 1774–1783* (Routledge, Essential Histories, 2003)
- Middlekauff R — *The Glorious Cause: The American Revolution, 1763–1789* (Oxford University Press, 2005)
- Murphy D, Cooper K and Waldron M — *United States, 1776–1992* (Collins Educational, Flagship History, 2001)
- Ward H — *The American Revolution: Nationhood Achieved, 1763–88* (Palgrave Macmillan, 1995)
- Issue 2 – September 2008 8
- Wood WJ — *Battles of the Revolutionary War, 1775–1781* (Da Capo Press, 1995)

### **Topic C3: The Slave Trade, Slavery and the Anti-Slavery Campaigns, c1760-1833**

Jordan M — *The Great Abolition Sham: The True Story of the End of the British Slave Trade*,

Sutton Publishing, 2007

Klein H S — *The Atlantic Slave Trade*, Cambridge University Press, 1999

Morgan K M — *Slavery and the British Empire* (Oxford University Press, 2008)

Reddie R — *The Struggle to Abolish Slavery in the British Empire*, Lion Hudson, 2007

Smith S D — *Slavery, Family and Gentry Capitalism in the British Atlantic*, Cambridge University

Press, Cambridge Studies in Economic History, 2006

Solow B L and Engerman S — *British Capitalism and Caribbean Slavery: The Legacy of Eric*

*Williams*, (Cambridge University Press, 2004)

Tomkins S — *William Wilberforce: a Biography* (Lion Hudson, 2007)

Thomas H — *The Slave Trade: History of the Atlantic Slave Trade 1440-1870* (Routledge, 1996)

Walvin J — *Black Ivory: Slavery in the British Empire, Second Edition* (Blackwell, 2001)

Walvin J — *Questioning Slavery* (Routledge, 1996)

Walvin J — *A Short History of Slavery* (Penguin Books, 2007)

Walvin J — *The Trader, the Owner, the Slave: Parallel Lives in the Age of Slavery*, (Jonathan

Cape, 2007)

## Course Outline: Unit 2

### **Unit 2, Option A, Topic A1 - Henry VIII: Authority, Nation and Religion, 1509-1540**

This Unit will be taught by Mr Highton and counts for 50% of your AS Mark.

#### *A bit about the course:*

Unit 2 options relate to key points in the development of British government and society and, in this topic, to the formation of an English nation state. Its main focus is on the attempts made by Henry VIII to strengthen the power and status of the Tudor monarchy, both abroad and at home. There are four key themes covering his efforts to secure status in Europe, the strengthening of royal control at home, the seizure of the Church and its implications for royal power, the nature and extent of opposition and the ways in which it was contained. By studying the key events, students will be expected to have sufficient knowledge to understand and explain the issues arising from these themes and apply this knowledge to their interpretation of sources.

#### *How you will be assessed*

The exam will last 1 hour and 20 minutes and students will take this exam in April - May 2010.

**In Unit 2** students will be required to answer two source based questions worth 20 and 40 marks each; these will be

on Option A, Topic A1 (Henry VIII: Authority, Nation and Religion, 1509-1540).

The first question, worth 20 marks, will ask students to focus on reaching a judgement by analysis, cross-referencing and evaluating source material.

The second question, worth 40 marks, asks students to address an historical view or claim using two sources together with their own knowledge.

### Suggested independent learning

#### *Books*

#### **Topic A1: Henry VIII: Authority, Nation and Religion, 1509-40**

Anderson A and Imperato T — *An Introduction to Tudor England, 1485—1603* (Hodder Murray, Access to History Context, 2001)

Elton G R — *Reform and Reformation, 1509—1558*, chapters 3 and 4 (Arnold, 1977)

Fellows N — *Henry VIII* (Collins Education, Flagship Historymakers, 2005)

Gwyn P — *The King's Cardinal: The Rise and Fall of Thomas Wolsey* (Pimlico, 2002)

Ives E W — *Faction in Tudor England* (Blackwell, Historical Association Pamphlet, 1979)

Lotherington J (editor) — *Tudor Years, Second Edition* (Hodder Murray, 2003) 9

MacCulloch D (editor) — *The Reign of Henry VIII: Politics, Policy and Piety* (Palgrave Macmillan, 1995)

- Murphy D, Keen A et al — *England, 1485—1603* (Collins Educational, Flagship History, 1999)
- Newcombe D G — *Henry VIII and the English Reformation* (Routledge, Lancaster Pamphlets, 1995)
- Palmer M D — *Henry VIII, Second Edition* (Longman, 1984)
- Pendrill C — *The English Reformation* (Heinemann, Advanced History, 2000)
- Randell K — *Henry VIII and the Government of England, Second Edition* (Hodder Murray, 2001)
- Randell K — *Henry VIII and the Reformation in England, Second Edition* (Hodder Murray, Access to History, 2001)
- Rex R — *Henry VIII and the English Reformation, Second Edition* (Palgrave Macmillan, 2006)
- Rogerson D, Ellsmore S and Hudson D — *The Early Tudors: England, 1485-1558* (Hodder Murray, 2001)

## 7. Enrichment

At QK Students will conduct 3 elements of enrichment across their time in Sixth Form. Here are some History-based examples, yet there are many more!

- **School-based enrichment:** 5 hours over the course of one-year. Enriching the members of the school community
  
- ✓ Come and help out at History GCSE revision club from 3.45pm on Thursdays.
- ✓ Help out year 8 classes as learning support in lessons.
- ✓ Ask your teacher about becoming a Subject Mentor for the lower school. This could include using your knowledge to support in lessons or assemblies.
- ✓ Ask DOLs if you could present an assembly about a History topic you have enjoyed studying.
- ✓ Volunteer to make a display for the History department.
- ✓ Advocate History at Parents evenings, Open evenings or Year 11 Options evenings.
- ✓ Accompany lower school History trips.
- ✓ Represent your school in debating competitions (see Ms Tongue for details).
- ✓ Translate resources into another language to help those students who have English as an additional language.

- **Community-based enrichment:** 30 hours over the course of one-year. Enriching the members of the surrounding community.
  - ✓ Join a local History group.
  - ✓ Join a local archaeology group.
  - ✓ Volunteer at a local nursing home to compile family Histories for the elderly.
  
- **Individual enrichment:** 5 separate examples over the course of one-year. Enriching your own personal development.
  - ✓ Read one of the books on the reading lists above and present a book review to your class.
  - ✓ Prepare and present a homework topic to the class.
  - ✓ Visit a university (perhaps looking at the History department).
  - ✓ Develop your skills of oration by competing in debating competitions.
  - ✓ Attend a History conference (see your teacher for examples).
  - ✓ Write an article for QK news on a historical topic.
  - ✓ Visit a museum or historical site and present your findings to the class.

## 8. Where could History take me?

*'What's the use of that? What sort of job will it get you? Couldn't you do something more useful?'* How often has someone said something to that effect when you told them you intend to study History? What follows will give you the confidence to answer them if you want to study History even further than A-Level. For, not only do history graduates enter an extremely wide range of careers, many rise to the very top.

Within a few months of leaving university, all but 6% of History graduates have some form of employment, broadly in line with the average across all degree subjects. The main areas of employment six months after graduation are, in descending order:

Clerical and secretarial Commercial,  
Business and finance,  
Marketing/sales PR and advertising,  
IT,  
Armed forces/public profession services,  
Industrial public sector,  
Other professional and technical,  
Creative/design/ports professionals,  
Health and childcare,  
Teaching,  
Engineering.

However, a History degree is a sound basis for further career development and 30% of its graduates pursue a postgraduate qualification (well ahead of the average of 19% across all subjects) in vocational subjects such as law, accountancy,

journalism, librarianship, teaching and IT.

By three years after graduation most History graduates are in more settled employment, in jobs that require their degree and in which they are using skills acquired in the course of their studies. Those who took a postgraduate qualification will be joining the professions for which they have trained. Only 2% will still be unemployed. Hence, although a History degree is not job specific, its graduates have the skills that enable them to pursue a range of careers demanding a wide range of talents, and they do so extremely successfully in an open and competitive jobs market.

## 9.Contacts

To contact the History Department at Quintin Kynaston please use the following e-mail addresses...

Liam McGillicuddy: Head of History

[Liammcgillicuddy@qkschool.org.uk](mailto:Liammcgillicuddy@qkschool.org.uk)

Billie Thomas: Teacher of AS Unit 2 and A3 Unit 3

[Billiethomas@qkschool.org.uk](mailto:Billiethomas@qkschool.org.uk)

Sean Highton: Teacher of AS Unit 1

[Seanhighton@qkschool.org.uk](mailto:Seanhighton@qkschool.org.uk)

Or ring the school on 020 7722 8141 and ask for the teacher you wish to speak to.

## The Contract

I ( \_\_\_\_\_ ) agree to the terms of studying History at QK as set out in the QK History A-Level handbook.

Signed,

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