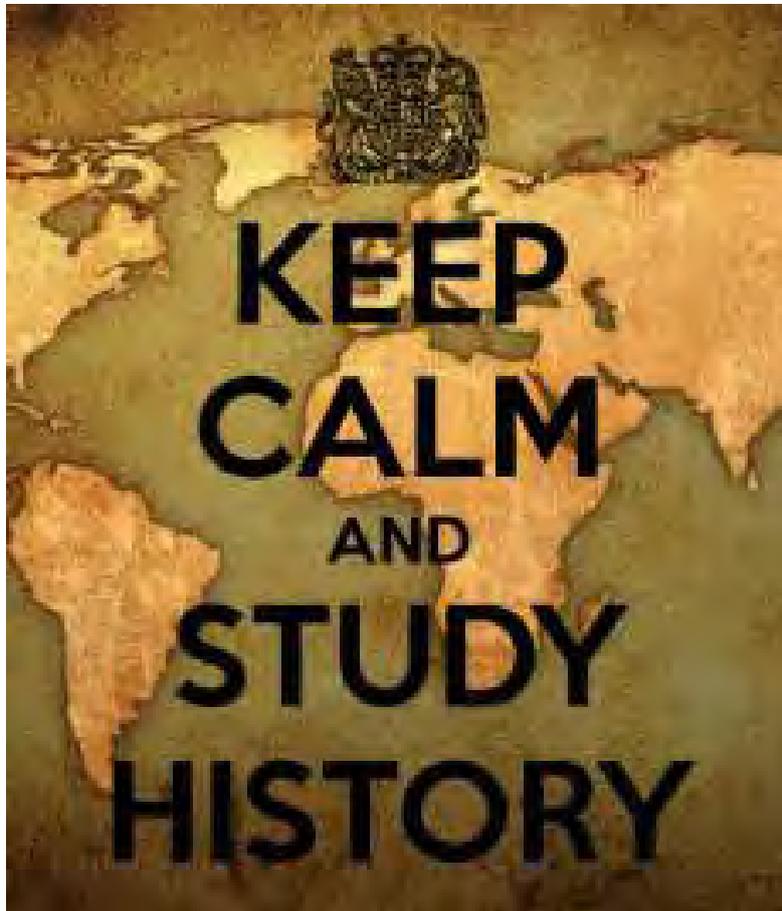




Coloma Sixth Form

HISTORY



'History cannot give us a program for the future, but it can give us a fuller understanding of ourselves, and of our common humanity, so that we can better face the future.'

R.P. Warren

History Specification

Awarding Body - AQA

Minimum Entry Requirements: The chosen pathway requirements and at least Grade B in GCSE History.

This subject requires strong essay writing and source analysis skills. Students should have the ability to consider evidence and draw conclusions. When undertaking A Level History, students should have an inquiring mind and enjoy research. They should be able to form their own interpretations and be prepared to give presentations both individually and in a group. They should also participate in class discussions and read widely around the subject.

Course Content

Two topics studied:

UNIT 1C: The Tudors 1485-1603

Year 1: Henry VII & Henry VIII

Year 2: Edward VI, Mary I & Elizabeth I

UNIT 2Q: The American Dream and illusion 1945-1980

Year 1: Prosperity, inequality and Superpower status 1945-1963

Year 2: Challenges to the American Dream 1963-1980

UNIT 3: Historical Investigation – over 100 year period:

The topic chosen is: Witchcraft in the 17th and 18th century

Assessment

- Two written examinations, each 2½ hours (each paper is 40% of A level) with 1 source based question and 2 essay questions to answer in each examination.
- An Historical Investigation of 4,500 words (20% of A level)

Course Textbook – (please purchase ready for September)

1. **Access to History: The American Dream: Reality and Illusion 1945-80** by Vivienne Sanders second edition (Hodder Education 2021)
2. **Access to History The Early Tudors Henry VII to Mary I 1485-1558** by Roger Turvey second edition (Hodder Education 2019)

Summer Work

Unit 1C: TUDORS (breath study)

The Tudors is a very exciting era of history to learn about but it is vital to understand the context within which Henry Tudor (Henry VII) usurped the throne, so the late medieval history of events in 1400s England. How did this little known man with a very tenuous claim to the throne of England raise an army, gather supporters and defeat Richard III at Bosworth, 1485? Why was it that Richard III was so disliked? What impact had the 30 years of civil war had on England? This summer you are expected to read widely and independently to understand the answers to these questions. There are several books recommended below and starter hand-outs to help you, but be independent and discover for yourselves using other books, the internet and maybe even primary sources the answer. You should research England from 1455-1485.

Task One: You need to select one of the questions below and write an independent essay to answer it (see *the advice and marking guidance at the end*). This will be the task the first week back in September so you may want to do it prior to joining.

1. **How far can people's dislike of Richard III explain his downfall in 1485?**
2. **'Edward IV's failure to consolidate his position as king in the years 1461 to 1469 was due to his own mistakes.' Assess the validity of this view.**

Task Two Research one of the following people and write a short character card about them. This should include an image, evidence of their background, what happened to them in their life.

1. **Jasper Tudor**
2. **Duke of Stafford**
3. **Elizabeth of York**
4. **Margaret Beaufort**
5. **Elizabeth Woodville**



Recommended books for the Essay:

- Dan Jones – The Hollow Crown: the War of the Roses and Rise of the Tudors
- Thomas Penn - Winter King: The Dawn of Tudor England
- Dan Jones – The Plantagenets
- Derek Wilson – The Plantagenets: the Kings that made Britain
- Sean Cunningham – Henry VII Treason and Trust
- Alison Weir – Lancaster and York: The Wars of the Roses

Recommended Websites for the Essay

A large range of articles on all of the Tudors

<https://www.historylearningsite.co.uk/tudor-england/>

<https://www.history.com/topics/british-history/wars-of-the-roses>

<https://www.redditch.tgacademy.org.uk/files/2016/02/War-of-the-Roses-Revision-Guide.pdf>

<https://www.historytoday.com/archive/wars-roses-who-fought-and-why>

Further reading

If you wish to read onto the rest of the Tudor dynasty your ALEVEL will cover then do! There is series of short introductions to each of the monarch's reigns in the Penguin Monarchs series.

- John Guy – Henry VIII The Quest for Fame
- Stephen Alford - Edward VI The Last Boy King (Penguin Monarchs)
- John Edwards – Mary I The Daughter of Time (Penguin Monarchs)
- Helen Castor Elizabeth I A Study in Insecurity (Penguin Monarchs)

More Academic Reading

- John Guy – The Tudors
- Geoffrey Elton – England under the Tudors
- Tracy Borman - The Private Lives of the Tudors
- Leanda de Lisle - Tudor: the family story
- Susan Doran – Elizabeth and her Circle
- Lisa Hilton - Elizabeth Renaissance Prince



Unit 2Q: The American Dream and Illusion 1945-1980

This course covers the period of American History following the Second World War. It considers the United States new role in the world and the development of the Cold War. Moreover, it considers the development of African-American civil rights as well as those of the female liberation movement. It is vital for you to start with an understanding of how the US political system works so over the summer you are expected to read widely and independently research these key questions:

Task One: The US System

1. What do the Republican and Democrat Party believe and how has that changed from 1945-1980?
2. How does the Supreme Court work? Give a range of examples
3. What roles and responsibilities does the House of Representatives and the Senate have? [consider structure, powers, committees]

Task Two: Write two timelines

1. A time line of the key foreign policy events that the United States were involved in from 1919-1990 [colour code those where the US were successful and those where they failed]
2. A timeline of the key domestic policy events happening in the United States from 1919-1990. [colour code it for political, economic and social actions]

Recommended books:

- American Politics: A Very Short Introduction by Richard M. Valelly
- American Political History: A Very Short Introduction by Donald Critchlow
- America, Empire of Liberty: A New History by David Reynolds

If you wish to read onto US history topics which you will cover on the A Level course, some recommended books are:

- Better Day Coming: Blacks and Equality 1890-2000 by Adam Fairclough
- America, Russia and the Cold War by Walter La Feber
- The Cold War by John Lewis Gaddis
- Feminine Mystique by Betty Friedan
- The Trials of Harry S. Truman: The Extraordinary Presidency of an Ordinary Man, 1945-1953 by Jeffrey Frank
- Lyndon B. Johnson: Portrait of a President by Robert Dallek
- John F. Kennedy: An Unfinished Life 1917-1963 by Robert Dallek
- Thirteen Days: A Memoir of the Cuban Missile Crisis by Robert F. Kennedy and Arthur Meier Schlesinger



Top tips for an A* essay - general advice

Please remember: This advice is aimed at writing an outstanding essay in general. Essay-writing is a skill and something of an acquired taste, and there are no hard and fast rules.

1. **Plan** – you should plan your answer fully before writing. You can use a variety of planning methods such as mind maps, tree maps (see hand-out) or a good old list of bullet points. But don't be fooled into thinking that a good essay just happens; it requires lengthy reading and planning first. Drafting essays comes into planning as well. You should aim to draft an essay 2-3 times and always proof-read your final essay before submission for any SPAG errors.
2. **Introduction** – this will vary from subject to subject in terms of length and requirements. As a general rule of thumb, the introduction should be setting the context of the debate posed by the question and persuading the reader why you are giving the answer that you have chosen to give. A punchy, well-argued introduction will serve to capture the reader's attention immediately. It is important to focus immediately on the answer to the question that has been set and to show how you plan to argue in the main body of the answer. Where the question already contains a quotation, it would be sensible to set out how you are going to **interpret** this question in order to answer it. Therefore, you should define the key words in the question to make it clear what you understand them to mean. The introduction is also good place to say something "*clever*", so that the reader is intrigued and wants to know how you are going to convince him about your answer.
3. **Get to the point** – For an A* your essay needs a flawless approach – no waffle and no points that are weak or wasted. Each paragraph should consider a different theme (e.g. nobility, social, warfare). Make sure each paragraph clearly opens with an eloquent statement of argument that is directly relevant to the question. Develop this argument throughout the paragraph to show depth of knowledge while remaining focussed and concise throughout. An A* essay will not – it will be focussed, well written and argued throughout. CLARITY is vital!
4. **Illustrate your point** – as a good student, you will most likely be already aware that every paragraph must contain a statement of argument, developed explanation and relevant supporting examples. To ensure your essay is top level, consider your use of examples to support your argument carefully. They must be precisely selected – don't tell all the background to the example – get straight to analysing the specific part of the example that illustrates your argument in relation to the question and also try to show off your range and depth of knowledge. Don't go for the most obvious examples that all candidates will be using. Try, if you can to use an example that is more unique and will show off the fact that you know the topic more than most other students – perhaps reflecting the fact that you have done a lot of background reading.
5. **Show off your knowledge** – as you justify your arguments with explanations and examples, be sure to include a good variety of different viewpoints and opinions. These can be from your studies and from wider reading. However, never just include viewpoints for the sake of it. You must give your opinion on them – discuss the views/quotes that you are using in



context to show off your own knowledge and critical analysis. You should use them to strength the argument you are making.

6. **Link your paragraphs with style** – You need to make links between paragraphs to ensure your essay flows, but for top marks you need to ensure this is done in an advanced way. Lead from one paragraph to another with confidence, avoiding using simplistic linking phrases. Have word bank of connective words and phrases at your side when writing an essay.
7. **Don't play safe** – don't be afraid to make bold arguments/say something controversial. Just make sure you aren't just doing it for the sake of it and ensure that you are backing up your arguments with solid evidence showing depth of knowledge. By making arguments that are a bit different, you will make your essay stand out to the examiner and if it is supported well this is what can achieve top grades. Imagine how the examiner must feel reading the same bog standard arguments over and over again. You are capable of going beyond this – so make sure that you do. Your essay must stand out – so be innovative.
8. **Get things in order** - Make sure you have planned your essay at the start carefully to ensure that it has a directional journey – you need to know where you are going in terms of the argument you are making in answer to the question and the conclusion you are coming to, rather than just rambling your way through. Your points then fit into an order that shows a logical development of this argument. You may be required to give arguments that agree with the question and arguments that oppose it. If so, decide which you will be concluding with (i.e. overall do you agree or disagree). Then you could deal with the side of the argument you think is weaker first so you can effectively dismiss these points early on. Then the second half of your essay should be arguing the side you think is strongest, so it leads into your conclusion.
9. **Give some points more weight than others** – an A* essay should not just be a rundown of a range of different points (i.e. arguments), coming to a conclusion. You need to make a distinction between these points – which are more important than others in relation to the question? Decide this when you are planning so that when you write the essay you can ensure appropriate coverage – some arguments will have more punch to them, while you may mention others as recognised arguments, but dismiss them as less relevant/important in your opinion. Be thought provoking and challenge the validity of different points/ideas so that the arguments you agree with the most are presented in a way that shows them to be much stronger and more persuasive than other points.
10. **'Wow' factor moment: the conclusion!** – Your conclusion really needs to convince the examiner that the A* is yours! It needs to be a logical follow on from your essay, but also must GO FURTHER. Don't just summarise the points you've already made. Once you have come down on the side of what you feel is/are the strongest argument(s), you must explain your reasoning to that judgement but then go even further. A conclusion must ADD something to the essay, try to say something new that sheds further light on the topic or just presents an extra spin. You might even like to pose a further question for the future.



BASIC ESSAY STRUCTURE

Section	Content
Introduction <i>"To a certain extent it could be viewed that....however..."</i>	<ul style="list-style-type: none"> Place the debate in context. Answer the question. Say something "clever" about the question. Briefly set out your structure (if appropriate)
Your own arguments <i>Should aim for three factors or themes</i>	<ul style="list-style-type: none"> Set out your arguments in a logical order - one point (i.e. argument) per paragraph Paragraphs should contain 1) A clear sense of the theme under debate 2) Statement of the argument 3) Examples to support this argument 4) Explanation to show analysis and understanding Be innovative and punchy with your arguments and make sure you show why they are more important/relevant to the question. You can make counter-arguments or contradictory arguments e.g. 'on the one hand... on the other
Conclusion	<ul style="list-style-type: none"> Summarise your argument and make a judgement Fully explain your reasoning to your judgment Go beyond what you have said before - Say something "clever" /pose a further question.

Paragraph structure to follow:

<i>Opening</i>	<ul style="list-style-type: none"> You should identify a theme you are intending to discuss You should set out an opening argument
<i>POINT</i>	<ul style="list-style-type: none"> You should make a clear point that proposes the direction of the paragraph to follow. e.g <i>To a large extent it can be argued that Henry VII's success was due to his own abilities as a 'miser king.'</i> <i>Firstly, the economic reasons for the failure of the Weimar Government are significant to consider.</i>
<i>EVIDENCE & EXPLANATION</i>	<ul style="list-style-type: none"> You need to use historical evidence to fully explain the point of your paragraph The more precise you are the better your essay! However you have to be selective as you can't say everything You must explain your evidence in an analytical way – not in a narrative way!
<i>EVALUATION</i>	<ul style="list-style-type: none"> This happens towards the end of a paragraph when you are drawing your paragraph together to make a judgment on the point you have been explaining – often where you can offer your interpretation of the evidence explained. e.g <i>Therefore it is clear to see that the impact of Margaret Beaufort on Henry VII throughout his reign was significant as it led to Henry creating a narrow circle of trusted advisors who assisted him in his ruling of the realm.</i>
<i>LINK</i>	<ul style="list-style-type: none"> Always link back to the question (you should be doing it repetitively throughout your paragraph anyway) but you must do it at the end. If moving onto another paragraph then use a connective word or phrase to link your paragraphs together. e.g <i>furthermore, in addition, whereas, in contrast, similarly, another</i>



Extra Suggestions for the Summer

Any Museum or historical site visit or course you can go to or get involved in!

General – London museums especially the Museum of London, British Museum, National Portrait Museum, Art galleries, National Archives at Kew, Queen's house, Windsor Castle,

For **UNIT1 TUDORS:** Hampton Court, Hever Castle, Tower of London, Charter House, Eltham Palace, Richmond House, Mary Rose exhibition in Portsmouth, Greenwich Maritime museum

FOR **UNIT 2 USA:** The Imperial War Museum, National Archives at Kew, British Museum, Tate Modern, The National Justice Museum

ACTIVITIES:

- Working in museum or library
- Bus or walking tours of London or any other city you may visit over holidays
- Volunteering in a library, archive or museum
- Speaking to family members about their history – get grandparents to write about their history and use as a primary source
- Subscribe to a history magazine (history today, bbc history)
- Following leading historians on twitter
- Online activities sites
- Themed fairs near you – medieval fair or Blitz fair or Tudor markets commonly crop up over the summer across the country
- Battle enactments – go watch or even take part!
- Subscribe to Dr Kat's Youtube Channel for brilliant videos on the Tudors

