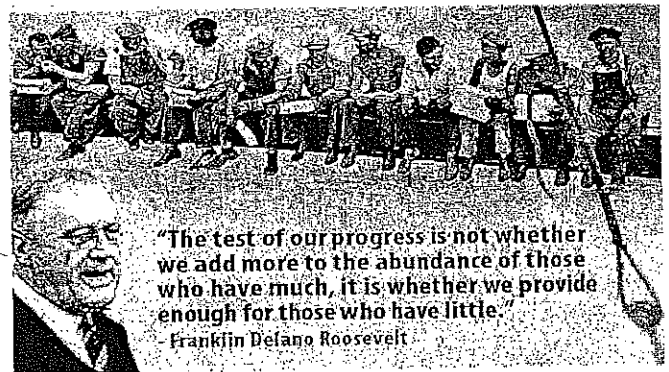
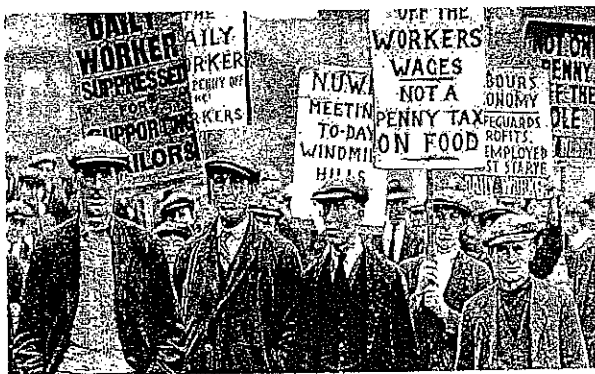
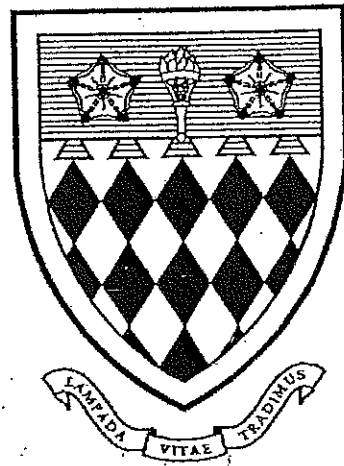


AS Level History Transition Pack

Spalding High School



Paper 1	Paper 2
Britain transformed, 1918-1997	The USA, c 1920-1955.

AS/A Level History

1. As with other subjects you need to demonstrate a knowledge and understanding of a range of key terms. These terms form the basis of the historical language that you will become familiar with over the course of year 12, and you will become experienced in using this language in essays and short answer questions.
2. You are required to work your way through the following tasks, completing them by the end of the summer holiday, and submitting them in the first lesson of year 12.
3. This booklet contains tasks for you to complete, the tasks should give you a flavour of some of the areas we will be looking at over the course of the autumn term. Read carefully!!
4. Don't forget - you will sit a short test near the beginning of the autumn term, so don't think this transition pack work doesn't matter - IT DOES!!!!!!!!!!!!
5. This is a detailed and comprehensive assignment. Don't rush it. Break it down into small tasks and PLAN how you are going to spend your time over the coming weeks. This will provide you with the opportunity to develop excellent study skills in preparation for your AS studies in September.
6. You are about to embark upon an exciting stage of your learning - and in 2 short years will be heading off to University, so EXPECT to be challenged, EXPECT to scratch your head, EXPECT to take longer over these tasks than you may have been used to in year 11. Don't forget, you will now be spending ALL your time doing 3 or 4 subjects - so at first it may seem strange to be spending so long on one thing - but you'll get used to it. It's all part of the learning process and moving you on to be confident independent 6th form learners.

Study and examination skills

Differences between GCSE and Sixth Form History

The amount of factual knowledge required for answers to Sixth Form History questions is much more detailed than at GCSE. Factual knowledge in the Sixth Form is used as supporting evidence to help answer historical questions. Knowing the facts is important, but not as important as knowing that factual knowledge supports historical analysis.

- Extended writing is more important in Sixth Form History. Students will be expected to answer either structured questions or essays.
- Reading is absolutely vital - if you don't enjoy reading this is not the subject for you!

Similarities with GCSE:

Source analysis and evaluation

The skills in handling source historical sources, which were acquired at GCSE, are developed in Sixth Form History. In the Sixth Form, sources have to be analysed in their historical context, so good factual knowledge of the subject is important.

Historical interpretations

Skills in historical interpretation at GCSE are also developed in Sixth Form History. The ability to put forward different historical interpretations is important. Students will also be expected to explain why different historical interpretations have occurred.

Extended writing:

When faced with extended writing in Sixth Form History students can improve their performance by following a simple routine that attempts to ensure they achieve their best performance.

Answering the question

What are the command instructions?

Different questions require different types of response. For instance, 'In what ways' requires students to point out the various ways something took place in History. 'Why' questions expect students to deal with the causes or consequences of an historical event. 'How far' and 'to what extent' questions require students to produce a balanced, analytical answer. Usually, this will take the form of the case for and the case against an historical question.

Are there key words or phrases that require definition or explanation?

It is important for students to show that they understand the meaning of the question. To do this, certain historical terms or words require explanation. For instance, if a question asked 'how far' a politician was an 'innovator', an explanation of the word 'innovator' would be required.

Does the question have specific dates or issues that require coverage?

If the question mentions specific dates, these must be adhered to.

Planning your answers

Once you have decided on what the question requires, write a brief plan. For structured questions this may be brief. This is a useful procedure to make sure that you have ordered the information you require for your answer in the most effective way. For instance, in a

balanced, analytical answer this may take the form of jotting down the main points for and against and historical issue raised in the question.

Writing the answer

Communication skills

The quality of written English is important in Sixth Form History. The way you present your ideas on paper can affect the quality of your answer. Therefore, punctuation, spelling and grammar require close attention. Look at the mark schemes for each unit with show you this.

The introduction

These should be both concise and precise. Introductions help 'concentrate the mind' on the question you are about to answer. Remember to answer the question and outline briefly the areas you intend to discuss in your answer.

Balancing analysis with factual evidence

It is important to remember that factual knowledge should be used to support analysis. Merely 'telling the story' of an historical event is not enough. A structured question or essay should contain separate paragraphs, each addressing an analytical point that helps to answer the question. Good A-level essays integrate analysis and factual knowledge.

Seeing connections between reasons

In dealing with 'why' - type questions it is important to remember that the reasons for an historical event might be interconnected. Therefore, it is important to mention the connections between the reasons. Also, it might be important to identify a hierarchy of reasons - that is, are some reasons more important than others in explaining an historical event?

Using quotations and statistical data

One aspect of supporting evidence that sustains analysis is the use of quotations. These can be from either a historian or a contemporary. However, unless these quotations are linked with analysis and supporting evidence, they tend to be of little value. It can also be useful to support analysis with statistical data. In questions that deal with social and economic change, precise statistics that support your arguments can be very persuasive.

The conclusion

All structured questions and essay require conclusions. If, for example, a question requires a discussion of 'how far' you agree with a question, you should offer a judgement in your conclusion. Don't be afraid of this - say what you think. Students who write analytical answers, ably supported by factual evidence, under-perform because they fail to provide a conclusion that deals directly with the question.

How to handle sources in Sixth Form History

Source analysis forms an integral part of Sixth Form History. In dealing with sources you should be aware that historical sources must be used in 'historical context'. In dealing with sources, a number of basic hints will allow you to deal effectively with source-based questions and to build on your knowledge and skill in using source at GCSE.

Written sources

Attribution and date

It is important to identify who has written the source and when it was written. This information can be very important. If, for example, a source was written by Joseph Goebbels in 1933, this would be of considerable importance if you are asked about the value of the source as evidence of Nazi propaganda techniques in the 1930s.

Is the content factual or opinionated?

Once you have identified the author and date of the source, it is important to study its content. The content may be factual, stating what has happened or what may happen. On the other hand, it may contain opinions that should be handled with caution. These may contain bias. Even if a source is mainly factual, there might be important and deliberate gaps in factual evidence that can make a source biased and unreliable. Usually, written sources contain elements of both opinion and factual evidence. It is important to judge the balance between these two parts.

Has the source been written for a particular audience?

To determine the reliability of a source it is important to know whom it is directed. For instance, a public speech may be made to achieve a particular purpose and may not contain the author's true beliefs or feelings. In contrast, a private diary entry may be much more reliable in this respect.

Corroborative evidence

To test whether or not a source is reliable, the use of other evidence to support or corroborate the information it contains is important. Cross-referencing with other sources is a way of achieving this; so is cross-referencing with historical information contained within a chapter.

Progression in Sixth Form History

The ability to achieve high standards in Sixth Form History involves the acquisition of a number of skills:

- Good written communication skills
- Acquiring a sound factual knowledge
- Evaluation factual evidence and making historical conclusions based on the evidence
- Source analysis
- Understanding the nature of historical interpretation
- Understanding the causes and consequences of historical events

Understanding themes in history which will involve a study of a specific topic over a long period of time.

Understand the ideas of change and continuity associated with themes.

Students should be aware that the acquisition of these skills will take place gradually over time. At the beginning of the course, the main emphasis may be on the acquisition of factual knowledge, particularly when the body of knowledge studied at GCSE was different.



Course aims & content

You will study two units in Year 12 to complete your AS level in History.

Unit One - Britain transformed, 1918-1997

This unit consists of an in depth study of British domestic issues. It is examined by a traditional essay-based examination paper lasting 2 hours 15 minutes. There will also be an exercise where you examine historical interpretations of Margaret Thatcher and why they differ so greatly.

Unit Two – Paper 2, The USA, c 1920-1955.

This is the source-based study of modern American history. It will be examined by a 1 ½ hour source paper in the summer term.

Preparation work

There are two aspects to the work you need to complete before you start your AS Level History course.

The first tasks are actual written assignments which you need to complete and hand in to your History teacher at the beginning of September. This will help you in two ways. It will give you some background information of the historical issues you will be studying and it will also refresh and develop the history skills necessary to be successful on this course.

The Tasks:

Paper One task :

The following are the **bare minimum** that I would expect to be completed by September.

1. Create a timeline of all the Prime-ministers between 1918-1997, ensuring you state which Political Parties they represented, and the length of their time in power.
2. You should initially focus on the period immediately after World War One up to 1931. Create a fact file providing an overview of the three main political parties within this period; the Conservative, Labour and Liberal parties. You should try to include the following information:
 - Key figures in each party and their popularity.
 - What were the main failures and successes of these parties during this period.
 - How they performed in various elections between the period 1918-1931.
 - The impact of their policies on Britain, i.e. industry and living conditions.
 - What are the main policy principles of the parties? Suggestions for this are ideas about the economy, society and foreign policy.
 - Are they on the left wing or right wing of politics? You may need to research the difference between these two wings first.

Extension tasks for British Summer work.

Write a campaign speech for the party that you feel made the most **progress** in the period 1918-1931.

Remember, progress does not necessarily mean they won an election. This should be no longer than 500-1000 words.

- If you would like to read further around the subject I have suggested some texts below that are available to buy if you have access to them. It is by no means essential that you do this but it may well help if you could access one of these.
- A.J.P Taylor, English History 1914-1945.
- Richard Overy, The Morbid Age.
- Roy Hattersley, Borrowed Time.
- Martin Pugh, We danced all night (More of a social History, telling the story of the changes in ordinary people's lives)
- If you are keen to access one of these but feel as though there may be an issue obtaining these books, please let me know and I will see what I can do to help.

Unfortunately as **ALL** History A Levels are brand new this year, the textbook that you will receive in September is yet to be even printed. Despite this, in order to assist you with the task I have provided some reading for you in an attached pack.

Do not feel as though you **need** to make extensive notes on each sheet at this stage, but do try to read through and highlight any key areas to help you in producing your fact files. You could also use the internet to carry out more general research on the three main political parties.

If you have problems accessing the internet at home, or anticipate any, then please let me know and I will ensure that you can use the facilities at school.

Paper 2 tasks, The USA, c 1920-1955

Use the reading pack provided to create a factfile for this side of the course.

The following are the **bare minimum** that I would expect to be completed by September.

1. Similarly to the British Course you should look at a particular question, in this case the question to focus on is, "Why did America go through an economic "boom", and did it benefit everyone?"
2. You should create a fact file providing an overview of the main reasons as to why America enjoyed economic success during the 1920s.
3. You should try to include the following information:
 - Government policy.
 - Inventions/consumer goods.
 - Impact of World War One.
 - Corporations and big business.
 - Credit.
 - Which groups were excluded from the economic "boom".

Extension

- Write a 500-1000 word piece that makes a judgement as to how far American society 'boomed' in the 1920s.