



Kineton Sixth

Achieving Personal Best

A Level History Bridging Course

History A Level Bridging Course

Kineton High School

Exam board: OCR

'People and Power'

We explore the relationship between different groups of people and systems of power within society in a variety of historical contexts.

"Whoever wishes to foresee the future must consult the past; for human events ever resemble those of preceding times" – Niccolo Machiavelli



There are four modules in total for the A Level. You may choose any topic for your 4,000-word project as long as it is open to different historical interpretations.

The four modules that make up both A Level are:

- Unit 1 Britain 1900-1951 including enquiry topics England and a new Century c1900-1918
- Unit 2: Democracy and Dictatorship in Germany, 1919-1963
- Unit 3: Rebellion and Disorder under the Tudors, 1485-1603
- Unit 4: Independently researched topic based essay of 3,000-4,000 words

The course is assessed in three exams and one topic based essay.

- Britain, 1900-51: 1 hour 30 minutes (25%)
- Democracy and Dictatorship in Germany, 1919-63: 1 hour (15%)
- Rebellion and Disorder under the Tudors, 1485-1603: 2 hours 30 minutes (40%)
- 4,000-word independently researched topic based essay (20%)

To prepare for the significant step-up from GCSE you must complete Tasks A-E before September. These tasks are broken into different skills that are relevant for your A Level in History.

1. Chronology

During your A Level studies you will be exploring new time periods, topics and themes in both breadth and depth. Understanding the key chronology of your units will be central to your ability to both analyse sources in their context and engage critically and meaningfully with essay questions.

Task A:

Step 1: Identify which three examination units you will be completing as part of your A Level studies.

Step 2: Create a timeline on A3 paper which spans the entire time period you will be studying for each of your three units.

Step 3: On your timeline, plot on the key events with full dates and titles.

2. Evidence

Your use of evidence and understanding of how this is used to construct History will be essential for all aspects of the course.

Task B (Democracy and Dictatorship in Germany, 1919-63)

Create a fact-file on the background to Twentieth Century Germany by answering the following questions:

1. How and when was Germany unified?
2. What was Germany like before World War One?
3. Why did Germany sign the Armistice in 1918?
4. What impact did World War One have on Germany in terms of:
 - A) Economy
 - B) Politics
 - C) Society

Record a bibliography of sources used and include at least 5 sources of information.

Task C (Democracy and Dictatorship in Germany, 1919-63)

Read the following extract. What is the message of this source? Why would he be saying this? Do you trust him? How useful is this for an historian?

Erich Ludendorff, *My War Memories, 1914-1918* (1920)

“Before all these events the world has stood astonished; it could not believe its eyes when it saw the collapse of this proud and mighty Germany, the terror of her foes. The Entente feared us even in our destruction, and could not take enough advantage of the opportunity to weaken us still further internally by propaganda and by imposing a helots' peace upon us.

“Germany, by her own fault, has been brought low. She is no longer a great power; she is not even an independent State, Her present and future existence are in danger.

“Out of this world struggle she comes weakened and diminished in every respect, and robbed of districts and peoples which have been hers for generations.

“All delusions have vanished, mass suggestion begins to fail. We look into nothingness. Self-deception, empty words, the practice of trusting to others or to phantoms, lip courage, meaning vain promises for the future and weakness in the present; all these will never help us, as they have never helped us in the past.”

Task D (Britain, 1900-51)

Use evidence from books or the internet, to select information to answer this question:

“Why was the Labour Party founded in 1900?”

Write an essay of about 1000 words to explain the social and economic factors that led to the creation of the ILP and the LRC. You might consider including

- Trade Unionism,
- The Fabians,
- The Non-Conformist churches,
- Socialism.

Some suggested websites are included below.

http://www2.labour.org.uk/history_of_the_labour_party

<http://www.bbc.co.uk/schools/gcsebitesize/history/mwh/britain/labourpartyrev1.shtml>

<http://www.victorianweb.org/history/fabian.html>

<http://spartacus-educational.com/Pfabian.htm>

http://www.bbc.co.uk/history/historic_figures/keir_hardie_james.shtml

<http://www.victorianweb.org/history/socialism/christiansocialism.html>

3. Interpretation

A Level History will not only require you to study the past, but also to engage critically with the interpretations of different historians about the past: historiography.

Task E:

Step 1: Select one of the texts from the reading list below. You might want to select something that will help you prepare for your A Level units in Year 12, or explore something new – speak to your teacher for advice!

Step 2: Write a book review of your text, addressing the questions below: - What are the key arguments of this historian? - How convincing do you find these arguments, and why? - What surprised you about this historian's interpretation of the past, and why? - What did this text reveal to you about the nature and the challenges of studying History?

David Abulafia, *The Great Sea: A Human History of the Mediterranean*, 2011

R.J.B Bosworth, *Mussolini*, 2002

C.Browning, *Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland*, 1992

David Cannadine, *What is History Now?*, 2000

D.Carpenter, *The Struggle for Mastery: Britain 1066-1284*, 2003

E.H.Carr, *What is History?*, 2001

William H.Chafe, *The Unfinished Journey: America since World War II*, 1999

Peter Clarke, *Hope and Glory: Britain 1900-2000*, 2004

D.Crouch, *The Normans: The History of a Dynasty*, 2002

Frank Dikotter, *The Cultural Revolution: A People's History 1962-1976*

R.J.Evans, *In Defence of History*, 2001

R.J.Evans, *The Coming of the Third Reich*, 2003

R.J.Evans, *The Pursuit of Power: Europe 1815-1914*, 2016

N.Ferguson, *War of the World: History's Age of Hatred*, 2006

N.Ferguson, *The Pity of War: Explaining World War I*, 1998

Orlando Figes, *A People's Tragedy: The Russian Revolution 1891-1924*, 1996

Shelia Fitzpatrick, *The Russian Revolution 1917-32*, 1994

E.H.H.Green, *Thatcher*, 2006

Yuval Noah Harari, *Sapiens: A Brief History of Humankind*, 2015

E.J.Hobsbawm, *Age of Extremes: The Short Twentieth Century*, 2006

E.J.Hobsbawm, *The Age of Revolution 1789-1848*

Simon Jenkins, *A Short History of England*, 2012

T.Judt, *Postwar: A History of Europe since 1945*, 2005

D.Kynaston, *Austerity Britain: 1945-51*, 2007

M.Mazower, *Dark Continent: Europe's Twentieth Century*, 1998

Andrew Marr, *The History of Modern Britain*, 2017

John Morrill, *Oxford Illustrated History of Tudor and Stuart England*, 1996

D.Reynolds, *One World Divisible: A Global History since 1945*, 2000

J.M.Roberts, *Penguin History of the Twentieth Century: The History of the World, 1901 to the present*, 2004

Edward Said, *Orientalism*, 1978

D.Sandbrook, *Never had it So Good*, 2005

Robert Service, *Stalin: A Biography*, 2004

Mike Sewell, *The Cold War*, 2002

Jonathan Sperber, *Revolutionary Europe 1780-1850*, 2000

David Starkey, *The Reign of Henry VIII*, 1985

Robert Tombs, *The English and Their History*, 2014

Stephen Tuck, *We Ain't What We Ought To Be: The Black Freedom Struggle from Emancipation to Obama*, 2010

Gordon Wood, *Empire of Liberty: A History of the Early Republic 1789-1815*, 2011