

**Ribston Hall High  
School  
History Department**



**Edexcel  
A Level History  
Course Handbook**

## History at A Level

Welcome to your study of A Level History at Ribston Hall High School. This booklet is intended to provide you with a student guide to help you with the demands of the course and A Level study, and to give you help with some core study skills. You will be provided with more detailed help for each topic as your studies progress.

### What is expected of A Level History students?

As an A Level History student you will be expected to keep up to date with work set for each unit of the course. We will expect you to be prepared for lessons and to join in discussions readily. You may sometimes be asked to prepare an argument for debate or a report on a particular topic. We will also expect you to read around the subject as much as possible. Book lists are provided in this handbook and you will also be provided with appropriate articles to read and useful web sites to help with individual research during the course. Resources will also be available on SharePoint for you to use. You will be expected to show evidence of your wider reading and independent learning.

You will need to take comprehensive notes from class sessions and your own reading to help you build up your own knowledge of the subject and to aid revision. You will be expected to organise your class notes in a well organised file, which will be regularly checked. An active interest in current events, especially in the areas of politics and economics, will also help develop your skills and understanding.

### Aims of the A Level course

The course has been designed to build on the knowledge, skills and concepts of GCSE History but it is not essential for you to have studied History to GCSE as other subjects use similar communication and critical understanding skills.

The aims of the course are to encourage candidates to:

- *Acquire, and effectively communicate, knowledge and understanding of the chosen periods of history.*
- *Develop an understanding of historical terms and concepts.*
- *Explore the significance of historical evidence and the methods used by historians in analysis and evaluation.*
- *Develop an understanding of how the past has been interpreted and represented.*
- *Develop an understanding of the nature of historical study, e.g. that history is concerned with judgements based on available evidence and that historical judgements may be provisional.*
- *Develop an interest in and enthusiasm for history.*

## Getting Organised

One of the main differences between GCSE and A level study is the need to be well organised and to prepare properly for lessons. The exams will quickly come around and you need a well organised file to help you revise.

Your teachers will be giving you worksheets, handouts, essay feedback sheets and articles to read for homework. Here is a stationery shopping list that most successful students have used in the past:

- An A4 ring binder which allows loose leaf pages to be added and organised – a lever arch file is usually best.
- Some tab dividers will help you to keep your file well organised.
- Plastic wallets will help protect individual handout and pieces of work.
- Highlighter pens are useful to pick out key words and phrases from larger articles.
- Post-it notes and index notes for use when reading – to note key points and to mark useful pages

## How will you be assessed?

You will be assessed regularly in order to support your progress. Assessments will usually be based around a typical exam question. All assessed work needs to be handed in by the deadline in order for you to receive useful and timely feedback. You will also need to attach an Assessment Feedback sheet to the front of your work for your teacher to fill in. You will be given a mark and detailed feedback after each piece of work on the AF sheet. You may also, at times, be required to redo part or all of the assessment in order to demonstrate your understanding of the feedback given.

Your teacher's comments are intended to help you identify strengths and weaknesses in your answers and move you forward to the next level. It is really important that you read these comments and take them into account when completing your next assessment.

## Assessment Objectives

A01	Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance	55%
A02	Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context	20%
A03	Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted	25%

## Study Skills

### ***Reading and self-study.***

You will be expected to read more than was required at GCSE. You will also be expected to read around the subject. A range of material is available through your teacher and the Library.

**Core Texts** – You will be provided with a ‘core’ text books that contains information focused on the demands of each paper. You will need to bring this to every lesson, unless directed otherwise by your teacher.

**Specialist Books** – Each paper will have a recommended reading list, which will be regularly updated. Many of these books will be available in the History Department or the Library. Sections may also be made available to you on SharePoint.

**Journals and magazines** – “*Modern History Review*” is available from the Library for those studying the Modern History papers. You may also be provided with selected articles from specialist journals, either in paper form or on SharePoint. You might also want to develop your general history skills by purchasing specialist history magazines such as *History Today* and the *BBC History* magazine.

**Newspapers** – A good understanding of politics and economics will enhance your History studies. Try to take an interest in these subjects through current newspapers.

**The Internet** – You will be provided with a suggested list of web sites for each module, and can of course do your own searches. However be careful as the content of web sites is more difficult to verify than printed material.

**TV, radio and podcasts** – Watch specialist TV History documentaries such as *Timewatch* and those on channels such as *Yesterday* and the *History Channel*. Whilst these are not always on the exact topics you will be studying, watching them critically will help develop your skills as a historian. You may also find current events programs that involve people arguing a particular point of view very useful. Programs such as *Question Time* are not be on historical topics, but they could improve your ability to articulate and argue a particular point of view. Listening to podcasts on History, politics and current affairs can also be very useful – you can search for them online and your teacher can recommend some of the best. Radio 4 always has excellent history programmes – check the schedules and the BBC Radio Player app from time to time – a good place to start is the back catalogue of the ‘In Our Time’ programme.

### ***Missed a Lesson?***

You are responsible for completing the work that you have missed. You are also expected to do the independent work that was set in the lesson. See your teacher face-to-face or email if you are at home.

### **Hints on how to get the most from your reading:**

- Make yourself familiar with the author: when did he/she write the book? Might the author be biased? Read the introduction. Study the index and chapter headings to see which parts of the book will be useful to you.
- Be aware of the variety of opinion. Historians often disagree over historical problems so consider why historians might disagree.
- Be alert, responsive and critical in your reading. Ask yourself questions, query what is being said, and reflect on points made in the text. Do not uncritically accept what you read – reading should be a dialogue between the reader and the historian. Try to work out the historian's main idea.
- You might find some of the reading material heavy going and some of the topics difficult to understand. If you are dealing with a complicated topic, take more time with your reading. If necessary, difficult passages need to be read over and over until you understand them. Certain words or concepts may be difficult to grasp – a dictionary or glossary may help you. If you have real problems, ask your History teacher.
- When reading, jot down in rough notes, quotations and thoughts provoked by your reading in order to help your general understanding of the topic being studied.

### ***Study Skills – Note taking***

Another main difference between study at GCSE and A-Level is the requirement to take your own notes. At GCSE your teacher will have told you exactly what you need to know, and how to write it down. At A Level the emphasis is much more on you to decide when and how much information to record. You will need to use your own initiative. Here are some general guidelines;

### **Making notes from textbooks, handouts and articles**

- Short notes are generally best, but remember that they need to be in enough detail for you to remember later. Notes in insufficient detail to help you revise several months later are useless. If you struggle with a topic then write in more detail – but do not copy word for word – deeper learning takes place when you *transform or change* the information.
- Take notes in the format that you find easiest to use. Some students prefer bullet points; others may prefer spider diagrams or mind maps. There is no right or wrong way – use what is best for you.
- Why not write the relevant page number of your core text alongside your notes – this will help you revise later.
- Abbreviations will save time, but again are useless if you cannot remember what they mean later. Be careful when abbreviating.
- Why not colour code your notes or key words with a highlighter? This is also a particularly good way to highlight the most useful parts of magazine articles and handouts. Also, leave plenty of space around your notes, so they are easy to revise from and to add relevant things in later
- When working in a group, compare notes at the end of a piece of work. Pick up ideas from your fellow students. In some cases it may be possible to take notes as a group which can later be photocopied for each member.
- You are strongly encouraged to start your own glossary of key words and terms, with a definition that is clear to you. Every time you meet a new term, make sure you understand it and write it down. If you don't understand a new term or concept – ask your teacher.

### **Making notes from speech** (teacher talk, DVDs, etc)

- In a lesson from the teacher – don't try to write all of the information – listen out for key points and facts. Use abbreviations. Ask the teacher to stop and clarify something if needed – or to slow down!
- From documentaries/films - watch it all the way through first without making notes to understand the main points
- If it is a long documentary or film, pause it from time to time to make notes as you go along
- Organise your notes, e.g.: a grid with headings of 'Main Point', 'Supporting Information', or a graphic organiser, such as a flow chart or fishbone

## Course Overview: Modern History focus

Component	Assessment	% of the total A Level qualification	Where is the Mark Scheme?
<b>Paper 1: Breadth study with interpretations</b> 1H: Britain transformed, 1918–97	Written exam: 2 Hours 15 Minutes Marks: 60 <i>Essays &amp; Interpretations</i>	30%	Section A: Page 8 Section B: Page 8 Section C: Page 9
<b>Paper 2: Depth Study</b> 2H.2: The USA, 1955–92: conformity and challenge	Written exam: 1 Hours 30 Minutes Marks: 40 <i>Essays &amp; Sources</i>	20%	Section A: Page 11-12 Section B: Page 8
<b>Paper 3: Themes in Breadth with aspects of depth</b> Poverty, public health and the state in Britain, c1780–1939	Written exam: 2 Hours 15 Minutes Marks: 60 <i>Essays &amp; Sources</i>	30%	Section A: Page 11-12 Sections B and C: Page 8
<b>Coursework Historical debate and interpretations</b>  Choose from a list of titles	One single assignment assessing your ability to carry out a historical enquiry, analyzing and evaluating historical interpretations. <i>Historical Interpretations</i>	20%	Page 15

## Paper 1: Breadth study with interpretations

### A Level

#### Section A

One essay from a choice of two. Questions cover a decade.

***Causation/Change/Consequence/  
Significance/Similarity & Difference***

*How far do you agree ...*

*How far ...*

*To what extent did XXX improve ...*

*To what extent did XXX result in ...*

*To what extent was XXX responsible for ...*

*How similar were the approaches of ...*

*How similar were the features ...*

*How far do you agree/disagree that XXX was similar/different ...*

*How significant was ...*

#### Section B

One essay from a choice of two. Questions cover a third of chronology.

***Causation/Change/Consequence/  
Significance/Similarity & Difference***

*How far do you agree ...*

*How far ...*

*To what extent did XXX improve ...*

*To what extent did XXX result in ...*

*To what extent was XXX responsible for ...*

*How similar were the approaches of ...*

*How similar were the features ...*

*How far do you agree/disagree that XXX was similar/different ...*

*How significant was ...*

#### Section C

One compulsory question based on two extracts (secondary interpretations).

*In the light of differing interpretations, how convincing do you find the view ...*

*To explain your answer, analyse and evaluate the material in both extracts, using your own knowledge of the issues.*

AS Level	<b>Mark Scheme Paper 1 Sections A and B</b> <b><i>Also Mark Scheme for Paper 2 Section B and</i></b> <b><i>Paper 3 Sections B and C</i></b>	A Level
Level 1 1-4	<ul style="list-style-type: none"> <li>• <b>Simple or generalised statements are made about the topic.</b></li> <li>• <b>Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</b></li> <li>• <b>The overall judgement is missing or asserted.</b></li> <li>• <b>There is little, if any, evidence of attempts to structure the answer and the answer overall lacks coherence and precision.</b></li> </ul>	Level 1 1-3
Level 2 5-10	<ul style="list-style-type: none"> <li>• <b>There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question.</b></li> <li>• <b>Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question.</b></li> <li>• <b>An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit.</b></li> <li>• <b>The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</b></li> </ul>	Level 2 4-7
Level 2 11-16	<ul style="list-style-type: none"> <li>• <b>There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.</b></li> <li>• <b>Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.</b></li> <li>• <b>Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</b></li> <li>• <b>The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</b></li> </ul>	Level 3 8-12
Level 3 17-20	<ul style="list-style-type: none"> <li>• <b>Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.</b></li> <li>• <b>Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to meet most of its demands.</b></li> <li>• <b>Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.</b></li> <li>• <b>The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.</b></li> </ul>	Level 4 13-16
	<ul style="list-style-type: none"> <li>• <b>Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period.</b></li> <li>• <b>Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands.</b></li> <li>• <b>Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement.</b></li> <li>• <b>The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.</b></li> </ul>	Level 5 17-20



AS Level	<h1 style="margin: 0;">Mark Scheme</h1> <h2 style="margin: 0;">Paper 1 Section C</h2>	A Level
Level 1 1-4	<ul style="list-style-type: none"> <li>• Demonstrates only limited comprehension of the extracts, selecting some material relevant to the debate.</li> <li>• Some relevant contextual knowledge is included, with limited linkage to the extracts.</li> <li>• Judgement on the view is assertive, with little or no supporting evidence.</li> </ul>	Level 1 1-3
Level 2 5-10	<ul style="list-style-type: none"> <li>• Demonstrates some understanding and attempts analysis of the extracts by describing some points within them that are relevant to the debate.</li> <li>• Contextual knowledge is added to information from the extracts, but only to expand on matters of detail or to note some aspects which are not included.</li> <li>• A judgement is given, but with limited support and related to the extracts overall, rather than specific issues</li> </ul>	Level 2 4-7
Level 2 11-16	<ul style="list-style-type: none"> <li>• Demonstrates understanding of the extracts and shows some analysis by selecting and explaining some key points of interpretation they contain and indicating differences.</li> <li>• Knowledge of some issues related to the debate is included to link to, or expand, some views given in the extracts.</li> <li>• A judgement is given and related to some key points of view in the extracts and discussion is attempted, albeit with limited substantiation.</li> </ul>	Level 3 8-12
Level 2 17-20	<ul style="list-style-type: none"> <li>• Demonstrates understanding of the extracts, analysing the issues of interpretation raised within them and by comparison of them.</li> <li>• Integrates issues raised by extracts with those from own knowledge to discuss the views. Most of the relevant aspects of the debate will be discussed, although treatment of some aspects may lack depth.</li> <li>• Discusses evidence provided in the extracts in order to reach a supported overall judgement. Discussion of points of view in the extracts demonstrates understanding that the issues are matters of interpretation.</li> </ul>	Level 4 13-16
	<ul style="list-style-type: none"> <li>• Interprets the extracts with confidence and discrimination, analysing the issues raised and demonstrating understanding of the basis of arguments offered by both authors.</li> <li>• Integrates issues raised by extracts with those from own knowledge when discussing the presented evidence and differing arguments.</li> <li>• Presents sustained evaluative argument, reaching fully substantiated judgements on the views given in both extracts and demonstrating understanding of the nature of historical debate.</li> </ul>	Level 5 17-20

## Paper 2: Depth Study

### A Level

#### Section A

One compulsory question, based on two sources.

(a) How far could the historian make use of Sources X and X together to investigate XXX?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

#### Section B

One essay from a choice of two.

***Causation/Change/Consequence/  
Significance/Significance/Similarity & Difference***

*How far do you agree ...*

*How far ...*

*To what extent did XXX improve ...*

*To what extent did XXX result in ...*

*To what extent was XXX responsible for ...*

*How similar were the approached of ...*

*How similar similar were the feature ...*

*How far do you agree/disagree that XXX was similar/different ...*

*How significant was*

# Mark Scheme

## Paper 2 Section A

### *Also Mark Scheme for Paper 3 Section A*

A Level	
A Level L1 1-3	<ul style="list-style-type: none"> <li>● Demonstrates surface level comprehension. Selecting some material relevant to the question, but direct quotations or paraphrases.</li> <li>● Some relevant contextual knowledge is included, with limited links to source.</li> <li>● Evaluation of the source material is assertive/little supporting evidence. Concepts of reliability or utility may be addressed.</li> </ul>
A Level L2 4-7	<ul style="list-style-type: none"> <li>● Demonstrates some understanding of the source. Some analysis by selecting/ summarising information Undeveloped inferences relevant to the question.</li> <li>● Contextual knowledge is used to expand, confirm or challenge matters of detail.</li> <li>● Limited support for judgement. Concepts of reliability or utility are addressed mainly by noting aspects of source rovenance and judgements may be based on questionable assumptions.</li> </ul>
A Level L3 8-12	<ul style="list-style-type: none"> <li>● Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question/makes valid inferences.</li> <li>● Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge detail.</li> <li>● Evaluation of the source material is related to the specified enquiry and <b>explanation of weight</b> takes into account nature or purpose of the source material or the position of the author. <b>Judgements</b> are based on valid criteria, with some justification.</li> </ul>
A Level L4 13-16	<ul style="list-style-type: none"> <li>● Analyses the source material, interrogating the evidence to make reasoned inferences and to distinguish between information and claim or opinion - although treatment of the two sources may be uneven.</li> <li>● Deploys knowledge of the historical context to discuss the limitations of what can be gained from the source. Also interprets source material in context.</li> <li>● Evaluation of the source material uses valid criteria although some of the evaluation may be weakly substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.</li> </ul>
A Level L5 17-20	<ul style="list-style-type: none"> <li>● Interrogates the evidence of both sources with confidence and discrimination, making reasoned inferences and showing a range of ways the material can be used.</li> <li>● Deploys knowledge of the historical context to discuss the limitations of what can be gained. Displays secure understanding of the need to interpret source material in context.</li> <li>● Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims.</li> </ul>

## Paper 3: Themes in Breadth with aspects of depth

### A Level

#### Section A

One compulsory question based on a source. Assess the source and its usefulness for *two* enquiries.

*Assess the value of the source for revealing XXX and YYY.*

*Explain your answer, using the source, the information given about its origin and your own knowledge about the historical context.*

#### Question Stems:

- *approaches to ...*
- *attitudes to ...*
- *character of ...*
- *nature of ...*
- *organization of ...*
- *part played by ...*
- *reasons for ...*
- *relationship of ...*
- *importance of ...*
- *problems of ...*
- *methods used ...*
- *tensions in ...*

#### Section B

One essay from a choice of two.

#### ***Causation/Change/Consequence/ Significance/Significance/Similarity & Difference***

*How far do you agree ...*

*How far ...*

*To what extent did XXX improve ...*

*To what extent did XXX result in ...*

*To what extent was XXX responsible for ...*

*How similar were the approached of ...*

*How similar similar were the feature ...*

*How far do you agree/disagree that XXX was similar/different ...*

*How significant was ...*

#### Section C

One essay from a choice of two.

#### ***Long-term change over 100 years***

Show understanding of process of change, the means by which change came about and the way sin which something changed.

Questions may focus on comparing periods and making judgments on extent of change. Judgements about significance of changes and judgements about patters of change

*How far do you agree X is a key turning point in ...*

*How accurate is it to say that X is a key factor in ...*

*How far do you agree that X was driven by ...*

## Coursework Outline of task

You will start your coursework preparation and research after your Year 12 exams in the summer term. The aim is to have it completed by January of Year 13 so there is time to revise Papers 1 and 2 before the final exams.

### **Coursework questions:**

The focus of the coursework is on debates, controversies and interpretations in history. You will have the opportunity to select a topic area that interests you, from a list of selected titles.

With reference to three chosen works:

- analyse the ways in which interpretations of the question, problem or issue differ
- explain the differences you have identified
- evaluate the arguments, indicating which you found most persuasive and explaining your judgements
- make use of supplementary reading as appropriate

### **What do you need to do?**

- One essay question
- 3,000 – 4,000 words.
- 40 marks
- 20% of your overall A-Level
- Independent research skills
- Ability to analyse and judge interpretations of a controversial historical debate
- Use the work of 3 key historians and at least 2 other supporting works – showing a range of views

### **What skills do you need to show?**

1. Selecting and deploying material relevant to the debate
2. Reaching an overall judgement on the debate
3. Analysing the differences in historians' views
4. Evaluating historians' arguments
5. Using key historical concepts (such as causation and significance) and communicating effectively

### **Your final essay needs to include:**

- o Essay with footnotes, a word count and a bibliography
- o Coursework authentication form sheet
- o Completed reading log checked by teacher (you must do this *throughout* your enquiry)

### **What will our lessons be like?**

1. A few lessons to recap on the topic content, develop your understanding of historical interpretations and develop your research and writing skills
2. A few weeks of independent research (with support from your teacher)
3. A few weeks of writing up your first draft (with guidance from your teacher)
4. A few weeks of writing up your final essay (after feedback from your teacher)

### **Expectations**

- \* Prompt to lessons
- \* Prepared for lessons
- \* Participate in lesson activities, discussions, seminars and presentations\* Complete research and preparation outside of lessons

# Mark Scheme Coursework

**A  
Level**

- A limited range of material has been used and referenced. Information from the sources are used to describe views but not to answer the issues in the question
- Judgement is assertive, with little or no supporting evidence. Contextual/own knowledge is not linked to discussion
- Shows some understanding of the views in the three sources by selecting some material which relates to the question. Simple, surface differences in the information in the sources are stated. Evaluates what information is included in the three sources rather than their argument
- Evaluations are generic and/ or based on assumptions.
- Some accurate/relevant knowledge is used but it lacks range and depth and does not directly relate to the debate. The answer has limited structure, so it isn't clear or precise but it is concise (in the word limit)

**Level  
1  
1-8**

- A range of relevant material has been used and referenced. Information from the sources is not well selected and is mostly used to describe views but shows an overall understanding of the issues in the question
- A judgement is made but with limited supporting evidence and is made about the topic (not on issues of interpretation). Contextual/own knowledge is used to expand on the sources or to note content which they don't include
- Attempts to analyse the views in three sources by describing and comparing the points they make which are relevant to the debate. Shows limited understanding of the reasons why there are differences in their view.
- Evaluation of the overall arguments in the three sources. Judgement on the sources is made but may be basic, implied/not clear or not well supported or explained.
- Mostly accurate/relevant knowledge is used but it lacks range and depth and has implied/not clear links to the ideas in the debate. The answer is concise and shows some attempts at a clear structure, but it mostly isn't clear, precise or make sense as a whole

**Level  
2  
9-16**

- A range of relevant material has been used and referenced. Information has been well selected and used to show understanding of the overall issues in question
- A judgement is made on the question and relates to the points of view in the sources but with limited supporting evidence. Contextual/own knowledge of issues relevant to the debate are used and linked to some points discussed.
- Analyses some of the views in the three sources by selecting and explaining some of their key points and comparing their differences. Explanation of some of the reasons why there are differences in their views.
- Attempts are made to establish a criteria for evaluation of the arguments in the three sources. Overall judgement is made and based on some criteria although not fully supported or explained.
- Mostly accurate/relevant knowledge is used but it lacks range and depth and has clear links to the ideas in the debate. The answer is concise and shows some structure so the general argument is clear, but in places it is unclear, not precise or doesn't make sense

**Level  
3  
17-24**

- A range of relevant material has been used and referenced. Information has been precisely selected and used to show understanding of the issues debated in the question.
- Many areas of the debate are discussed although some not in depth. Evidence is well selected and used to sustain judgment on the question although may lack balance. Contextual/own knowledge of some of the issues is woven into discussion of aspects of the debate.
- Analyses the views in the three sources and explains the differences between their interpretations on the debate. Explains the reasons why they have different points of view showing some understanding of arguments of the authors.
- Valid criteria are set out to judge to the arguments in the three sources but may not be used throughout. Final judgements use the criteria but some evaluation is only partly supported or explained.
- Well-chosen knowledge is used to show understanding of the ideas in the debate and to meet most of the demands of the question. The answer is concise and well-structured so it is logical and clear, although in a few places it may not be precise or make sense

**Level  
4  
25-32**

- A range of relevant material has been used and referenced. Information has been precisely selected and used to show understanding of the issues debated in the question.
- Most areas of the debate are discussed through a sustained evaluative argument. Evidence is well selected and used to sustain a well-considered judgment on the question. Contextual/own knowledge of the issues is fully woven into discussion of the debate.
- Analyses the views in the three sources and the differences between their interpretations on the debate. Explains the reasons why they have different points of view showing clear understanding of arguments of the authors and the changing nature of historical debate.
- Valid criteria are set out and used to judge the arguments in the three sources. Criteria are applied throughout and used to fully justify the final judgement of the sources.
- Well-chosen knowledge is used to show understanding of the ideas in the debate to fully meet the demands of the question. The answer is concise and well-structured to communicate a clear, precise and logical argument throughout.

**Level  
5  
33-40**

# Extra reading List – Paper 1

## Britain Transformed, 1918-79

Here are some suggestions for extra reading and research – there are lots more. Ask Miss Burkett in the Library to help you find them and to find your own.

### Books – in the Ribston Library

#### Non-fiction:

- *Working Life in Britain: 1900-1950* by Janice Anderson
- *Queer: A Graphic History* by Dr Meg-John Barker and Julia Scheele
- *Stonewall: the Riots that Sparked the Gay Revolution* by David Carter
- *Youth Culture in Modern Britain (1920 – 1970): From Ivory Tower to Global Movement* by David Fowler
- *Women in the 20th Century* by Maureen Hill
- *Education in Britain: 1944 to the Present* by Ken Jones
- *Nella Last's war: The Second World War Diaries of 'Housewife 49'* by Nella Last, Richard Broad and Suzie Fleming
- *Millions Like Us: Women's Lives in War and Peace* by Virginia Nicholson
- *The Ascent of Woman: A History of the Suffragette Movement* by Melanie Phillips
- *Teenage: The Creation of Youth: 1875-1945* by Jon Savage
- *Never Had It So Good: A History of Britain from Suez to the Beatles* by Dominic Sandbrook
- *White Heat: A History of Britain in the Swinging Sixties 1964-1970* by Dominic Sandbrook
- *State of Emergency: The Way We Were: Britain, 1970-1974* by Dominic Sandbrook
- *Seasons in the Sun: The Battle for Britain, 1974-1979* by Dominic Sandbrook
- *Britain in the Depression: Society and Politics 1929 – 1939* by John Stevenson and Chris Cook
- *Education: a very short introduction* by Gary Thomas
- *Take Six Girls: the Lives of the Mitford Sisters* by Laura Thompson
- *Crisis, What Crisis? Britain in the 1970s* by Alwyn W Turner
- *Rejoice! Rejoice! Britain in the 1980s* by Alwyn W Turner  
Book review of *Rejoice! Rejoice! Britain in the 1980s* by Alwyn W Turner in *20<sup>th</sup> Century History Review* (2010) November, p. 33.
- *A Classless Society: Britain in the 1990s* by Alwyn W Turner
- *Coming Out: LGBT Politics in Britain from the Nineteenth Century to the Present* by Jeffrey Weeks

#### Fiction:

- *Small Island* by Angela Levy
- *The Road to Wigan Pier* by George Orwell
- *Life: An Exploded Diagram* by Mal Peet
- *Anita and Me* by Meera Syal

### Websites

#### National Archives

A themed document collection covering: the economy; rationing; housing; the National Health Service; race relations; cultural life; the Suez crisis and nuclear protest.

[www.nationalarchives.gov.uk/education/topics/fifties-britain.htm](http://www.nationalarchives.gov.uk/education/topics/fifties-britain.htm)

A themed document collection covering: protest; youth culture; women and employment; the economy; fashion; modernism; new technology; race relations and the Profumo affair. A few documents have been included for political context, for example on Northern Ireland and Vietnam.

[www.nationalarchives.gov.uk/education/topics/sixties-britain.htm](http://www.nationalarchives.gov.uk/education/topics/sixties-britain.htm)

A document collection where some of the themes include: the economy; rationing; housing, the welfare state, the National Health Service and the nationalisation of coal, railways and electricity.

[www.nationalarchives.gov.uk/education/topics/attlees-britain.htm](http://www.nationalarchives.gov.uk/education/topics/attlees-britain.htm)

A document collection where some of the themes include: unemployment; hunger marches; the economy; slum clearance; the National Government; fascism; the Peace Ballot and leisure.

[www.nationalarchives.gov.uk/education/topics/thirties-britain.htm](http://www.nationalarchives.gov.uk/education/topics/thirties-britain.htm)

The British Cabinet papers 1915–84:

[www.nationalarchives.gov.uk/cabinetpapers/](http://www.nationalarchives.gov.uk/cabinetpapers/)

### **Spartacus Educational**

A website used widely by History teachers and students. Search for the relevant topics you are studying.

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

## **Journals and magazines**

We subscribe to *Modern History Review*, *20<sup>th</sup> Century History Review* and *Hindsight* – copies are in the Library. Some suggested articles are:

1. Collins, M (2016) 'Immigration and opinion polls in postwar Britain' in *Modern History Review*, April, pp. 8 – 12.
2. Dorril, S. (2018) 'Sir Oswald Mosley and British Fascism' in *Modern History Review*, February, pp.18 -22.
3. Goodlad, G. (2013) 'Thatcher in Europe: a contradictory union?' in *20<sup>th</sup> Century History Review*, November, pp.26 – 29.
4. Jones, A. (2018) 'The 1956 Suez Crisis' in *Modern History Review*, February, pp.30 – 33.
5. Parr, H. (2017) 'Waging and winning the Falklands War' in *Modern History Review*, September, pp.12 – 15.
6. Thomas, G. (2018) 'Rethinking the significance of the British General Strike' in *Modern History Review*, April, pp. 20-23.

*History Today* – see your teacher for the login details

We also have a school subscription to *Jstor* – an online, searchable archive of academic journals – see Miss Burkett in the Library for the school login and advice on how to search

## **Documentaries and Films**

We have stored a range of documentaries on the Ribston Hall *Clickview Library* for you – see your teacher or Miss Burkett in the Library for advice and support on how to log in. Here are some to get you started:

Andrew Marr's *The Making of Modern Britain* (6 episodes) ClickView <http://tinyurl.com/l644mnf>  
or Andrew Marr's *The History of Modern Britain* (5 episodes) ClickView <http://tinyurl.com/lpbtt2a>



*The Ascent of Woman*, a documentary in 4 parts by Dr Amanda Foreman - ClickView <http://tinyurl.com/n2gp5m2>

*The Making of the Iron Lady* - ClickView <http://tinyurl.com/lgvjk5f>

*Thatcher: The Downing Street Years* (4-part BBC documentary) – ClickView <http://tinyurl.com/kuckgxt>

There are a number of feature films that are useful to gain an insight into the periods being studied and some of the events that took place – but beware of historical inaccuracies!

*Ealing comedies* - The Ealing comedies is an informal name for a series of comedy films produced by the London-based Ealing Studios during the period 1947 to 1957. *Hue and Cry* (1947) is generally considered to be the earliest of the cycle, and *Barnacle Bill* (1957) the last. One of the most famous is *Passport to Pimlico* (1949)

*Look Back in Anger* (1959) – shows 1950s working class lives

*Saturday Night and Sunday Morning* (1960) – shows 1950s working class lives

*A Taste of Honey* (1961) – 1950s/60s social issues – working class lives, homosexuality, unmarried mothers, race

*Cathy Come Home* (1966) – homelessness in the 1960s

*The Boat That Rocked* (2009) – the story of pirate radio DJs and the ‘swinging sixties’

*Made in Dagenham* (2010) – the fight for equal pay from women in the late 1960s

*The Iron Lady* (2011) – the life and career of Margaret Thatcher

*Billy Elliot* (2000) – the impact of the miner’s strike on Britain in the 1980s

*Eight Days a Week, The Touring Years* (2016) - footage of concerts and interviews from The Beatles tours

## Extra reading List – Paper 2: The USA, Conformity and Challenge 1955 to 1992

*Here are some suggestions for extra reading and research – there are lots more. Ask Miss Burkett in the Library to help you find them and to find your own.*

### Books – in the Ribston Library

#### Non-fiction:

*A Song Flung up to Heaven* by Maya Angelou  
*They Had a Dream: The Civil Rights Struggle* by Jules Archer  
*Queer: A Graphic History* by Dr Meg-John Barker and Julia Scheele  
*Mine Eyes Have Seen the Glory: The Life of Rosa Parks* by Douglas Brinkley  
*Stonewall: The Riots that Sparked the Gay Revolution* by David Carter  
*The Gay Revolution: the Story of the Struggle* by Lillian Faderman  
*An Introduction to American History, 1860-1990 (Access to History series)* by Alan Farmer and Vivienne Sanders  
*The Autobiography of Martin Luther King Jr.* by Martin Luther King, Jr.  
*Martin Luther King Jr (Routledge Historical Biographies)* by Peter J Ling  
*Civil Rights in the USA, 1945–68 (Access to History series)* by Vivienne Sanders  
*Race relations in the USA since 1900 (Access to History series)* by Vivienne Sanders  
*Politics, Presidency and Society in the USA, 1968–2001 (Access to History series)* by Vivienne Sanders  
*The Mayor of Castro Street: The Life and Times of Harvey Milk* by Randy Shilts  
*My Life on the Road* by Gloria Steinem

#### Fiction

*The Help* by Catherine Stockett  
*Lies We Tell Ourselves* by Robin Talley  
*Roll of Thunder, Hear my Cry* by Mildred Taylor

### Websites

#### Spartacus Educational

A website used widely by History teachers and students. Search for the relevant topics you are studying.  
<http://spartacus-educational.com/USA.htm>

#### PBS

Digital content <https://www.pbs.org/>

#### History Channel

Articles, videos and documents about the civil rights movement  
<https://www.history.co.uk/search/node/civil%20rights%20movement>

#### UH Digital History

Wide ranging resources – essays, pictures, videos, etc on lots of topics – themed  
<http://www.digitalhistory.uh.edu/>

## Journals and magazines

We subscribe to *Modern History Review*, *20<sup>th</sup> Century History Review* and *Hindsight* – copies are in the Library. Some suggested articles are:

1. Flint, A. and Helliard, H. (2014) 'Did President Kennedy Fulfil His Promises?' in *20<sup>th</sup> Century History Review*, April, pp.20 – 24
2. Freer, J. (2018) 'The US counterculture of the 1960s: a story of defeat and survival' in *Modern History Review*, April, pp.30 -33.
3. McCulloch, T. (2011) 'Civil Rights and the American Dream 1945 – 1981' in *20<sup>th</sup> Century History Review*, April, pp.16 – 20.
4. Rathbone, M. (2011) '*The Presidency of Gerald Ford in 20th Century History Review*', February, pp. 24 – 27.
5. Cox, H. (1995) *The Warring Visions of the Religious Right in The Atlantic*:  
<https://www.theatlantic.com/magazine/archive/1995/11/the-warring-visions-of-the-religious-right/376472/>

*History Today* – see your teacher for the login details

We also have a school subscription to *Jstor* – an online, searchable archive of academic journals – see Miss Burkett in the Library for the school login and advice on how to search

## Documentaries and Films

We have stored a range of documentaries on the Ribston Hall Clickview Library for you – see your teacher or Miss Burkett in the Library for advice and support on how to log in. Here are some to get you started:

Selma Interviews - A look at the making of Ava DuVernay's drama about a crucial episode in the struggle for US civil rights: Martin Luther King's anti-segregation march of 1965  
<http://online.clickview.co.uk/libraries/categories/8ce87a9c-0f89-5009-3e4d-58282488cbe8/videos/560e69c6-bee8-8233-ace4-240c849c79e7/selma-interviews>

The Kennedys – Episode 1 <http://online.clickview.co.uk/libraries/categories/8ce87a9c-0f89-5009-3e4d-58282488cbe8/videos/80d711e9-437d-9ee7-9526-27a4f8f61859/the-kennedys-episode-1>

Nixon in the Den – a look at Nixon's career <http://online.clickview.co.uk/libraries/categories/8ce87a9c-0f89-5009-3e4d-58282488cbe8/videos/f45b5000-ce93-b7f9-5be1-984e336f0dd7/nixon-in-the-den>

There are a number of feature films that are useful to gain an insight into the periods being studied and some of the events that took place – but beware of historical inaccuracies!

*All the President's Men* (1976) Depiction of the Watergate Scandal that brought down President Nixon

*Malcolm X* (1992) Biographical account of his life and career

*Milk* (2008) The story of the struggle of a gay rights campaigner who became the first openly gay public official in the US

*Frost / Nixon* (2009) Dramatisation of the real life interviews between disgraced president Nixon and british journalist David Frost

*Selma (2014)* Chronicles the tumultuous three-month period in 1965, when Dr. Martin Luther King, Jr. led a dangerous campaign to secure equal voting rights in the face of violent opposition.

*Stonewall Uprising (2010)* Documentary, available on YouTube, which discusses the gay rights protests of 1969

*The Post (2018)* A cover-up that spanned four U.S. Presidents pushed the country's first female newspaper publisher and a hard-driving editor to join an unprecedented battle between the press and the government