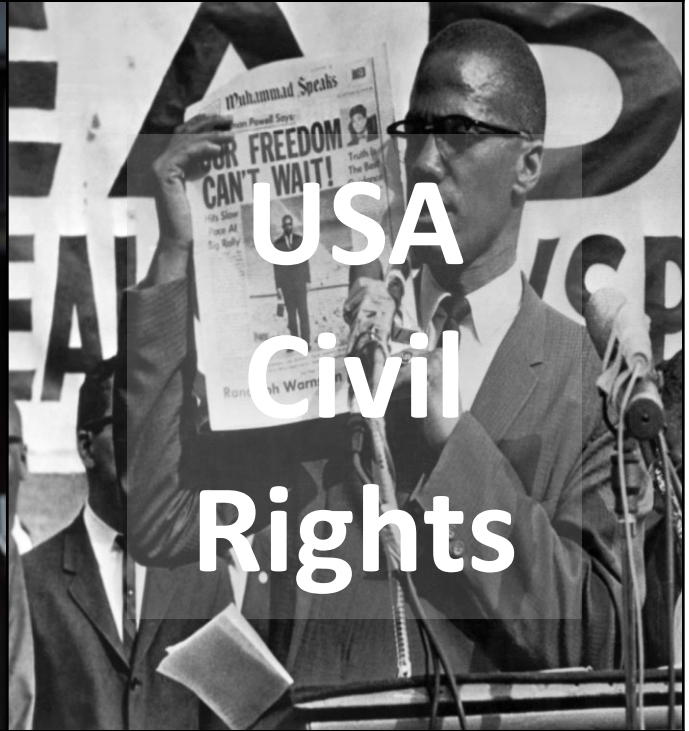
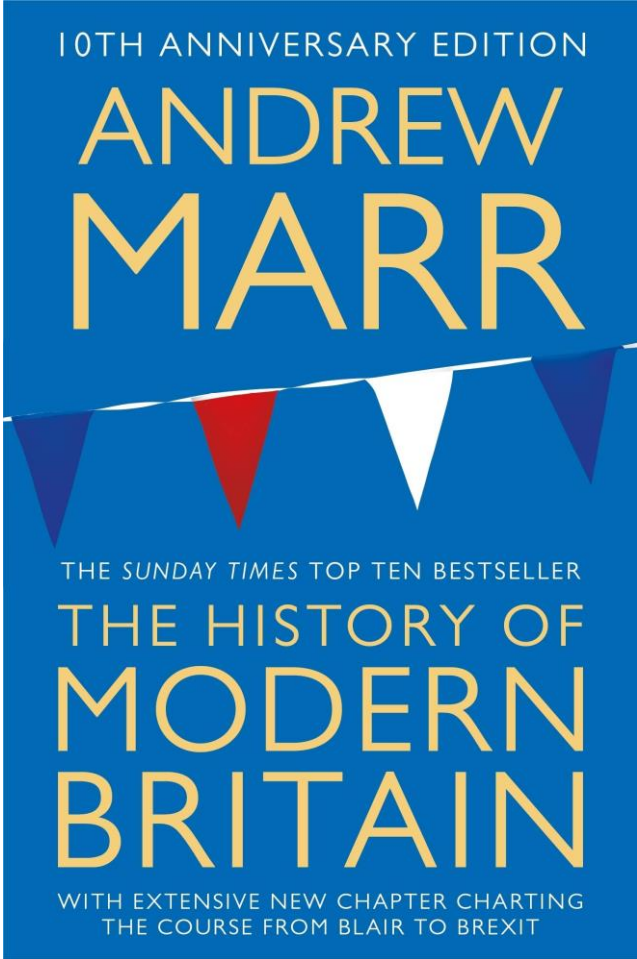


History A-Level



Transition Materials Summer 2022

Britain 1929-1997

Teaching	Three lessons a week in Year 12 with Mrs Hall. Aim to finish the course before May half-term in Year 12.
Course	Breaks down into two main units: <ul style="list-style-type: none">Focus on the career of Winston Churchill from 1929-51Key events in British political history from 1951 until 1997.
Exam	End of Year 13. 90 minute exam with two questions to answer: <ul style="list-style-type: none">Use 4 sources to answer a key question.Essay question either on a specific topic or an overview of the whole period.
Work	Regular assessments will be set (typically one every two weeks) linked to past examination questions.
Suggested Summer reading	<div></div> <div>Andrew Marr: The History of Modern Britain</div>

SECTION A

Churchill 1930–1951

Study the four sources and then answer Question 1.

- 1 Using these four sources in their historical context, assess how far they support the view that the Conservatives lost the 1945 general election because of social changes. [30]

Source A: A well-known journalist comments on the impact of the War.

Now, the war, because it demands a huge collective effort, is compelling us to change not only our ordinary, social and economic habits, but also our habits of thought. We're actually changing over from the property view to the sense of community, which simply means that we realise we're all in the same boat. But, and this is the point, that boat can serve not only as our defence against Nazi aggression, but as an ark in which we can all finally land in a better world.

J.B. Priestley, broadcast, July 1940

Source B: Churchill's Private Secretary comments on the election campaign.

The weekend was devoted to the preparation of the first political broadcast before the general election of 5 July 1945. The PM's speech was a fighting and provocative effort, mentioning the necessity of a political police to a really socialist state. His gestures to the microphone were as emphatic as those he uses to a really large audience. The speech aroused widespread criticism and did not really go down well with the educated classes. Labour propaganda is better and it links to the popular mood. I think the Service vote will be for Labour and the housing shortage has left many people disgruntled.

Sir John Colville, The Fringes of Power, Downing Street Diaries 1939–1955

Source C: A Labour General Election broadcast.

The Conservative party remains as always a class Party. In twenty-three years in the House of Commons, I cannot recall more than half a dozen from the ranks of wage earners. It represents today, as in the past, the forces of property and privilege. The Labour Party is, in fact, the one party which most nearly reflects in its representation and composition all the main streams which flow into the great river of our national life.

Our appeal to you, therefore is not narrow or sectional.

Clement Attlee, election broadcast, June 1945

Source D: Churchill gives his view about the outcome of the election to a friend.

There are some unpleasant features in this election which indicate the rise of bad elements. Conscientious objectors were preferred to candidates of real military achievement and service. All the members of Parliament who had done most to hamper and obstruct the war were returned by enormously increased majorities. None of the values of the years before were preserved. The soldiers voted with mirthful irresponsibility. Also there is the latent antagonism of the rank and file for the officer class.

Churchill, letter, 17 September 1945

SECTION B

Britain 1951–1997

Answer **ONE** question.

- 2* 'Divisions within the Conservative party were the main reason for their defeat in 1997.' How far do you agree? [20]
- 3* 'Britain's relationship with the USA was close throughout the period from 1951 to 1997.' How far do you agree? [20]

Britain 1929-1997

Suggested activities for the summer:

Watch Andrew Marr's BBC documentary on the Making of Modern Britain. (Youtube link)

<https://www.youtube.com/watch?v=rr22U2610TA&list=PL72jhKwankOjtR6vZ27PcoTfLdEbNwqF->

Produce short biographies of the leading British post-war Prime Ministers. Make notes on the following points:

- Political Party
- Background
- Years as Prime Minister
- Overview on their impact (success & failures)

Use this website as your main point of reference:

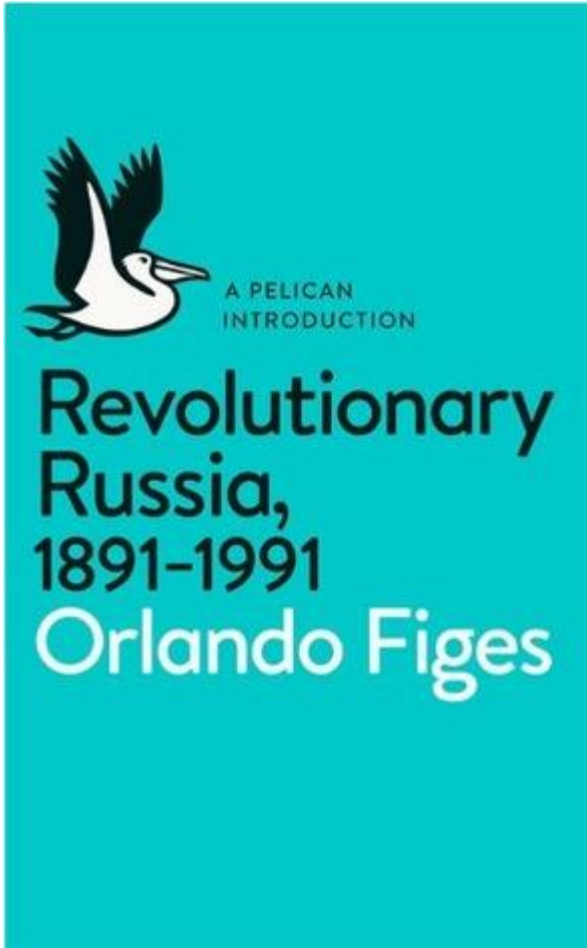
<https://www.gov.uk/government/history/past-prime-ministers>

Try to include the following Prime Ministers:

- Clement Atlee
- Winston Churchill
- Harold MacMillan
- Harold Wilson
- Ted Heath
- James Callaghan
- Margaret Thatcher
- John Major



Russia 1894-1941

Teaching	Two lessons a week in Year 12 with Mr Flannigan. Aim to finish the course by Easter of Year 12.
Course	<p>Divides into four parts:</p> <ul style="list-style-type: none">• The rule & fall of Nicholas II• The two revolutions of 1917• The survival of the Bolsheviks 1917-1924• The rule of Stalin
Exam	<p>End of Year 13. 60 minute exam with two questions to answer:</p> <ul style="list-style-type: none">• Which (of two factors) is the most important for...• Essay question either on a specific topic or an overview of the whole period.
Work	Regular assessments will be set (typically one every two weeks) linked to past examination questions.
Suggested Summer reading	<div><p>Orlando Figes: Revolutionary Russia, 1891- 1991</p></div>

1 (a) Which of the following was of greater importance in the introduction of the NEP?

(i) The Kronstadt Rising

(ii) Famine in the countryside

Explain your answer with reference to both (i) and (ii).

[10]

(b)* How important was the First World War in the abdication of Nicholas II in 1917?

[20]

OR

2 (a) Which of the following had a greater impact on the fall of the Provisional Government in November 1917?

(i) The Kornilov Revolt

(ii) The actions of Lenin

Explain your answer with reference to both (i) and (ii).

[10]

(b)* Assess the importance of the purges in maintaining Stalin's control over the USSR in the period 1929–1941.

[20]



Russia 1894-1941

Suggested activities for the summer:

Produce a fact file of modern day Russia. Suggested sites include:

<https://www.britannica.com/place/Russia>

<https://kids.nationalgeographic.com/geography/countries/article/russia#:~:text=use%20is%20prohibited.-,Russia%2C%20the%20largest%20country%20in%20the%20world%2C%20occupies%20one%2D,tall%20mountains%20to%20giant%20marshes.>

Focus on:

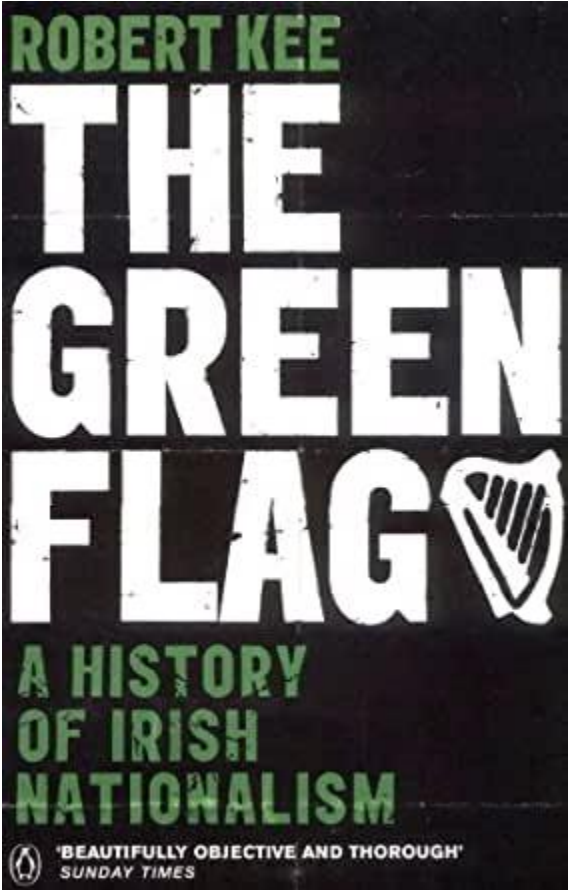
- Population
- Capital
- Flag
- Currency
- Border countries
- President
- Land area
- Ethnic make up
- Religions
- Languages

A second activity would be to produce a short glossary of key words used in the course:

- Tsar
- Intelligentsia
- Serf
- Communism
- Capitalism
- Bolshevik
- Menshevik
- Cheka
- Proletariat
- Bourgeoisie
- Gulag
- Totalitarian

Search for
& define

Britain & Ireland

Teaching	Taught by Mr Flannigan. Aim to start in the summer term of Year 12 & finish by February half-term of Year 13.	
Course	Breaks down into two main units: <ul style="list-style-type: none">• Focus on ‘convincing’ historical interpretations• Overview themes on different aspects of British-Irish issues, such as nationalist protest, Unionism & economic developments.	
Exam	End of Year 13. 150 minute exam with three questions to answer: <ul style="list-style-type: none">• The most convincing of two historical interpretations.• Two overview essays on a themes from the whole period (1790s to 1920s).	
Work	Regular assessments will be set (typically one every three weeks) linked to past examination questions.	
Suggested Summer reading	<div></div> <div>Robert Key: The Green Flag. A History of Irish Nationalism</div>	

SECTION A

Read the two passages and then answer Question 1.

- 1 Evaluate the interpretations in **both** of the two passages and explain which you think is more convincing as an explanation of the failure of the 1798 Wolfe Tone Rising. [30]

Passage A

Given the strength and determination of the government forces, the rebellion had no real chance of success, and after General Lake's victory at Vinegar Hill on 21 June, it rapidly petered out. The captured rebel leaders were executed or transported, but the rank-and-file were allowed to return to their homes. Although the rebellion lasted barely a month, it has been estimated that by the end of the summer the death toll on both sides amounted to about 30,000. It has been suggested that 'The 1798 rising was probably the most concentrated episode of violence in Irish history.'

The fact that it was only in August, after the rebellion was more or less over, that the French made their invasion attempt ensured that it was virtually a doomed enterprise from the start. The French General Humbert landed in County Mayo in the west with barely a thousand men and, although he won a brilliant victory over the British at Castlebar—which stimulated another ripple of rebellion—he was eventually forced to surrender early in September. The local rebellion was then brutally stamped out. By that time another French expedition had set sail for Ireland, including Wolfe Tone, but it was scattered by a British naval force and most of the French ships were captured. Wolfe Tone was one of the prisoners taken. He was condemned to death as a rebel but he cheated the hangman's noose by committing suicide. He was only 35.

Adapted from: Paul Adelman, *Great Britain and the Irish Question 1800–1922*, published in 1996.

Passage B

The rebels failed because they lacked coordination and because, with one or two exceptions, their leaders had no time to instil even a modicum of military discipline and training into the numbers that flocked to them. In addition, the arrests during the 'pre-rebellion' had been very disruptive, for the rebels, thereafter, had generally lacked both a leadership structure and a coherent strategy. The result was that it was often difficult or impossible, so the youthful Wexford rebel, Miles Byrne, later claimed in his memoirs, to know who had given which order and for what reason, and this indecision caused confusion and led to a loss of morale. The rebel failure to take Dublin at the outset had been crucial, depriving the rebellion of a focus and preventing the formation of some sort of representative assembly in the capital. From that point on the staggered outbreak of the rebellion played into the government's hands.

The failure of the French to intervene decisively had contributed to the rebel defeat. A substantial French force would have offered discipline, leadership, weaponry, recognition and perhaps, an overall strategy; the absence of the French had deprived the rebels of all of these.

Finally, the rebellion failed because Catholic Ireland, by and large, had sided with the government. The Catholic hierarchy, in particular, had offered strong support to the government: no word of criticism was voiced of the government policy of 'the bayonet, the gibbet and the lash'; the rebels had been immediately excommunicated; and those priests who sided with the rebels—a derisory 70 out of 1,800 in the country—were denounced as troublemakers and drunks.

Adapted from: Thomas Bartlett, *Ireland: A History*, published in 2010.

Answer **TWO** of the following three questions.

- 2* Assess the view that, from 1791 to 1921, the success of revolutionary nationalism depended on the quality of its leadership. [25]
- 3* 'Tory and Conservative governments were the most effective British administrations in dealing with Irish issues from 1791 to 1921.' How far do you agree? [25]
- 4* 'Land reforms were the most important reforms in preserving the Union in the period from 1791 to 1921.' How far do you agree? [25]

Britain & Ireland

Suggested activities for the summer:

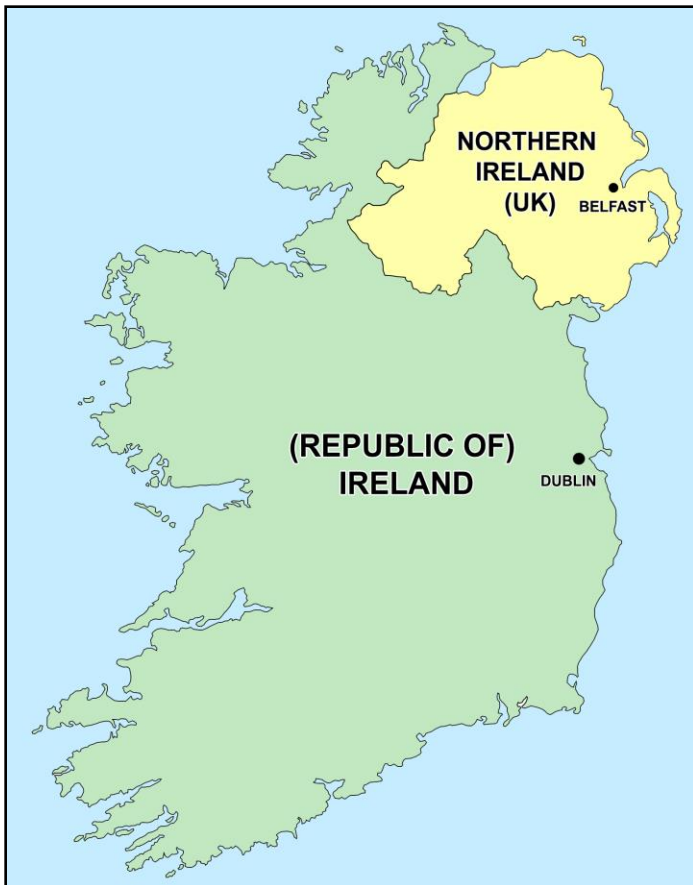
Produce your own short history of the relationship between Britain and Ireland.

As a starting point, use this website for information:

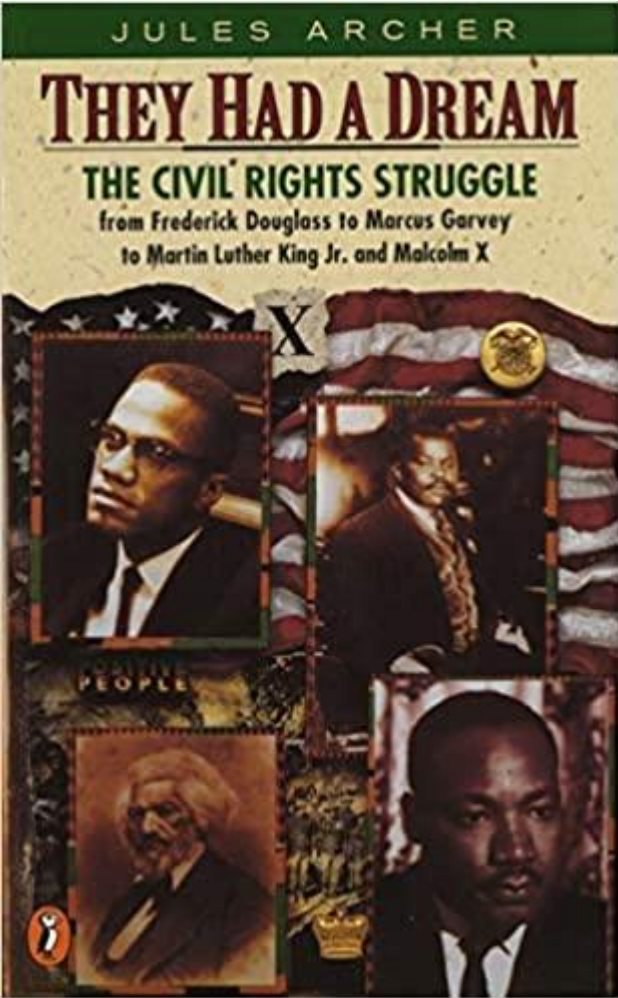
<https://www.bbc.co.uk/news/uk-politics-26883211>

Watch the BBC documentary on the history of Ireland, particularly the events which led to the division of Northern Ireland and the Republic of Ireland in 1921.

<https://www.bbc.co.uk/iplayer/episode/m000wgtg/the-road-to-partition-series-1-episode-1>



USA Civil Rights

Teaching	Taught by Mrs Hall after the British course. Aim to start the research & overview of key events in Year 12. Coursework to be submitted by February half-term of Year 13.	
Course	Following a short taught unit, pupils produce their own independently researched piece of coursework. There is an opportunity to choose one topic of interest on the theme of civil rights in the USA.	
Exam	This is the coursework element of the A-Level. A 4,000 word assignment is submitted which goes towards the overall A-Level result (approximately 20%).	
Work	Research will be judged on how comprehensive it is. Opportunities will be given for feedback on coursework drafts.	
Suggested Summer reading	<div></div> <div>Jules Archer: They Had a Dream. The Civil Rights Struggle...</div>	

How far did divisions between campaigners have a negative impact on the civil rights movement in the years 1957-1970?

Assess the view that the Black Power movement had a negative impact on race relations in the USA in the 1960's.

How effective was civil rights legislation in the 1950s and 1960s?

How far do you agree with the view that the civil rights protests led to increased acts of racial violence in the 1950's?

Assess the view that Kennedy and Johnson were forced into action on race relations due to the work of the civil rights movement in 1950s and 1960s.

Assess the view that differences over aims and tactics harmed the civil rights movement in the 1960s.

Assess the view that the black power movement created more problems than it solved in the 1960's.

How far can Martin Luther King be credited with improvements in civil rights in the 1960's?

How significant was the work of Malcolm X in advancing rights for black Americans?
This depends, is the idea to compare his work with others, in which case just too big or just to look at Malcolm X

How valid is the view that peaceful protest was the main reason for advances in civil rights in the USA in 1960's?

Suggested Coursework questions

US Civil Rights

Suggested activities for the summer:

Produce short biographies on key figures in the civil rights movement.

Focus on:

- Biographical details = e.g. born, died (if directly relevant)
- Background
- How they got involved in the civil rights movement
- Impact = what did they achieve.

As a starting point, use the following websites:

<https://www.history.com/topics/black-history/civil-rights-movement>

<https://www.biography.com/people/groups/civil-rights-activists#:~:text=Civil%20rights%20activists%2C%20known%20for,Du%20Bois%20and%20Malcolm%20X.>

Try to cover the following individuals:

- Marcus Garvey
- Stokely Carmichael
- Elizabeth Eckford
- Booker T Washington
- W.E.B. Du Bois
- Ella Baker
- Thurgood Marshall
- Martin Luther King Jnr
- Malcolm X
- Bobby Seale
- Rosa Parks
- James Meredith

