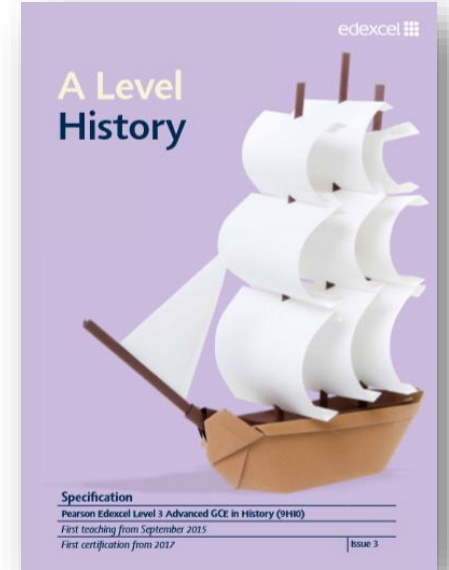


World class thinking. World class achieving.



St Mary's College

HISTORY A LEVEL (EDEXCEL 9H10 ROUTE G)
Pre-course reading and guidance





A Level History

Why should I choose History?

- › History is an exciting course which builds on what you have studied at GCSE and aims to deepen your interest and enjoyment of modern History.
- › The four key components of the course cover topics which are highly relevant to understand the world in which we live in today. These include nationalism, dictatorship and democracy in twentieth century Europe, the changing nature of warfare since the eighteenth century, and reasons for the abolition of the slave trade.
- › As we as developing your ability to analyse events and themes and evaluate sources you will also gain a greater understanding of the world today.

World class thinking. World class achieving.



A Level History

WHAT IS THE COURSE STRUCTURE LIKE?

- › The course is a **two year** course. It consists of **three exams** and **one piece of coursework** (NEA). The exams are worth a total of 80%, and the coursework is 20%. All exams will be taken at the end of your second year.
- › In Year 12 you will study The Rise and Fall of Fascism in Italy (Paper 2) and The British Experience of Warfare.
- › In Year 13 you will start researching your coursework and then move onto Germany and West Germany, 1918-89 (Paper 1).



A Level History (Year 12)

Paper 2: The Rise and Fall of Fascism in Italy, c.1911-46 (Unit 2G.1)

- › This depth study explores the colourful and controversial leader of Italy – Mussolini. You will study how he was able to become the Prime Minister of Italy and then how he established his dictatorship. Then, having consolidated his position, you will judge the extent to which his dictatorship changed Italy. Finally, you will see how Mussolini's regime came crashing down which led to his ignominious end at the hands of his own people.
- › This unit is assessed by an exam in which you will write two essays. In one of these you will examine two sources from the time and in the other you will write a balanced argument.



A Level History (Year 12)

Paper 2: The Rise and Fall of Fascism in Italy, c.1911-46 (Unit 2G.1)

The standard text we use is:

- *Nationalism, Dictatorship and Democracy in Twentieth Century Europe* by R. Bunce (2016) pages 268-392. This was written specifically for the course. **This would be an excellent starting point for anyone interested in the course.**

These older textbooks are recommended by the exam board for a more generalised understanding of Fascism:

- Chris Hinton and John Hite, *Fascist Italy* (SHP Advanced History, Hodder, 1998)
- Mark Robson, *Italy: The Rise of Fascism, 1896-1946* (Hodder, 2015)



A Level History (Year 12)

Paper 2: The Rise and Fall of Fascism in Italy, c.1911-46 (Unit 2G.1)

These academic books are more detailed and you would not be expected to read them as part of the course. They are useful for dipping into to find extra details to support research for essays, particularly if you are aiming for the highest grades!

- › Mark Robson, *Italy: The Rise of Fascism, 1915–1945* (Access to History, Hodder Murray, 2006)
- › Edward Townley, *Mussolini and Italy* (Heinemann, 2002)

If you find this unit engrossing, then you may even want to read a biography of Mussolini which was written by the leading British historian on Fascist Italy. This type of text would typically be read by university students:

- › Denis Mack Smith, *Mussolini* (Weidenfeld and Nicolson, 1994)



A Level History (Year 12)

Paper 2: The Rise and Fall of Fascism in Italy, c.1911-46 (Unit 2G.1)

This podcast is by Christopher Duggan, another leading historian of Fascist Italy. Here he explores Mussolini's popularity:

- › <https://www.historyextra.com/period/second-world-war/mussolinis-willing-followers/>

The exam board also recommends these websites – some of which you may be familiar with from GCSE History:

- › <http://spartacus-educational.com/2WWmussolini.htm>
- › <http://spartacus-educational.com/SPitaly.htm>
- › <http://spartacus-educational.com/2WWitaly.htm>



A Level History (Year 12)

Paper 3: The British Experience of Warfare, c1790-1918 (Unit 2G.1)

- › This topic is a breadth study so you will examine topics in less detail than Unit 1 but over a longer period of time.
- › You will look at four major conflicts to explore change over time and the reasons for these changes.
- › Although based on conflicts, this course also covers aspects of social history and revisits some familiar faces such as Florence Nightingale.
- › The four conflicts you will explore are: the Revolutionary and Napoleonic Wars, the Crimean War, the Boer War and the First World War.



A Level History (Year 12)

Paper 3: The British Experience of Warfare, c1790-1918 (Unit 2G.1)

The standard text we use is:

- › *The British Experience of Warfare, c1790-1918* by Rick Rogers & Brian Williams.

This older textbook is recommended by the exam board for a more generalised understanding:

- › Rosemary Rees and Geoff Stewart, *The Experience of Warfare in Britain 1854–1929* (Pearson, 2008)



A Level History (Year 12)

Paper 3: The British Experience of Warfare, c1790-1918 (Unit 2G.1)

These academic books are more detailed and you would not be expected to read them as part of the course. They are useful for dipping into to find extra details to support research for essays, particularly if you are aiming for the highest grades!

- › Orlando Figes, *Crimea* (Penguin, 2011)
- › Thomas Pakenham, *The Boer War* (Abacus, 1991)
- › Hew Strachan, *The Oxford Illustrated History of the First World War* (Oxford University Press, 2014)



A LEVEL History (Year 12)

Paper 3: The British Experience of Warfare, c1790-1918 (Unit 2G.1)

These websites are recommended by Edexcel. They focus on very specific aspects of the course:

- › www.bbc.co.uk/history/british/empire_seapower/french_threat_01.shtml
- › www.nationalarchives.gov.uk/battles/crimea/
- › www.historytoday.com/lynn-mcdonald/florence-nightingale-and-mary-seacole-nursings-bitter-rivalry
- › www.napoleon.org/en/reading_room/articles/files/british_navy_17921802.asp
- › <http://www.kingsownmuseum.com/tforce.htm>
- › http://www.airsciences.org.uk/FAST_Briefings_08_RoyalFlyingCorps.pdf
- › http://en.wikisource.org/wiki/The_Times/1854/News/The_Charge_of_the_Light_Brigade
- › <https://blog.scienceandmediamuseum.org.uk/remembrance-day-part-1-photographing-war-fenton-crimean/>



A LEVEL History (Year 13)

Paper 1: Germany and West Germany, 1918-89 (Unit 1G)

- › This breadth unit explores the history of Germany in the twentieth century, beginning with the establishment of the Weimar Republic in 1918, before moving onto the establishment of the Nazi dictatorship in 1933.
- › You will already be familiar with these topics from your GCSE studies, but A Level offers a refreshingly different perspective which allows you to build on what you already know.
- › Furthermore, the course will continue the story past 1939 so you will discover how the Nazi regime came crashing down as a result of WW2, how Germany was divided after the war and explore the role of West Germany until reunification in 1989.



A Level History (Year 12)

Paper 1: Germany and West Germany, 1918-89 (Unit 1G)

The standard text we use is:

- › Nationalism, Dictatorship and Democracy in Twentieth Century Europe by R. Bunce (2016) pages 2-267. This was written specifically for the course. This would be an excellent starting point for anyone interested in the course.

These older textbooks are recommended by the exam board for a more generalised understanding of the topic:

- › Chris Hinton and John Hite, Weimar and Nazi Germany (SHP Advanced History, Hodder, 2000)
- › John Traynor, Mastering Modern German History 1864–1990 (Palgrave Macmillan, 2007)
- › Sally Waller, From Defeat to Unity: Germany 1945–1991 (Nelson Thornes, 2010)



A Level History (Year 12)

Paper 1: Germany and West Germany, 1918-89 (Unit 1G)

These academic books are more detailed and you would not be expected to read them as part of the course. They are useful for dipping into to find extra details to support research for essays, particularly if you are aiming for the highest grades!

- › John Hiden, *The Weimar Republic* (Seminar Studies in History, Routledge, 1996)
- › Frank McDonough, *Hitler and the Rise of the Nazi Party* (Seminar Studies in History, Routledge, 2012)
- › William Carr, *A History of Germany 1815–1990* (Hodder Arnold, 1991)



A Level History (Year 12)

Paper 1: Germany and West Germany, 1918-89 (Unit 1G)

As you would expect for a course on modern history there are lots of resources available on the internet. To find these articles simply cut and paste the whole title into a search engine (e.g. Google)

- › Mark Rathbone, The Weimar Republic 1918–24 Why such troubled times?, April 2013, pages 2–5
- › Chris Culpin, How popular was Hitler?, February 2013, pages 2–5
- › Mike Wells, The roots of the Nazi terror state, September 2012, pages 2–5
- › Caroline Sharples, The German Home Front, September 2011, pages 2–6
- › Caroline Sharples, Germany and the Great Depression, February 2011, pages 2–6



A Level History (Year 12)

Paper 1: Germany and West Germany, 1918-89 (Unit 1G)

This podcast is by Ian Kershaw, probably the leading British historian at the moment on Nazi Germany:

- › www.open.edu/openlearn/history-the-arts/history/hitlers-place-history-the-lecture-podcast

The exam board also recommends these websites:

- › http://germanhistorydocs.ghi-dc.org/section.cfm?section_id=12
- › http://germanhistorydocs.ghi-dc.org/section.cfm?section_id=13
- › http://germanhistorydocs.ghi-dc.org/section.cfm?section_id=14
- › http://germanhistorydocs.ghi-dc.org/section.cfm?section_id=15
- › www.facinghistory.org/weimar



A Level History NEA (coursework)

Non-exam assessment: Why was the slave trade abolished in 1807?

- › This will give the opportunity to work like a real historian!
- › You will investigate the reasons why the slave trade was abolished in 1807.
- › In doing so you will explain how and why three historians disagree about these reasons.
- › You will produce an essay which will be at least 3,000 words and no more than 4,000.
- › Your three historians will be the main focus of your essay, but you will also use other historians to help you decide which historian you think is the most useful.
- › You will keep a record of the different historians you use and will reference them in your work by using footnotes.
- › Your finished work will look just like the chapter out of a real history book!



(NEA) Traditional histories:

One reason why historians disagree is because some books were written a long time ago. Since then society has changed and new information has become available. A good starting point is to look at the older histories which focus on the work of white abolitionists. Some of these are:

- › John Coffey, *Tremble Britannia* (re-printed in 2012)
- › Lewis Merrill, *The English Campaign for Abolition* (1945)
- › Reginald Coupland, *Extracts from The British Anti-Slavery Movement* (1935)

These articles can be difficult to find so if you have problems, please contact the course leaders.



(NEA) Economic histories:

After WW2, historians began to look for different reasons why the slave trade ended. In the post-colonial world they reached the conclusion that the slave trade ended not because of the selfless hard work of white abolitionists but because it was no longer profitable enough and was actually holding back the rampant British economy. Some of these historians are:

- › Ryden Beck, *Does decline make sense* (2001)
- › Selwyn Carrington, *Econocide revisited* (1989)
- › David Gosse, *The Politics of morality_* (2010)

Again, these articles can be difficult to find so if you have problems, please contact the course leaders.



(NEA) Modern histories:

The abolition of the slave trade remains a popular topic for historians and continues to have relevance today. There are more people enslaved today than at the height of the slave trade in the nineteenth century. This means new theories continue to emerge which reflect our modern values. Some historians emphasise the part black people played in ending slavery, others explore the role of women, some explore the part played by ordinary people. Some historians who support these ideas are:

- › John Oldfield, *The Abolition of the Slave Trade*, (2007)
- › James Walvin, *Abolishing the slave trade* (2007)
- › Seymour Drescher, *Whose abolition?* (1994)

Again, copies of all these articles can be requested from course leaders.



A Level History – useful links

If you would like to find out more about the course from the exam board, the link for the syllabus is below:

<https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/history-2015.html>

This is a huge document so you might want to focus on the pages mentioned below:

P14 – knowledge and skills for Papers 1 & 2

Pp64-65 – syllabus for option 1G: Germany and West Germany, 1918–89 (Paper 1)

Pp66-67 – syllabus for option 2G.1: The rise and fall of fascism in Italy, c1911–46 (Paper 2)

Pp79 – knowledge and skills for Paper 3

Pp94-95 – option 35.2: The British experience of warfare, c1790–1918 (Paper 3)

Pp113-119 – NEA guidance

Pp127-131 – overview of assessment

Any further questions?



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