

AS History – Year 11 into Year 12 BRIDGING WORK

The bridging work MUST be completed for each of your courses by the time you start your course. Your work will be assessed in September. Anyone not completing the work or producing such poor quality will be re-interviewed about their place on the course. The aims are for you to understand if you like the course and for you to be ready to start learning at post-16 level.

Please hand in your bridging work to your class teacher in the first week of lessons in September.

If you have any questions about the bridging work or about the course in general please contact Mr Rowe on Aron.Rowe@phoenixcollegiate.co.uk

Specification – AQA
AS/A-level History

Unit 1 – The Tudors: England, 1485 – 1603

Unit 2 - Democracy and Nazism: Germany, 1918–1945

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.
A02	Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.
A03	Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

1C The Tudors: England, 1485–1603

This option allows students to study in breadth issues of change, continuity, cause and consequence in this period through the following key questions:

How effectively did the Tudors restore and develop the powers of the monarchy?

In what ways and how effectively was England governed during this period?

How did relations with foreign powers change and how was the succession secured?

How did English society and economy change and with what effects?

How far did intellectual and religious ideas change and develop and with what effects?

How important was the role of key individuals and groups and how were they affected by developments?

20 Democracy and Nazism: Germany, 1918–1945

The Establishment and early years of Weimar, 1918–1924

The 'Golden Age' of the Weimar Republic, 1924–1928

The Collapse of Democracy, 1928–1933 The Nazi Dictatorship, 1933–1939 (A-level only)

The Racial State, 1933–1941 (A-level only)

The Impact of War, 1939–1945 (A-level only)

Text books

Both text books will last for the full 2 years

The Tudors: England 1485 – 1603, ISBN: 13: 978-0-1983-5460-4, Oxford University Press - £27.99

Democracy and Nazism: Germany, 1918-1945, ISBN - 13: 978-0-1983-5457-4, Oxford University Press - £23.99

A Level History

A Level History is a challenging, but very rewarding A Level. A good History A Level will put you in an excellent position to go the university of your choice. In order to progress at A Level History you need to develop first rate organisation skills, especially now that all of the A Level exams are at the end of the course. With that in mind, we have developed 2 tasks for you to complete before the main A Level teaching begins. Both tasks are based around Unit 1C and both match the Assessment Objectives that will determine your grades over the 2 year course.

In addition, you should ensure you are ready for the year ahead by organising the following items:

- AS Level textbook
- Ring binder folder and coloured dividers
- Pencil case with a pen and a spare pen, highlighters and ruler
- Pad of lined paper
- Access to KLIC (login details) to download relevant materials

Task 1

Bridging Work – AS History

Task:

The representation of History through the medium of popular culture is a fascinating topic. The extent to which these are useful depictions of the past is eagerly debated amongst scholars, literary critics and non-historians alike. Your task is to read or watch a film or book related to either Tudors or Nazi Germany. Following that, you need to complete the report style task sheet on your findings regarding the film or book. It is important to note that an effective film or book report may also require additional research using the internet, library and other resources.

Weimar Government and Nazi Germany	The Tudors
<p><u>Films</u></p> <p>Cabaret (1972) Schindlers List (1993) The Pianist (2002) Downfall (2004) The Boy in the Stripped Pyjamas (2008) Valkyrie (2008)</p> <p><u>Books</u></p> <p>The Boy in the Stripped Pyjamas, John Boyne (2006) The Pianist, Władysław Szpilman, (1998) Schindlers Ark, Thomas Keneally (1982) Fatherland, Robert Harris (1992)</p>	<p><u>Films</u></p> <p>Richard III (1995) Elizabeth (1998) – <i>the one with Cate Blanchet</i> Elizabeth: The Golden Age (2007) – <i>A sequel and another Cate Blanchet one</i> Mary Queen of Scots (2013)</p> <p><u>TV show</u></p> <p>Elizabeth I (2005), Channel 4 – <i>The one with Helen Mirren</i></p> <p><u>Books</u></p> <p>Wolf Hall, Hilary Mantel (2009) Bringing Up the Bodies, Hilary Mantel (2012)</p>

Research a Film OR Book connected with either Nazi Germany or Tudors

STUDENT NAME

A LEVEL Topic (Nazis or Tudors)

Title of Film or Book

I chose this film/ book because....

Write about what you find interesting about this person:

Areas you might comment on are:

What is the book/ film about?

How are the key figures / individuals presented? e.g. likeable
malicious

Why are certain characters presented a certain way?

How accurate and faithful to the real events do you think the film is?

What do you think the aim of the author/ director was?

How do you think the author/ director wanted people to feel? Why?

Do you think films and books, such as your chosen one, can be useful sources to us
as historians?

Task 2

Read the 2 sources and then answer the question that follows:

Source 1

‘Richard III was a man of considerable ability, energy and attractiveness. His chivalry, in particular in an age which highly valued such martial qualities in a young nobleman, warmly commended him to his contemporaries.....It was his tragedy that his ambition, and his sense of his own worth and importance, led him to disregard all law and right in the pursuit of his own interests. He did not hesitate to kill to make himself king. What he did in 1483 both surprised and horrified contemporaries not only because it was unexpected of him, but also because it went beyond the bounds of contemporary political ethics.....he was not one-dimensional. He was neither a hateful child-murderer, nor a paragon of contemporary virtue. He was a man who lived up to several of the ideals of contemporary nobility, yet one who when tested was found wanting. It is possible that he himself came to understand this and that the realisation was the cause of great anguish.’

A.J. Pollard, Richard III and the princes in the Tower, 1991.

Source 2

'It does not seem that Richard changed greatly when he ceased to be a subject and became a sovereign. The intellectual depth and political ability was always there. So too were the gentler qualities of piety and generosity. The charm, persuasiveness and self-advertisement are constant features. The aggression, ambition, opportunism, foresight, dissimulation, and ruthlessness of the acquisitive duke are present also in the usurpation story..... Ultimately his own interests came first: above his family; above

Question - Assess the extent to which these 2 sources describe Richard III as a good king (25) also his obligations as a subject, a knight, a guardian and as a king towards his people.'

– Assessment Objectives 2/3

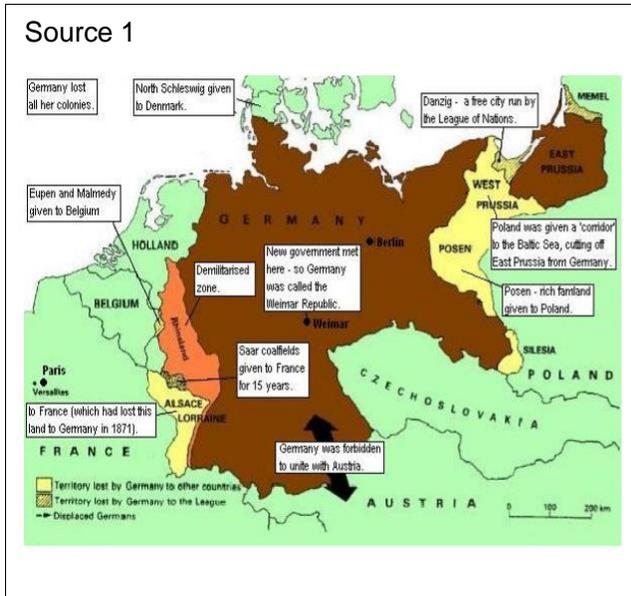
M.A. Hicks, Richard III: The Man behind the Myth, 1991

Question - Assess the extent to which these 2 sources describe Richard III as a good king (25) – Assessment Objectives 2/3

A grade	B grade	C grade
Analysis of both sources Excellent knowledge and understanding Description of elements of each source that describe Richard as both good and bad Thorough knowledge of the historical context Understanding of the nature of secondary sources Judgement as to which source is most positive/negative about Richard	Some analysis of both sources, but mainly descriptive Lacking in detailed analysis. Good knowledge and understanding Acknowledgement of the nature of secondary sources Good knowledge of the historical context Judgements lacking in clarity	Mainly descriptive. Not enough analysis Some knowledge, but gaps in places Some knowledge of the historical context judgements made, but lacking in clarity

Task 3 – Unit 2 O

Using sources 1 – 5 and your own knowledge write a report outlining the effects of WW1 on Germany. Assessment Objectives 1 and 2 (maximum 4 pages)



Source 2

The cost of war	Germany
Killed (millions)	2
Wounded (millions)	6.3
Cost (£ millions)	8,394

Source 3

Living conditions

Real earnings fell 20-30 per cent
 Meat consumption fell to 12 per cent of pre-war level
 1917 winter called 'turnip winter' – the only food to eat
 Major food and fuel shortages
 Disease (thousands dying each day from major flu epidemic)
 Deaths from starvation and hypothermia – 1916: 121,000 – 1918: 293,000

Source 4

Political developments during war

1914 – Most Germans rallied to nation; but by 1917 unity breaking down.

1916 Increasing military control of government; growing criticism of the war.

1917 April – Radicals opposed to war formed the USPD (Independent Socialist Party).
 July – Reichstag voted for peace.
 Sept – Fatherland Party founded by nationalists who wanted Germany to make a 'peace of victory' with land conquests in west, east and overseas.

