



*Getting Started with...*

# HISTORY

## **Welcome!**

During the A-Level History course you study two modules, plus a piece of coursework.

In September, we will run both modules alongside each other with a specialist staff member for each. The first module is ***Industrialisation and the people: Britain, c1783–1885*** focusing on the change brought on by the industrial revolution. The second module is ***The American Dream: reality and illusion, 1945–1980*** and is a depth study focusing on the extent to which Americans achieved the ‘American Dream’ during that period.

How to prepare for A-level History:

1. Here you can find a link to the specification to give you an idea of the range of topics you will study:  
<https://www.aqa.org.uk/subjects/history/as-and-a-level/history-7041-7042/subject-content/1f-industrialisation-and-the-people-britain,-c17831885>  
<https://www.aqa.org.uk/subjects/history/as-and-a-level/history-7041-7042/subject-content/2g-the-american-dream-reality-and-illusion,-19451980>
2. Read around the topic online or watch relevant clips online. Some examples are:  
<https://www.nationalarchives.gov.uk/education/sessions-and-resources/?time-period=empire-and-industry>  
<https://www.youtube.com/watch?v=xLhNP0qp38Q>  
<https://www.youtube.com/watch?v=x9BdVHCuNPs>  
[https://www.youtube.com/watch?v=9C72ISMF\\_DQ](https://www.youtube.com/watch?v=9C72ISMF_DQ)
3. Have a go at completing the key background information sheet and have a go at completing the two source tasks.



## What do A-Level source questions look like?

At A-Level there are two different types of source question. One looks at historians' interpretations and requires you to evaluate how convincing that interpretation is based on the knowledge you have. This is very similar to the interpretation questions you have already done at GCSE. The second question is based on Primary sources and you need to look at the Provenance (who wrote it) and in what context it was written, so you need to apply your own knowledge. This is very similar to the source work you have been doing for Germany.

Paper 1 – Britain	Paper 2 - America
Breadth paper	Depth paper
You will need to show a range of examples over time.	You will need to show more in depth examples.
Secondary sources	Primary sources
Must use knowledge to evaluate a historian's opinion	Must look at the provenance/tone and context to assess how valuable the source is.
Questions stem: How convincing is this interpretation of.....	Question stem: How valuable is this source to a historian studying.....

# 1f: Britain

Term	Definition
Chartism	
Constitutional Monarchy	
Divine Right	
Enclosures	
Exchequer	
Great Reform Act	
Laissez- Faire	
Luddites	
Patronage	
Protectionism	
Rotten Borough	
Sinecure	
Suffrage	
Tariff	
Tories	
Urbanisation	
Veto	
Whigs	
Yeoman	

## **Context 1: The glorious Revolution**

What was it?

## **Context 2: French Revolution**

What was it?

## **Context 3. Industrial Revolution**

What was it?

## **Context 4: Agricultural Revolution**

What was it?

## **Context 5: Triangle Trade**

What was Britain's position?

## **Context 6: The Regency Crisis**

What was it?

## **House of Commons**

What is it? How does it work?

## **House of Lords**

What is it? How does it work?

## **The Crown**

What is it? What role does it play?

## 2Q: America

Team	Definition
Attorney General	
Capitol Hill	
Checks and Balances	
Confederate	
Congress	
Constitution	
Convention	
Executive order	
Federal	
National Guard	
Pentagon	
Representative	
Secretary of State	
Senator	
State Department	
Supreme Court	
White House	

### **Context 1: American War of Independence.**

What is it?

### **Context 2: Declaration of independence.**

What is it?

### **Context 3: American Constitution.**

What is it?

### **Context 4: Bill of Rights.**

What is it?

### **Context 6: Manifest Destiny.**

What is it?

### **House of Representatives**

What is it? How does it work?

### **Senate**

What is it? How does it work?

### Executive Branch

What is it?

Strengths Weaknesses:

### Judicial Branch

What is it?

Strengths Weaknesses:

### Legislative Branch

What is it?

Strengths Weaknesses:

Article No.	Constitution Key Articles Description
1	
2	
5	
13	
14	
15	

### Key for map:

Location of Washington DC



Deep South



Mid-West



Confederate states



Union states/The 'North'



Summarise what the source is outlining:

### Historical *context*: What is the relevant historical knowledge?

Based on what you have read. How *convincing* is this interpretation?

#### EXTRACT 1

Political power in Britain was shared between King, Lords and Commons, who together made up a 'supreme authority', but no single member held power in isolation. In the late eighteenth century, the King really was in the middle of the political picture and not above it. The King still chose his own **ministers**. He was, however, compelled to choose his ministers from inside Parliament and although they were not party leaders in any modern sense, dependent on the pressure of opinion outside Westminster, ministers could not afford to ignore parliamentary support. To control parliamentary support they had at their disposal a considerable amount of public patronage – rewards, honours and pensions – and they knew that the electorate which lay in the background was small, infrequently called on to vote and amenable to pressure. The ministers were agents of the King, yet they always had to pay careful attention to Parliament. Had not the main elements in this **mixed constitution** been glued together by patronage, the King's government could not have been carried on.

Adapted from Asa Briggs, *The Age of Improvement*, 1967

Summarise what the source is outlining:

**Historical context:** What is the relevant historical knowledge? Who? What? Why?

Based on what you have read. How *valuable* is this interpretation?

**SOURCE 2**

Supreme Court Judge Thurgood Marshall, the great grandson of a slave, commenting on the US Constitution, in its bicentennial year, 1987. Marshall was one of few willing to criticise the Constitution and the Framers (the Founding Fathers who wrote the Constitution):

I do not believe that the meaning of the Constitution was forever 'fixed' at the Philadelphia **Convention**. Nor do I find the wisdom, foresight, and sense of justice exhibited by the Framers particularly profound. To the contrary, the government they devised was defective from the start, requiring several amendments, a civil war, and momentous social transformation to attain the system of constitutional government, and its respect for the individual freedoms and human rights, we hold as fundamental today. When contemporary Americans cite 'The Constitution,' they invoke a concept that is vastly different from what the Framers barely began to construct two centuries ago.