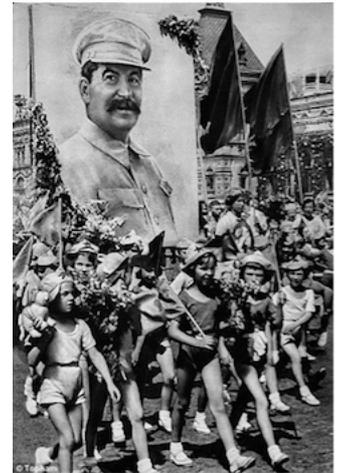


A-level History at Presdales



*If the lives of England's first reigning queens intrigue you,
if you'd like to study plots and politics at the Tudor court,
if you wonder how and why Britain acquired such a large empire,
and shaped the world as it is today,
if you'd like to know what revolution and dictatorship did to Russia,
and what really lies behind events on the news,
if you'd like to see inside the minds of people from the past, and
understand the foundations of the modern world...*

...History A-level is for you!



@PresdalesHist

Unit 1 England 1558-1603: mid-Tudor crises and Elizabethan England



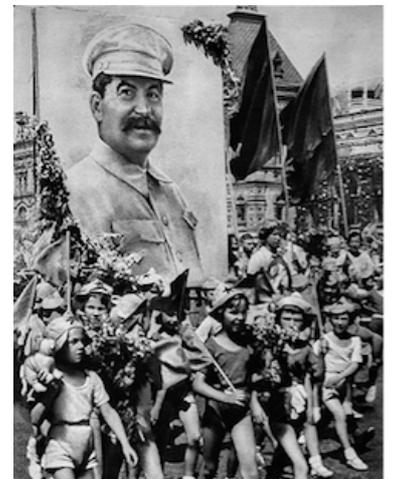
Henry VIII's three children all ruled after him, in challenging circumstances. We explore how Edward, as a young boy, and Mary, as England's first ruling queen, attempted to assert their authority and see through ambitious programmes of religious change, while fending off foreign threats and dealing with social and economic problems in England. Is it fair to characterise their reigns as a period of crisis?

Elizabeth I has enjoyed a much better reputation, as 'Gloriana' and 'Good Queen Bess' to her sister's 'Bloody Mary'. We study how far she was able to stabilise religious tensions, and to assert her authority despite her gender, the lack of an heir, pressure to marry, plots against her life involving her cousin Mary, Queen of Scots, and the threat of Spanish invasion. Was she as successful as her iconic portraits imply, or was she constantly insecure?

Exam: one sources question, and one essay question.

Unit 2 Russia, 1894-1941

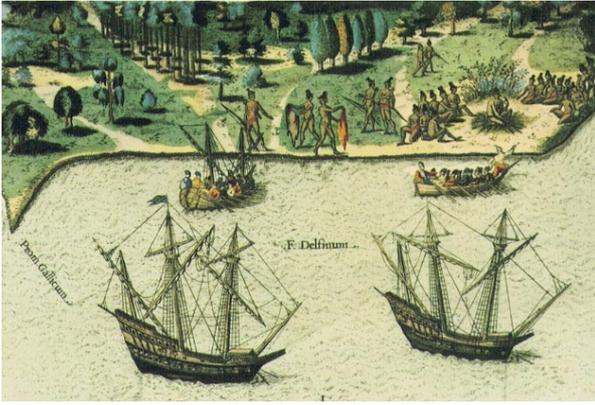
Continuing the theme of power struggles, and how rulers lose their legitimacy and their hold on power, we explore the period of the Russian Revolution and its tumultuous aftermath, culminating in the Stalinist dictatorship. Was Tsar Nicholas II's bloody end brought about more by his personal failings, loathing and distrust of his wife, or a failure of leadership in the First World War?



Russia experienced not one but two revolutions in 1917. Was it Lenin's appealing promises or his ruthless planning which led to the seizure of power by the minority Bolshevik faction? Were his promises ever put into practice? Stalin outdid several more famous rivals to take power after Lenin's untimely death, but under his leadership, the Russian people learned to speak in whispers – why were they so afraid? This provides a fascinating comparison to life in Nazi Germany.

Exam: one short question and one essay question.

Unit 3 The Origins and Growth of the British Empire 1558-1783



The British Empire began with disasters, such as the mysterious disappearance of the colonists of Roanoke, daring explorers and Caribbean piracy. It developed a growing trade in silk, spices and tea, and thirteen North American colonies which became the modern United States. How and why did the British empire become world-wide and

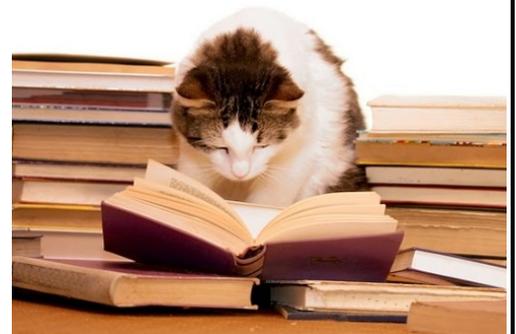
world-dominating, laying the foundations for the 20th century and the world we live in today?

We study the impact of the empire on Britain, from power and wealth to culture, science and the arts. We also find out how the peoples of North America, India, and Africa experienced the British Empire. How did they resist the British, and what role did the slave trade and forced migration of enslaved African people play in the growth of British power? This course sets the British Empire in context, and includes the history of non-British, non-European peoples whose voices and experiences have often been marginalised.

Exam: one question on a historical debate, and two essays.

Unit 4 Historical Enquiry (coursework)

An opportunity to choose a particular topic of interest to you, and to explore it in detail. Guided by your teachers, you will research evidence in original sources and historians' interpretations, and construct your argument.



Coursework: independent research leading to an essay, up to 4000 words.

I was just wondering...

■ *I enjoyed GCSE History – will I enjoy A-level?*

Yes! Each topic has lots of human interest, and builds on and complement the GCSE topics, to develop your understanding. There is more scope at A-level for thinking about and debating the topics in depth way, and for you to explore your own particular areas of interest and shape the course to be personal to you.

■ ***I haven't done GCSE History – can I still do A-level?***

Yes, you can. You will have relevant skills from other subjects such as English, and we can teach you the rest. Past students have done this and achieved A grades.

■ ***Are there lots of essays to write?***

Essay writing is a very valuable skill taught in A-level History. We will teach you techniques for planning and writing essays which develop the skills you already have. There are shorter answer questions too.

■ ***Will A-level History help me to get a place at university?***

Yes! The specification has been designed in close consultation with universities. It is a highly-respected qualification. Russell Group universities regard History as a 'facilitating' subject and look for it on applications for a wide range of different courses (not just History courses). With a good grade in History at A-level you will stand out as a strong candidate when applying for university, whatever subject you choose to study.

■ ***I'm interested in politics and current affairs, should I do History or Politics?***

Both! History and Politics complement each other, making an ideal combination. The History course will help you to understand how the modern British and American political systems have developed, and the Politics course will help you to understand the history better. Studying History enables you to make sense of current affairs.

■ ***What jobs do people with qualifications in History go on to do?***

History is an interesting and worthwhile subject which broadens your understanding of the contemporary world and your analytical skills. By the time you complete your A-level in History you will be able to write, argue, persuade, debate, process information, weigh up evidence, reach and present conclusions. These skills are highly prized in a very wide range of fields, including business, management, journalism and the media, law, politics and the civil service, economics, finance and accounting, the arts, tourism and heritage.

■ ***Are there any trips?***

The bi-annual trip to New York and Washington DC is particularly relevant for History students, and the American colonies are a focus of Unit 3. Other trips are arranged depending on the group and the particular topics being studied or exhibitions available.

■ ***I ♥ History. What can I do to make the most of this at 6th form?***

A-level History provides scope to pursue your own interests around and in relation to the topics on the examination syllabus, especially in your choice of coursework. The History department appoint a team of History prefects in each year who promote History within the school. If you have creative ideas for clubs, would like to help in lower-school lessons, or have other History-related ideas you would like to pursue, this is your opportunity to make that happen!