Roundwood Park School

KS5 History (Edexcel History 9H10)

The aims and objectives of A level History are to enable learners to:

• develop their interest in and enthusiasm for history and an understanding of its intrinsic value and significance

• acquire an understanding of different identities within society and an appreciation of aspects such as social, cultural, religious and ethnic diversity, as appropriate

• build on their understanding of the past through experiencing a broad and balanced course of study

• improve as effective and independent learners and as critical and reflective thinkers with curious and enquiring minds

• develop the ability to ask relevant and significant questions about the past and to research them

• acquire an understanding of the nature of historical study, for example that history is concerned with judgements based on available evidence and that historical judgements are provisional

• develop their use and understanding of historical terms, concepts and skills

• make links and draw comparisons within and/or across different periods and aspects of the past

• organise and communicate their historical knowledge and understanding in different ways, arguing a case and reaching substantiated judgements.

Assessment objectives:

AO1 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.

AO2 Analyse and evaluate appropriate source materials, primary and/or contemporary to the period, within its historical context.

AO3 Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

Year	Unit of work	Assessment
Year 12 Paper 2, Option 2H.1: The USA, c1920–55: boom, bust and recovery	This option comprises a study in depth of economic and social change in the USA from the post-war boom of the 1920s, through depression, recovery and war, to the transformation of many aspects of US society in the years immediately after 1945. Students will gain an in-depth understanding of economic change and its long-term effects, the growing demands by black Americans for social equality, and the cultural changes driven by individuals and by technological change Key topic 1: Boom and crash, 1920–29 ● The economic boom of the 1920s: mass production; technological advances and their impact on leisure; the automobile; hire purchase; laissez faire; farmers, black Americans and limits to the boom. ● Causes of the crash of 1929: the Wall Street Crash; overproduction; land speculation; the bull market; weaknesses of the banking system. ● Changes in society; immigration and the 'Red Scare'; the Ku Klux Klan; prohibition and organised crime; the changing role of women. ● Cultural change in the 1920s: the Jazz Age; the Harlem Renaissance; growing popularity of baseball; radio and the cinema; American literature. Key topic 2: Depression and New Deal, 1929 - 38 ● The spread of the depression, 1929–32: growth of unemployment; collapse of GDP; effects on workers, families, farmers and ethnic minorities; 'gangsterism'. ● Hoover's response to the depression, 1929–33: th ● e Smoot-Hawley Tariff; homelessness and the Hoovervilles; the Reconstruction Finance Corporation; Emergency Relief and Construction Act 1932. ● Roosevelt and the First New Deal, 1933–35: emergency relief; public works; the alphabet agencies; help for farmers; reforming the financial system; opposition to Roosevelt's policies, including Huey Long and the Supreme Court. ● The Second New Deal, 1935–38: the Wagner Act (1935) and industrial relations; the Social Security Act 1935; the Revenue Act 1935; opposition to the Second New Deal. Key topic 3: Impact of the New Deal and the Second World War on the USA to 1945 ● The New Deal and the economy: the impact of New Deal policies on unemployment and national infrastructure; women and the New Deal, including the role of Eleanor Roosevelt; the state of the US economy in 1940.	The examination lasts 1 hour 30 minutes and is marked of 40. You will answer two questions: one from Section A and from Section B. **Section A** comprises one compulsory question that assesses the ability to analyse and evaluate source material that is primary and/or contemporary to the period (AO2) and target content specified in one or more key topics. Questions will be based on two sources that together total approximately 400 words. **Section B** comprises a choice of two essay questions tha assess understanding of the period in depth (AO1) and t content specified in the key topics. Questions may cross key topics and any AO1 concepts may be targeted (i.e. causation, consequence, change, continuity, similarity, difference, significance).

	● The impact of the New Deal and the war on ethnic minorities: New Deal policies and black Americans; the Indian Reorganisation Act 1934; change for Hispanic Americans; the contribution of ethnic minorities to the war effort; the race riots of 1943; the Double V campaign. ● Social and cultural changes: WPA support for writers and musicians; changes in the role of women, including impact of the Fair Employment Practices Commission on the status of women and black Americans; wartime domestic propaganda; the power of Hollywood, including war films and the rise of Disney; the growing power of radio; popular music. ● The war and the economy, 1941–45: the collapse of unemployment; women and the war effort; the contribution of young people; growing power of trade unions; migration to urban and industrial centres; the growth of new industries. Key topic 4: The transformation of the USA, 1945–55 ● Economic transformation: changing employment opportunities; government policies to encourage growth; the provision of mortgages for veterans; growing mobility, including cars and highway construction. The growth of the suburbs; Levittown projects; the new consumer society. ● The end of post-war euphoria: HUAC, McCarthyism and their impact; anti-communism and the Cold War context; the reality of the nuclear age, including Ethel and Julius Rosenberg. ● Cultural change: Hollywood and the Cold War; the growing power of television, including popular entertainment and sitcoms, the stereotyping of women and ethnic minorities; the origins of a teenage culture, including rock 'n' roll. ● The changing status of minorities: Truman's desegregation of the armed forces; extent of integration in professional sports and popular entertainment; the growth of the NAACP; the Brown case 1954; the extent of change by 1955.	
Super Curricular	DOCUMENTARY: *The Century: America's Time 1920–29*. Extracts available on the internet. Geoff Stewart, Les Barker, *The United States 1917–54: Boom Bust & Recovery* (Pearson Joanne de Pennington, *Modern America, The USA, 1865 to the Present* (Hodder Murray). Robin Bunce, *Pursuing Life and Liberty: Equality in the USA, 1945–1968* (Pearson)	

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Yr 12 Paper 1, Option 1H: Britain transformed, 1918–97	This option comprises a study in breadth, in which students will learn about the extent to which Britain was transformed politically, socially, economically and culturally in the years 1918–79. They will consider responses to the challenges of war, fluctuations in the economy, technological advancement and the desire for greater social equality. The focus of study is on developments and changes over a broad timescale and so the content is presented as themes spanning a significant duration: 1918–79. This option also contains a study in depth of historical interpretations on a broad question, which is contextualised by, and runs on from, the themes: what impact Thatcher's governments had on Britain, 1979–97. Theme 1: A changing political and economic environment, 1918–79 ● A changing political landscape: changing party fortunes, 1918–31; the National government, 1931–45; Labour government, the rise of consensus politics and political challenge, 1945–79. ● Economic challenges in 1918 and post-war boom, crisis and recovery, 1918–39; creating a managed economy, 1939– 51; the response to economic challenges, 1951–79. ● Change and challenge in the workplace: the reasons for, and consequences of, industrial change and changing industrial relations, 1918–39; changing working opportunities and conditions, 1939–79; industrial relations, 1939–1979, and the reason for their breakdown in the 1960s and 70s. Theme 2: Creating a welfare state, 1918–79 ● Providing social welfare: the extent, and nature of, social welfare provision, 1918–39; the impact of the Second World War, the Labour government and consensus, 1939–64; the reasons for increasing challenges to state welfare provision, 1964–79. ● Public health: health provision, 1918–45; the creation and impact of the National Health Service (NHS), 1945–79, and the challenge of medical advances. ● Education and widening opportunities: education policy, 1918–43; the significance of the 'Butler Act' 1944, and the development of comprehensive education to 1979; the growth and social impact of university education, 1918–79. Theme 3: Society in transition, 1918–79 ● Class and social values: class, social change and the impact of wars, 1918–51; the emergence of the 'liberal society', and its opponents, 1951–79.	Paper 1: Britain transformed: 1918-97 comprises 30% of your total A-Level marks. The paper is divided into three sections (A, B and C). You are required to answer one question from a choice of two in sections A and B, followed by a compulsory essay question in section C. You have 2 hours 15 minutes for the entire paper. Each section is worth 20 marks meaning the paper is out of 60. **Sections A and B** Essays from the 'breadth' part of the course: 1918-79 – A changing political and economic environment; creating a welfare state; society in transition; and changing quality of life Section A will ask a question which focuses on a period of typically between one and two decades. Section B will ask a question which references a minimum of one third of the period 1918-79, but usually longer and at times the entire period. **Section C** One compulsory essay from the historical interpretations / 'depth' part of the course – what impact did Thatcher's governments (1979-90) have on Britain 1979-97? The essay will be based on two extracts, totalling around 350 words long. You will be

	● The changing role and status of women: the right to vote and political advancement, 1918–79; changes in family life and the quest for personal freedoms, 1918–79. ● Race and immigration: immigration policies and attitudes towards ethnic minorities, 1918–39; the impact of the Second World War and new Commonwealth immigration; racial controversy and the impact of government policies on race relations and immigration, 1958–79. Theme 4: The changing quality of life, 1918–79 ● Changing living standards: the impact of boom, crisis and recovery, and the significance of regional differences, 1918–39; the effects of 'total war' and austerity, 1939–51; the growth of a consumer society, 1951–79. ● Popular culture and entertainment: the impact of mass popular culture, including cinema, radio and music, 1918–79; the influence of television from the 1950s and youth culture, 1955–79. ● Leisure and travel: the growth of spectator sports from the 1920s; increased leisure time and the development of mass tourism from the 1930s; the impact of car ownership and travel developments, 1918–79. Historical interpretations: What impact did Thatcher's governments (1979–90) have on Britain, 1979–97? ● The effect of Thatcher's economic policies. ● The extent to which state intervention and the public sector were 'rolled-back'. ● The extent of political and social division within Britain. ● The effect of Thatcherism on politics and party development.	required to analyse and evaluate the material to explain how convincing do you find a certain viewpoint. Key elements are: interpretation and analysis; deployment of knowledge and evaluation of judgement about interpretations.
Super Curricular	DVD: Andrew Marr, *Making of Modern Britain*, extracts from Episodes 1–3 can be used to provide some context. Books: Rosemary Rees, Britain 1890–1939. Michael Lynch, Britain 1900–51 Robert Pearce, Contemporary Britain 1914–1979 Andrew Boxer, *The End of Consensus: Britain 1945–90* Geoff Stewart, *British Political History 1945–90: Consensus and Conflict* Eric J Evans, *Thatcher and Thatcherism*	

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Year 13	This option comprises two parts: the Aspects in breadth focus on long-term changes and contextualise the Aspects in depth, which focus in detail on key episodes. Together, the breadth and depth topics explore the nature of the witch craze that took hold in the late sixteenth century and the changing attitudes to magic and sorcery that eventually contributed to its decline. Together, students will study the social, economic, political and dimensions of the phenomenon, and the broad intellectual changes that ushered in what is often called the Age of Reason. Aspects in breadth: challenges to the witch craze, c1580–c1750 **Theme 1: Changing attitudes to witchcraft in Britain** ● The existence and growth of scepticism, c1580–c1750: the impact of notable frauds and doubtful cases (key developments: the case of the Boy of Burton 1597, the Pendle Swindle 1634, the Demon Drummer of Tedworth 1662, the case of Jane Wenham in 1712); the influence of Lord Chief Justice Sir John Holt, 1689–1710. ● The impact of notable sceptic publications, c1580–c1750: Reginald Scot's The Discoverie of Witchcraft 1584, Samuel Harsnett's A Discovery of the Fraudulent Practices of John Darrel 1599, Thomas Ady's A Candle in the Dark 1656, John Webster's The Displaying of Supposed Witchcraft 1677 (key development: the publication of Balthasar Bekker's The Enchanted World 1691). **Theme 2: The wider intellectual context: the coming of the age of science and reason** ● Making sense of the universe and its impact, c1580–c1750: the coexistence of new and older ideas and impact of Johannes Kepler, Galileo Galilei and Isaac Newton. ● The changing approach to human understanding and knowledge, c1580–c1750 (key developments: Francis Bacon and the empirical scientific approach, the foundation of Gresham College 1597 and the Royal Society 1662, Thomas Hobbes's deductive reasoning and materialism, John Locke and his Essay Concerning Human Understanding 1690). **Aspects in depth: persecuting witches** Key topic 1: The North Berwick witches in Scotland, 1590–91 and the aftermath to 1597	This paper is 2 hrs and 15 mins long and is out of 60 marks You must answer three questions on the option for which you have been prepared. There are three sections in this question paper. Answer the question in Section A, one question from Section B and one question from Section C. Section A is a source based question in which you assess the value of the source. This is out of 20 marks Section B and C are essays which are worth 20 marks each

	● The origins of the persecution: Gilly Duncan's confession; the impact of James VI's voyage from Denmark; the extent to which Danish witch hunting influenced events in Scotland. ● The widening net: the case of Agnes Sampson and John Fian; the role of the king and torture; the involvement of the Earl of Bothwell; impact of the confessions, trials and executions. ● Reasons for the extent of persecutions in Scotland to 1597, including judicial procedures, lack of strong central control, the role of King James and significance of his Daemonologie. Key topic 2: The Lancashire witches of 1604–13 ● The influence of social, economic and religious context of the area around Pendle in the early seventeenth century and the significance of the new witchcraft statute of 1604. ● The origins of the case: Alizon Device and John Law; the investigations of Roger Nowell; Old Demdike and Old Chattox and their witchcraft families; the meeting at Malkin Tower. ● The trial 1612: the Judges Bromley and Altham; the conduct and outcomes of the trial; impact of Thomas Potts's account. Key topic 3: The Great Witch Hunt, in Bamberg, Germany, 1623–32 ● The economic, political and religious context: reclaiming territory for the Catholic Church; the impact of the Thirty Years War on Bamberg in these years; economic crises. ● Numbers and social groups affected by the witch hunts; the use of torture and property confiscations; the roles of the Prince-Bishop von Dornheim and Frederick Forner. ● The reasons for the ending of the craze: the influence of the Emperor Ferdinand II and the Imperial Chamber Court; the arrival of the Swedish Army. Key topic 4: Matthew Hopkins and the East Anglian witch craze, 1645–47 ● Economic and political context: the impact of the breakdown of traditional authority and legal structures; economic crises. ● Geography, numbers, class and gender of victims; the roles and methods of Matthew Hopkins and John Stearne andreasons for their influence and power.	

	● The ending of the witch craze: the growing cost; the reestablishment of traditional authority; the role of John Gaule. Key topic 5: Cotton Mather and the Salem witch hunt, 1692–93 ● The social, economic and political context of Salem: weakened authority following the 1688 Revolution; Indian threats and economic crisis; social tensions. ● The influence of Cotton Mather, including Memorable Providences relating to Witchcraft and Possessions; instigators, including the roles of Samuel Parris, children and Tituba; the nature of the victims; the trials and executions. ● Reasons for the ending of the witch hunt: the roles of Cotton Mather's father and Governor Phips; the general pardon	
Super Curricular	Edexcel A Level History, Paper 3: The witch craze in Britain, Europe and North America c1580-c1750 Student Book + ActiveBook (Edexcel GCE History 2015): Witchcraft: A Very Short Introduction (Very Short Introductions) Witch Hunts in the Western World: Persecution and Punishment from the Inquisition through the Salem Trials (Extraordinary World) Religion and the Decline of Magic: Studies in Popular Beliefs in Sixteenth and Seventeenth-Century England (Penguin History): Amazon.co.uk The Scientific Revolution: A Very Short Introduction (Very Short Introductions) The Scottish Witch-Hunt in Context: Amazon.co.uk	

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Year 13	The purpose of this coursework is to enable students to develop skills in the analysis and evaluation of interpretations of history in a chosen question, problem or issue as part of an independently researched assignment. The focus is on understanding the nature and purpose of the work of the historian. Students will be required to form a critical view based on relevant reading on the question, problem or issue. They will also be specifically required to analyse, explain and evaluate the interpretations of three historians. The coursework will be assessed using a centre-set assignment. Assignments must meet the requirements detailed below. An assignment framework is provided to support the development of individual assignments.	The assessment criteria contain five levels. Each level has five bullet points representing traits that progress through the levels. The traits are as follows: 1. Identification of, selection from, and deployment of material relevant to an aspect of historical debate 2. Ability to reach and sustain an overall judgement about a matter of historical debate in its historical context 3. Analysis and explanation of differences in historians' views 4. Evaluation of, and judgement on, historians' arguments 5. Demonstration of understanding of relevant concepts and organisation and communication of a concisely-formulated argument.