

Subject: History	
Examination Board: AQA	Specification code: 7041 7042
HIS1C The Tudors: England, 1485–1603	<p><u>Component 1: Breadth study</u></p> <p>Each Breadth study requires the study of an extended period and enables students to develop secure understanding of the process of change over time. Each Breadth study is introduced by six key questions which identify issues and perspectives which are central to the period of study. They emphasise that the study of breadth requires students to develop an understanding of:</p> <ul style="list-style-type: none"> • the nature of causes and consequences, of change and continuity and of similarity and differences over a long period of time • the links between perspectives, such as political, economic, social or religious as well as appreciating developments relating to the perspectives separately over time • the role played by individuals, groups, ideas or ideology. <p><i>This option allows students to study in breadth issues of change, continuity, cause and consequence in this period through the following key questions:</i></p> <ul style="list-style-type: none"> • 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? <p>Henry VII, 1485–1509 Henry VIII, 1509–1547 Instability and consolidation: 'the Mid-Tudor Crisis', 1547–1563 The triumph of Elizabeth, 1563–1603</p>
HIS2O- Democracy and Nazism 1918-1945	<p><u>Component 2: Depth study.</u></p> <p>This option provides for the study in depth of a period of German history during which a newly developed democratic form of government gave way to a dictatorial Nazi regime. It explores political concepts such as 'right'</p>

and 'left', nationalism and liberalism as well as ideological concepts such as racialism, anti-Semitism and Social Darwinism. It also encourages reflection on how governments work and the problems of democratic states as well as consideration of what creates and sustains a dictatorship.

The Establishment and early years of Weimar, 1918–1924

The impact of war and the political crises of October to November 1918; the context for the establishment of the Weimar Constitution; terms, strengths and weaknesses The Peace Settlement: expectations and reality; terms and problems; attitudes within Germany and abroad Economic and social issues: post-war legacy and the state of the German economy and society; reparations, inflation and hyperinflation; the invasion of the Ruhr and its economic impact; social welfare and the social impact of hyperinflation

Political instability and extremism; risings on the left and right, including the Kapp Putsch; the political impact of the invasion of the Ruhr; the Munich Putsch; problems of coalition government and the state of the Republic by 1924

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

Economic developments: Stresemann; the Dawes Plan; industry, agriculture and the extent of recovery; the reparations issue and the Young Plan

Social developments: social welfare reforms; the development of Weimar culture; art, architecture, music, theatre, literature and film; living standards and lifestyles

Political developments and the workings of democracy: President Hindenburg; parties; elections and attitudes to the Republic from the elites and other social groups; the position of the extremists, including the Nazis and Communists; the extent of political stability

Germany's international position; Stresemann's foreign policy aims and achievements including: Locarno; the League of Nations; the Treaty of Berlin; the end of allied occupation and the pursuit of disarmament

The Collapse of Democracy, 1928–1933

The economic, social and political impact of the Depression: elections; governments and policies

The appeal of Nazism and Communism; the tactics and fortunes of the extremist parties, including the role of propaganda

Hindenburg, Papen, Schleicher and the 'backstairs intrigue' leading to Hitler's appointment as chancellor Political developments: the Reichstag Fire; parties and elections; the Enabling Act and the end of democracy; the state of Germany by March 1933

	<p><u>The Nazi Dictatorship, 1933–1939</u> Hitler’s consolidation of power, March 1933–1934: governmental and administrative change and the establishment of the one-party state; the Night of the Long Knives and the impact of the death of President Hindenburg The 'Terror State': the police, including the SS and Gestapo; the courts; extent, effectiveness and limitations of opposition and non-conformity; propaganda: aims, methods and impact; extent of totalitarianism Economic policies and the degree of economic recovery; Schacht; Goering; the industrial elites Social policies: young people; women; workers; the churches; the degree of Volksgemeinschaft; benefits and drawbacks of Nazi rule</p> <p><u>The Racial State, 1933–1941</u> The radicalisation of the state: Nazi racial ideology; policies towards the mentally ill, asocials, homosexuals, members of religious sects, the Roma and Sinti Anti-Semitism: policies and actions towards the Jews, including the boycott of Jewish shops and the Nuremberg Laws The development of anti-Semitic policies and actions; the effect of the Anschluss; Reichkristallnacht; emigration; the impact of the war against Poland The treatment of Jews in the early years of war: the Einsatzgruppen; ghettos and deportations</p> <p><u>The impact of War, 1939–1945</u> Rationing, indoctrination, propaganda and morale; the changing impact of war on different sections of society including the elites, workers, women and youth The wartime economy and the work of Speer; the impact of bombing; the mobilisation of the labour force and prisoners of war Policies towards the Jews and the ‘untermenschen’ during wartime; the Wannsee Conference and the 'Final Solution' Opposition and resistance in wartime including students, churchmen, the army and civilian critics; assassination attempts and the July Bomb Plot; overview of the Nazi state by 1945.</p>
<p>Historical investigation (non-exam assessment) (Russia 1853-1953)</p>	<p><u>Purpose of the Historical investigation.</u> The purpose of the Historical investigation is to enable students to develop the skills, knowledge and historical understanding acquired through the study of the examined components of the specification. Through undertaking the Historical investigation students will develop an enhanced understanding of the nature and purpose of history as a discipline and how historians work. The Historical investigation contributes towards</p>

meeting the aims and objectives of the A-level specification.

In particular it encourages students to:

- ask relevant and significant questions about the past and undertake research
- develop as independent learners and critical and reflective thinkers
- acquire an understanding of the nature of historical study
- organise and communicate their knowledge and understanding in a piece of sustained writing.

The Historical investigation must:

- be independently researched and written by the student
- be presented in the form of a piece of extended writing of between 3,000 and 3,500 words in length
- draw upon the student's investigation of sources (both primary and secondary) which relate to the development or issue chosen and the differing interpretations that have been placed on this
- place the issue to be investigated within a context of approximately 100 years

What students can expect from the course:

AQA History A Level has been designed to help students understand the significance of historical events, the role of individuals in history and the nature of change over time. The qualification will help them to gain a deeper understanding of the past through political, social, economic and cultural perspectives. The engaging topics available to them throughout the course will provide them with the knowledge and skills they require to succeed as A-level historians and beyond, into undergraduate study.

Expected GCSE qualifications:

We recommend students have achieved a Grade 6 in History to be successful at A Level.