



History

Why you should follow this course

The History department strives to challenge students to live by the school's core values: "Respect, Responsibility, Resilience". We mirror the school's clear expectation that every student will strive to be the best that they can be in all that they do and as a department we will work with students to help them achieve the very best outcomes at all levels.

In order to achieve our aims, we endeavour to:

- Ensure all students make outstanding progress, irrespective of their starting points.
- Ensure all history lessons include relevant challenge, student engagement and a focus on celebrating success.
- Promote independent learning which enables all students to willingly and confidently tackle challenging tasks.
- Provide all students with a positive climate for learning and insist on the highest standards of behaviour at all times.
- Encourage all students to think critically, challenge differing interpretations, interrogate evidence and present alternative arguments about the events and individuals who have shaped the world they live in.
- Provide all students with the support and guidance they need to achieve success.

What teaching and learning methods will be used?

Discussion based lessons will be the norm, using a wide variety of resources and sources of information in addition to textbooks. You will be taught how to answer essay type questions and how to interrogate and evaluate historical sources and interpretations. You will be expected to read widely and develop an enquiring and critical approach to what you read.

How will this course be assessed?

All assessments will take place in the summer exam period as stated in the contents and assessment section.

What can you do when you have your qualification?

History teaches you to think in a combination of ways: using evidence to back up an argument, detecting bias and communicating in a concise and relevant style. Many careers thus welcome the trained minds of historians. History can be studied at most Universities as a single subject or as part of a joint or combined degree with, for example, Economics, Politics, English or a Foreign Language. As well as for specialist careers in museum or archive work, the study of History provides a good training for careers in Journalism, Broadcasting, Industry and Commerce.

For further information or advice please contact Miss Nicholls
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Examination Board: AQA
Qualification: A Level

COURSE CONTENT & ASSESSMENT

Component 1: Breadth Study

1C The Tudors: England, 1485-1603

Part 1: Consolidation of the Tudor Dynasty: England 1485-1547: An investigation of the reigns of Henry VII and Henry VIII.

Part 2 : England: Turmoil and Triumph, 1547-1603

An investigation of 'the Mid-Tudor Crisis', 1547-1563 and the triumph of Elizabeth, 1563-1603.

Exam: 2 hours 30 minutes; 40% of A-Level marks



Component 2: Depth Study

2Q The American Dream: Reality and Illusion, 1945-1980

Part 1: Prosperity, Inequity and Superpower status, 1945-1963: An investigation of the era of President Truman and Post-war USA; the policies of President Eisenhower and periods of Crisis; the policies of John F Kennedy and the 'New Frontier'.

Part 2: Challenges to the American Dream, 1963-1980

An investigation into the Johnson, Nixon and post Nixon Presidencies and the challenges faced during each period.

Exam: 2 hours 30 minutes; 40% of A-Level marks



Component 3: Historical Investigation

[non-exam assessment]

This is a historical enquiry of approximately 3000-3500 words with a limit of 4500. The study will focus on the collapse of British rule in India from 1857-1947. Students will choose their own question based on a range of examples.

Internally assessed and moderated by AQA; 20% of A-Level