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| **History 2024/2025** |
| **Academic Education** |

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| **Start Date** | **9 September 2024** |
| **End Date** | **4 July 2025** |
| **Level of course** | **A Level** |
| **Awarding Body** | AQA |
| **Specification** | [AQA | History | AS and A-level | History](https://www.aqa.org.uk/subjects/history/as-and-a-level/history-7041-7042) |

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| YOUR SUBJECT TEACHERS |

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| **History teaching staff**   | **Which days are we** **in college?**  | **Email contact:**  |
| Dale Berridge (Advanced Practitioner) | Mondays and Fridays(Tues, Weds, Thurs at the Roundhouse) | dale.berridge@derby-college.ac.uk |
| Ross Holmes (Curriculum Manager) | Monday to Friday  | Ross.holmes@derby-college.ac.uk  |
| Helen Johnson (Course Co-ordinator) | Tuesdays, Wednesdays and Thursdays | Helen.johnson@derby-college.ac.uk |



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| INTRODUCTION & AIMS OF THE COURSE |

### **Helping students understand the significance of historical events**

We have sought to create a Modern History course which is varied, fascinating, and gives an insight into the makings of the world as we know it today. The A-Level History qualification is designed to help students understand the significance of historical events, the role of individuals in history and the nature of change over time. Our 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 an A-Level historian. This course also helps students develop a sense of social responsibility and strong intellectual and practical skills that span all major fields of study, such as **communication, analytical, and problem-solving skills**; and the demonstrated ability to apply knowledge and skills in real-world settings.

Studying A-Level History not only helps improve your knowledge of the past, but it also helps you gain skills that are invaluable in many jobs. Some of these skills include analysing, researching, communication and problem-solving. An A-Level in history opens doors to many interesting careers when combined with other subjects.

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| COURSE STRUCTURE |

**Assessment overview**

You will study three A Level AQA units:

**Unit 1K** - USA 1865-1975, The Making of a Superpower. Historical skills focus: (AO1 and AO3). This option allows students to study in breadth issues of change, continuity, cause and consequence in this period through the following key questions:

* How did government, political authority and political parties change and develop?
* In what ways did the economy and society of the USA change and develop?
* How did the role of the USA in world affairs change?
* How important were ideas and ideology?
* How united was the USA during this period?
* How important was the role of key individuals and groups and how were they affected by developments?

**Unit 2S** - The Making of Modern Britain, 1951-2007. Historical skills focus: AO1 and AO2. This option provides for the study in depth of the key political, economic, social and international changes which helped to mould Britain in the second half of the 20th century. It explores concepts such as government and opposition, class, social division and cultural change. It encourages students to reflect on Britain’s changing place in the world as well as the interrelationship between political policies, economic developments and political survival, in addition to re-enforcing our understanding and application of British Values.

**Unit 3** – Coursework (NEA): AO1, AO2 and AO3. Taught content delivered in term 3 and coursework finalised in year 2, this independent research project further develops those skills from units 1 and 2 and leads to a piece of extended written work exploring both primary and secondary sources.

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| KEY COURSE INFORMATION |

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| Length of Study | 37 weeks per academic year over 2 years. 10 Hours per week (Combining tuition and independent study) |
| Your classrooms | S4 is our main resource area.  |
| Key skills you will be developing during the course to be successful | A-Level History provides a sense of social responsibility and grounding of strong intellectual and practical skills that span all major fields of study, such as communication, analytical, and problem-solving skills; and the demonstrated ability to apply knowledge and skills in real-world settings. |
| What will lessons look like? | Your lessons in History will be varied and incorporate a wide range of activities depending on the topic taught. We have increased our use of digital learning platforms to enhance your learning experience and digital skills.  |
| Informal Assessment Methods | You will be assessed using a wide variety of methods including formative verbal Q&A, quizzes, discussion and debate, digital learning platforms such as Slido and Padlet, teacher and peer marked timed essays with developmental feedback following a www / EBI format.  |
| Essential Equipment/ Resources | * You will need a ring binder to organise your notes
* Lined paper
* Stationary – pens, pencils, ruler, highlighters
* Textbook – available in classroom but it is advised that you have your own copy.
* Your own laptop or tablet device could be useful but is not essential as we can provide access to laptops when required.
 |
| Health and Safety | You will be expected to follow the processes and procedures required by the College. There are no additional Health and Safety requirements above the standard procedures you have agreed to follow. Inform your teacher if an accident occurs and ask for clarification if you are unsure of what to do.   |

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| YEAR PLAN OF STUDY |

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| --- | --- | --- | --- | --- |
| Yr 1  | Wk. no.  | Teacher 1    | Teacher 2 | Assessment / HW |
|   | 1  | Induction | Induction |   |
|   | 2  | Context / Civil War | Context / Atlee and welfare state  | Assessment DIL |
|   | 3  | **Initial assessment** | **Initial assessment**  | Profiles  |
|   | 4  | Weakness of federal government | Conservative government 1951 - 64 | Timelines |
|   | 5  | The Gilded Age | Conservative government 1951 - 64 | Research/reading |
|   | 6  | The Gilded Age | Conservative government 1951 - 64 | Revision  |
|   | 7  | American Society | Informal assessment  | Revision |
| Half Term - Student Holiday  |
|   | 8  | **Formal assessment 1** / American Society  | **Formal assessment 1** / Economic Growth | Reading / notes |
|   | 9  | Economic developments | Economic Growth  | Research/reading |
|   | 10  | Economic developments / **DIRT** | Economic Growth / **DIRT\*** | Q&A |
|   | 11  | Economic developments | Foreign relations | Revision |
|   | 12  | The US and the World | Foreign relations |  Assessment 2 |
|   | 13  | The US and the World | The Sixties – Wilson and Labour | Profiles |
|   | 14  | The end of frontier: The US in 1890 | Liberal reforming legislation | Essay |
| End of Term - Student Holiday  |
|   | 15  | **Formal Assessment 2** | **Formal Assessment 2** |  Research tasks |
|   | 16  | Populism and Progressivism – Republican Dominance  | Liberal reforming legislation  |  Profiles |
|   | 17  | Populism and Progressivism Republican Dominance, **DIRT** | Social and cultural change/ **DIRT** |  Revision |
|   | 18  | The Democrats  | Social and cultural change |  Assessment 3 |
|   | 19  | Economic Change | Foreign affairs  |  Reading and video  |
|   | 20  | Economic Change  | Wilson & Callahan | A02/A02 skills |
| Half Term - Student Holiday  |
|   | 21  | **Formal assessment 3** / Social Change | **Formal assessment 3** |  Research tasks/notes |
|   | 22  | Social Change | Society in the 70’s |  Profiles |
|   | 23  | Imperialism / **DIRT** | Foreign affairs / **DIRT** |  Revision |
|   | 24  | Imperialism & WW1 | Thatcher government  | Practice questions |
|   | 25  | The US by 1920 | Thatcher government  |  Research tasks/notes |
|   | 26  | Republican Conservatism | Thatcher’s economic policies | Revision |
| End of Term - Student Holiday  |  |  | Northern Ireland |
|   | 27  | **Formal assessment 4** | **Formal Assessment 4** |  Practice questions |
|   | 28  | NEA (Coursework) intro | NEA (Coursework) Intro |  Revision |
|   | 29  | NEA / **DIRT** | NEA / **DIRT** |  NEA research tasks |
|   | 30  | Revision | Revision |  Revision |
|   | 31  | **Assessments / Revision** | **Assessments / Revision** |  Progression exams |
|   | 32  | **Assessments / Revision** | **Assessments / Revision** |  Progression exams |
| Half Term – Student Holiday |
|   | 32  | Progression Exams |  Progression Exams | NEA Research Tasks |
|   | 33  | **DIRT**  | **DIRT** |  NEA drafts |
|   | 34  | NEA – Enrichment  | NEA – Enrichment |  NEA draft |
|   | 35  | NEA - Enrichment | NEA – Enrichment |  NEA draft submission  |
|   | 36  | AS-A2 transition  | AS-A2 transition  |   |
|   | Admin week  |

**\*DIRT = Dedicated Improvement and Reflection Time**

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| --- | --- | --- | --- | --- |
| Yr 2  | Wk. no.  | Teacher 1    | Teacher 2 | Assessment / HW |
|   | 1  | Induction  | Induction  |   |
|   | 2  | FDR and the New Deals | Impact of Thatcherism | Profiles |
|   | 3  | Boom, Bust and recovery | Impact of Thatcherism | Reading / Timelines |
|   | 4  | Boom, Bust and recovery | Foreign Affairs | Revision DIL |
|   | 5  | Social and Cultural Developments / **Assessment 1** | The fall of Thatcher / Rise of Major / **Assessment 1** | Practice questions |
|   | 6  | Social and Cultural Developments | Social and cultural developments | Key questions |
|   | 7  | **DIRT** |  **DIRT** | Key questions |
|  Half Term – Student Holiday |
|   | 8  | The US and the world | Social and cultural developments / **DIRT** |  Practice questions |
|   | 9  | The US and the world | Social and cultural developments |  Revision |
|   | 10  | The Impact of WW2 | Labour realignment |  Revision  |
|   | 11  | **Assessment 2** | **Assessment 2** | Key questions |
|   | 12  | NEA review | NEA review | NEA tasks |
|   | 13  | **DIRT** | Social issues / **DIRT** | Profiles |
|   | 14  | The impact of WW2 | Social issues | Revision |
| End of Term – Student Holiday  |
|   | 15  | Domestic Politics 1945 - 1960 | Foreign Affairs | Revision |
|   | 16  | Domestic Politics 1961 - 1974 | Foreign Affairs | Mock exams |
|   | 17  | Domestic Politics 1961 - 1974 | New Labour |  Revision |
|   | 18  | **Assessment 3 (Mock exam)** | **Assessment 3 (Mock exam)** | Key questions |
|   | 19  | The American Economy  | Conservative Party | Reading / Notes |
|   | 20  | The American Economy / **DIRT** |  **DIRT** | Revision |
|  Half Term – Student Holiday |
|   | 21  | A divided Society  | Social issues | Practice questions |
|   | 22  | The US and the World | Foreign Affairs | Practice questions |
|   | 23  | **Assessment 4**  | **Assessment 4 /** revision | Practice questions |
|   | 24  | The US and the World | Revision | Practice questions |
|   | 25  | The US and the World / **DIRT** | Revision / **DIRT** | Practice questions |
|   | 26  | The US by 1975 | Revision | Practice questions |
| End of Term – Student Holiday   |
|   | 27  | Revision | Revision  | Revision |
|   | 28  | Revision | Revision | Revision |
|   | 29  | Revision  | Revision | Revision |
|   | 30  | Revision | Revision | Revision |
|   | 31  | A Level exams  | A Level exams |   |
|   | 32  | A Level exams | A Level exams |   |

**\*DIRT = Dedicated Improvement and Reflection Time**

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|  ASSESSMENT AND FEEDBACK |

**Year 1**

Formal Assessment 1: W/C 4/11/2024

Formal Assessment 2: W/C 6/1/2025

Formal Assessment 3: W/C 24/2/2025

Formal Assessment 4: W/C 21/4/2025

Progression Exams: W/C 2/6/2025

**Year 2**

Formal Assessment 1: W/C 28/10/2024

Formal Assessment 2: W/C 25/11/2024

**MOCK EXAM WEEK:** 27/01/2025

Formal Assessment 4: W/C 10/03/2025

**NEA deadlines**

**Stage 2** – Four Sources analysed and evaluated - **By Monday 09/09/24**

**Stage 3** – Rough draft, including all sources – **By Monday 25/10/24**

**Stage 4** – The completed outcome – **By** **Monday 16/12/24**

**Exam dates 2025**

7041/1K The making of a Superpower: USA, 1865 - 1920 1h 30m 14 May 2025 pm

7042/2S The Making of Modern Britain, 1951 - 2007 2h 30m 06 June 2025 pm

**Referrals Procedures and Resubmissions Procedures**

You will have a clear plan of what to expect, what assessments will take place during the year and when you can expect these assessments to happen. You can expect your work to be marked and quality assured where appropriate and returned within 15 working days of submission.

Once you have submitted your work, it will be marked and potentially be quality assured by the Internal Quality Assurance team. This is particularly key where the learning outcomes have not been met and a resubmission opportunity has been given.

Where a referral has been given, by the teacher or assessor will provide you with an opportunity to resubmit. However, you must read the feedback carefully to ensure you are clear of what you need to do and where a graded qualification and assessment is in place what you can attempt. This will be time bound and you will be given a re-submission date by your trainer/assessor/lecturer, and you must meet this deadline.

**Academic Malpractice**

DCG is keen to support students and avoid any cases of Academic malpractice. Awarding Organisations take matters of academic malpractice very seriously and require all schools and colleges to have specific policies and procedures in place to both educate staff and students about malpractice, thus deterring them from committing it, whether intentional or not, and report and investigate any suspected malpractice where it may occur.

While we don’t want to see anyone jeopardise their grades or marks, we must ensure the validity of all qualifications and we must investigate any suspected breaches fully. It is your responsibility to ensure you understand the rules and boundaries:

* You must not copy from someone else or give opportunities to another student to copy from you.
* Any wording taken from a published source must be correctly referenced for example:

(Morrison, 2000, p29).

* Where computer-generated content has been used (AI tools such as ChatGPT) you must reference these correctly for example: ChatGPT 3.0 (<https://openai.com/blog/chatgpt/>), 25/01/2024.
* You may also be required to include a bibliography to support referencing.
* You must also avoid working collaboratively with other students beyond what is permitted as this may be deemed to be collusion.

**Academic Malpractice continued:**

Other examples include:

* Falsification or fabrication of results,
* Deliberate destruction of other student’s work
* Any other act that will give you an unfair advantage. This also relates to not following clear guidance in examinations or assessments where examination conditions exist.

You will be required to complete an Authentication Form on submission of any and all assignments/NEA projects. This will confirm that the work is your own, and that it is referenced appropriately, including the use of AI. Where academic malpractice is suspected, this will be reported to your Team Manager who will conduct an investigation and, where relevant, the Awarding Organisation may also be informed and investigate further. Where malpractice is discovered to have occurred, sanctions may be imposed which could include:

* Zero marks for the work or exam.
* Disqualification from the qualification.
* Disqualification from taking any qualification with that Awarding Organisation often over a set period of time.
* Warnings which can last several years.

For further details and to fully familiarise yourself with JCQ guidance please see the Joint Councils for Qualifications (JCQ) website:

[Information for candidates documents - JCQ Joint Council for Qualifications](https://www.jcq.org.uk/exams-office/information-for-candidates-documents)

Further information can be found on the DCG website:

[**Examination Information - DCG (derby-college.ac.uk)**](https://www.derby-college.ac.uk/student-support/examination-information/)

**Appeals Procedures**

Each Awarding Organisation will have slightly different processes for appealing decisions. Appeals can be made where:

* You believe that the awarding body policies and procedures have not been followed correctly in respect of external quality assurance/standards verification (policies and procedures can be found on the relevant awarding body website).
* You believe that the awarding body policies and procedures have not been followed correctly in respect of qualification decisions (policies and procedures can be found on the relevant awarding body website).
* You disagree with the outcome of your internal appeals procedure (for example, a decision in relation to reasonable adjustments or assessment outcomes).

However, should you, as a student wish to appeal, firstly:

* Contact your teacher and discuss your concerns.

If you are still not satisfied with the outcome, the College would usually make an appeals application on your behalf. This would require your consent. It is possible to apply directly to the Awarding Organisation but only once the College’s internal processes have been followed. At this point you would be informed of the next stages and Awarding Organisation communication link. This is time bound and this will also be communicated to you once the internal appeals process has taken place.

Note: you must be aware that through this process the initial grade can go up, stay the same, or go down.

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| ENRICHMENT AND VISITS |

**London:** For our visit to London In December, you will be provided with a choice of 2 places to visit from a range of options. A guided tour of the Houses of Parliament along with a visit to one of London’s museums was very popular with history students last year.

**Other trips:** University visits towards the end of the first year. We will signpost opportunities on your History Teams site.

**Archives:** Students will have an opportunity to attend a seminar at the local archives in Matlock and carry out some real investigative work.

**National Holocaust Trust:** An opportunity to apply to attend a mini course provided by the National Holocaust Trust, which includes a visit to Poland.

**Sutton Trust:** Successful applicants attend extended summer term enrichment opportunities which is led by one of our local Universities

**Essay competitions:** There is an opportunity to enter a national essay writing competition. (One of our students was a runner up last year and invited to attend an event to receive her award).

**Guest Speakers:** Holocaust survivors. Guest speakers invited to talk and provide Q&A. Local Historian: Invited to provide insights.

**Supporting the department:** Opportunities may arise for volunteers to attend open events or provide another aspect of support.

**Keeping you posted:** We will update you regarding many new enrichment opportunities during your time here as a student. The above list is not conclusive, and we will keep you updated both in the classroom and on your Microsoft Team.

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| SUCCESSFUL LEARNER HABITS |

Remember that everyone's learning style is unique, so feel free to adapt these habits to suit your preferences and needs. Consistency, dedication, and adaptability are key to success in A-level history and any other subject.

**Subject Specific Guidance:**

Active Reading: Read the assigned texts actively by highlighting key points, making annotations, and jotting down questions or insights.

Engage with Primary Sources: Analyse primary sources critically, considering the context, authorship, and biases present in the documents.

Concept Mapping: Create concept maps or diagrams to visualise the relationships between historical events, figures, and ideas.

Debate and Discussion: Participate in group discussions or online forums to debate historical interpretations and perspectives with peers.

In-depth Research: Undertake independent research beyond the curriculum to deepen your understanding of specific topics of interest.

**How to Make Notes:**

Summarisation: Condense large amounts of information into concise summaries, focusing on key concepts, events, and their significance.

Organised Format: Use headings, bullet points, and subheadings to structure your notes for easy reference and review.

Visual Aids: Incorporate visual aids like diagrams, timelines, and maps to enhance your understanding and memory of complex topics.

Colour Coding: Use different colours to distinguish between themes, subtopics, and supporting details in your notes.

Digital Tools: Utilise note-taking apps or software to create searchable, shareable, and easily editable notes.

**How to Study Independently:**

Time Management: Create a study schedule that allocates sufficient time for each subject, with breaks for relaxation and recharging.

Active Recall: Test yourself on the material by reciting key points from memory before referring to your notes.

Self-Quizzing: Create flashcards or quiz questions to review and self-assess your understanding of important facts and concepts.

Variety in Resources: Use a mix of textbooks, online resources, podcasts, and documentaries to gain different perspectives on the subject.

Teaching Others: Explain historical concepts to family members or friends; teaching others reinforces your own understanding.

**How to Prepare for Assessments:**

Past Papers: Solve past exam papers to become familiar with the format, types of questions, and time constraints.

Mock Exams: Simulate exam conditions by taking timed mock exams, helping you manage your time and reduce test anxiety.

Revision Summaries: Create condensed revision notes that highlight key points for quick review in the days leading up to the assessment.

Feedback Integration: Review feedback from teachers or peers on practice assessments to identify areas for improvement.

Memory Techniques: Use mnemonic devices, acronyms, or memory aids to remember important dates, names, and concepts.

**How to Practice Exam Skills:**

Time Management: Practice answering questions within the allocated time to improve your pacing during the actual exam.

Question Analysis: Carefully read and analyze each question to ensure you understand what is being asked before you start writing.

Essay Structuring: Master essay structuring with clear introductions, well-organized paragraphs, and effective conclusions.

Balanced Arguments: Practice presenting balanced arguments, considering multiple perspectives and providing evidence to support your claims.

Review and Reflect: After practicing, review your answers to identify strengths and areas that need improvement, and reflect on how to enhance your approach.

Remember that everyone's learning style is unique, so feel free to adapt these habits to suit your preferences and needs. Consistency, dedication, and adaptability are key to success in A-level history and any other subject

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| YOUR NEXT STEPS OPPORTUNITIES |

**Most common career pathways post politics degree:**

* [aid worker/humanitarian worker](https://targetjobs.co.uk/careers-advice/job-descriptions/277133-aid-workerhumanitarian-worker-job-description)
* [charities fundraiser](https://targetjobs.co.uk/careers-advice/job-descriptions/278517-charities-fundraiser-job-description)
* [Civil Service administrator](https://targetjobs.co.uk/careers-advice/job-descriptions/278963-civil-service-administrator-job-description)
* [government research officer](https://targetjobs.co.uk/careers-advice/job-descriptions/279613-government-research-officer-job-description)
* [health service manager](https://targetjobs.co.uk/careers-advice/job-descriptions/279759-health-service-manager-job-description)
* [investment analyst](https://targetjobs.co.uk/careers-advice/job-descriptions/279895-investment-analyst-job-description)
* [journalist](https://targetjobs.co.uk/careers-advice/job-descriptions/280509-journalist-job-description)
* [logistics or distribution manager](https://targetjobs.co.uk/careers-advice/job-descriptions/280579-logisticsdistribution-manager-job-description)
* [management accountant](https://targetjobs.co.uk/careers-advice/job-descriptions/280595-management-accountant-job-description)
* [marketing manager (social media)](https://targetjobs.co.uk/careers-advice/job-descriptions/667781-marketing-manager-social-media-job-description)
* [market research executive](https://targetjobs.co.uk/careers-advice/job-descriptions/275971-market-research-executive-job-description)
* [political party research officer](https://targetjobs.co.uk/careers-advice/job-descriptions/277643-political-party-research-officer-job-description)
* [public affairs consultant (lobbyist)](https://targetjobs.co.uk/careers-advice/job-descriptions/278233-public-affairs-consultant-lobbyist-job-description)
* [public relations (PR) officer](https://targetjobs.co.uk/careers-advice/job-descriptions/278247-public-relations-pr-officer-job-description)
* [retail buyer](https://targetjobs.co.uk/careers-advice/job-descriptions/278865-retail-buyer-job-description)
* [social researcher](https://targetjobs.co.uk/careers-advice/job-descriptions/279023-social-researcher-job-description)
* [solicitor](https://targetjobs.co.uk/careers-advice/job-descriptions/279075-solicitor-job-description)

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| SUBJECT RESOURCES FOR STUDENTS |

**Get the help you need!** Come into the Library or use the resources online and ask any one of the friendly team members for help.  All the Libraries for Learning Team are skilled researchers willing to help you find the information you need and guide you to resources you might not have considered to help you finish those assignments.  On the rare occasions that the library does not have exactly what you want, they will do their best to borrow it through another library.  They can also give you advice on study skills and digital skills via the Skills Hubs too (see Study Skills and Digital Skills on the [Libraries for Learning Pod Page](https://pod.derby-college.ac.uk/course/view.php?id=36)).

Specific resources and recommended reading:

Resources: Unit 1. The Making of a Superpower USA 1865 - 1975

Textbook:

Rowe C**,** Oxford AQA History A Level and AS:The Making of a Superpower USA 1865 – 1975, Oxford, 2015

Core reading:

H Brogan, The Penguin History of the USA, Penguin, 1999

D Reynolds, America: Empire of Liberty, Penguin, 2010

Derby College Library - Online history resources:

<https://moodle.derby-college.ac.uk/mod/book/view.php?id=180109&chapterid=3221>

Recommended Reading:

P Boyer, American History: A Very Short Introduction, OUP, 2012

C Calhoun (ed.), The Gilded Age, Rowman & Littlefield, 2007

P Clements, Prosperity, Depression and the New Deal, Hodder, 2005

S Cashman, America in the Gilded Age, NYU Press, 1993

R Daniels, Coming to America, Harper Collins, 2002

M Dudziak, Cold War Civil Rights, Princeton University Press, 2011

H Evans, The American Century, Random House, 1998

D Farber, The Age of Great Dreams: America in the Sixties, Hill & Wang, 1994

N Ferguson, Colossus, Penguin, 2004

E Foner, Reconstruction: America’s Unfinished Revolution, HarperCollins, 2002

R Hofstadter, The Age of Reform: From Bryan to FDR, Random House, 1988

M Isserman & M Kazin, America Divided, The Civil War of the 1960s, OUP, 2007

D Kennedy, Over Here: The First World War and American Society, OUP, 1980

A Kessler-Harris, In Pursuit of Equity, OUP, 2003

M McGerr, A Fierce Discontent, OUP, 2005

D Okrent, Last Call: The Rise and Fall of Prohibition, Scribner, 2011

J Patterson, Grand Expectations: The United States, 1945-1974, OUP, 1996

C Vann Woodward, Origins of the New South, 1877-1913, LSU Press, 1951

Visual sources and websites:

[Bill of Rights Institute](https://billofrightsinstitute.org/)

<http://amhistory.si.edu/militaryhistory>

 <http://backstoryradio.org/>

<http://www.archives.gov/exhibits/>

<http://chroniclingamerica.loc.gov/>

<http://sheg.stanford.edu/us>

<http://www.ushistory.org/us/>

<http://www.whitehouse.gov/about/presidents/johnclare.net>

Independent learning and revision:

<https://www.khanacademy.org/humanities/us-history/the-gilded-age>

You Tube:

Crash course American History Episodes 22 – 43:

<https://www.youtube.com/watch?v=nowsS7pMApI&t=89s>

Resources: Unit 2. The Making of Modern Britain 1951 - 2007

Textbook:

AQA History A2 Unit 3 The Making of Modern Britain, 1951-2007, 2009

### Core reading:

### M Lynch, [Britain 1945-2007, Access to History](http://www.amazon.co.uk/Britain-1945-2007-Access-History-Michael/dp/0340965959/ref%3Dsr_1_1?s=books&ie=UTF8&qid=1369393258&sr=1-1&keywords=britain+access+to+history), 2008

### A Marr, A History of Modern Britain, Pan, 2008

Derby College Library - Online history resources:

<https://moodle.derby-college.ac.uk/mod/book/view.php?id=180109&chapterid=3221>

Additional Research List:

G Bernstein, The Myth of Decline: The Rise of Britain Since 1945, Pimlico, 2004

D Childs, Britain Since 1945, Routledge, 1997

P Clarke, Hope and Glory: Britain 1900-1990, Penguin, 1996

P Hennessy, The Prime Minister: The Office and its Holders Since 1945, Penguin, 2000

P Hennessy, Having It So Good: Britain in the Fifties, Macmillan, 2007

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* [Primal Pictures](https://www.anatomy.tv/) **-** Primal Pictures is a highly accurate and detailed 3D atlas of the human anatomy. It enables you to virtually explore parts of the body such as the nervous system, the skeleton and the cardiovascular system.
* [Gale](https://infotrac.gale.com/itweb/dtc_jisc) – an extensive collection of newspaper and journal articles. The collection includes full-text articles from a selection of UK and international newspapers.
* [Britannica Academic](https://academic.eb.com/) - Britannica Academic provides thousands of academic, credible and citable resources to use in essays.

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| GLOSSARY OF TERMS |

The following list is a brief glossary of terms you will learn or be exposed to during your learning.

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| **Term** | **Definition** |
| AOs | **AO1 – Knowledge and Understanding***Ultimately, this assessment objective assesses your ‘classic’ essay-writing skills; are you providing balance? Opening major points with an argument? Using evidence to back up your point?***AO2 – Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context***Ultimately, this assessment objective assesses your ability to critically evaluate primary source material; what may be problematic about the provenance? What do you know about the period that may render the view in the source problematic?***AO3 – Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted***Ultimately, this assessment objective assesses your ability to critically evaluate views put forward by historians; does the evidence corroborate their view? Have they put too much emphasis on particular evidence? Is their view now deemed an outdated one?* |
| Command words | **Analyse**:Break down the topic into parts and examine each part in detail.Show how parts relate to each other and to the whole.**Assess**:Make a judgement about the importance or success of something.Consider different viewpoints and evidence before concluding.**Compare**:Identify similarities and differences between two or more subjects.Show the relevance and implications of these similarities and differences.**Contrast**:Focus on the differences between two or more subjects.Highlight how these differences affect the overall subject.**Critically evaluate**:Give your judgement about the validity of the arguments and evidence.Consider the strengths, weaknesses, and limitations.**Define**:Give the exact meaning of a term or concept.Provide examples to illustrate.**Discuss**:Present a balanced argument considering different perspectives.Provide evidence for each perspective before reaching a conclusion.**Evaluate**:Judge the significance, worth, or quality of something.Weigh up evidence for and against.**Explain**:Make something clear by providing detailed information.Show how or why something is the way it is. |

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| NOTES |