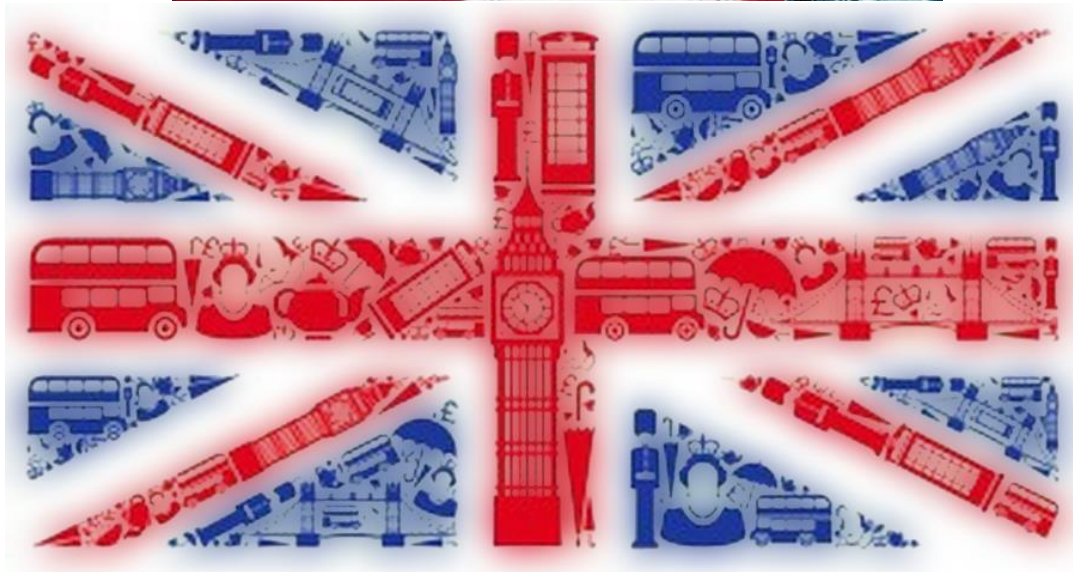




# AQA AS HISTORY SUMMER ACTIVITIES BOOKLET



**We hope you enjoy completing this activities pack and look forward to welcoming you in September!  
Don't forget to bring this to your first History lesson!**

## **AQA 7041**

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# Welcome to TIGHS!

**What a year! None of us could have predicted the way this year ended and I am sure it has been an uncertain time for many. However, it is now time to relax, enjoy your summer break and get ready to join TIGHS 6<sup>th</sup> Form.**

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**I hope that you have enjoyed the Taster Day video`s; and that they have helped you decide what subjects you hope to complete at A Level. It is a tough decision – so do consult your parents, family and University prospectuses to ensure that you have selected the subjects that are right for you and your future career ambitions.**

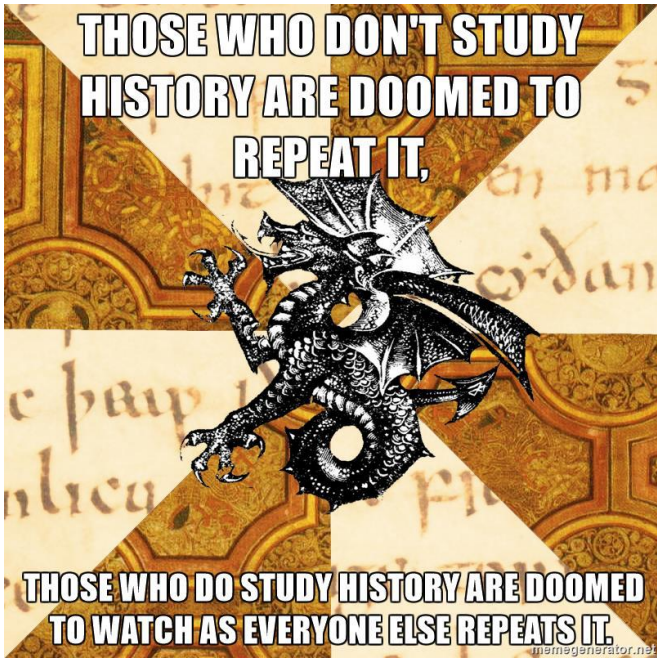
**This transition booklet is for you to complete over the next 2 months. I expect that you will enjoy completing the tasks and reading about History. Completing this now (to a high standard) will ensure that you are ready and prepared to embrace learning in September. Don` t rush or leave that activities for the last week – pace yourself – 1 activity a week will ensure that you get the very most out of the learning experience. Each activity should take around 2 hours.**

**Please bring this completed booklet into TIGHS on your first day, I look forward to meeting an enthusiastic and well informed group of learners.**

**Do get in touch if you have any questions!**

**Enjoy!**

**Mrs Abdullah**



# What Will I Study in AS Level History?

**Spec: AQA 7041.**

For a detailed breakdown of the spec please see: <http://www.aqa.org.uk/subjects/history/as-and-a-level/history-7041-7042>

**Paper 1K The making of a Superpower: USA, 1865–1975**

In this section we examine America’s exciting journey to becoming a world Superpower. We analyse 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?

**Paper 2S The Making of Modern Britain, 1951–2007**

In this section we consider the key political, economic, social and international changes which have helped to mould Britain in the second half of the 20th century. It is an interesting topic area which will allow you to discuss key events with your parents and grandparents – who will have lived through events you are studying. We will explore the Swinging Sixties, the troubles in Northern Ireland, decolonisation, Britain’s changing relationship with the USA, USSR and China.

# Why Study A level History??

## Transferable skills

Studying History provides a student with skills which are not confined to the study of the past. Skills of analysis are invaluable in many jobs, and the ability to analyse and then prioritise information is vital to decision making. This not only provides a skills set for a student but it also keeps career options open.

## History is relevant

There is a stigma attached to History that it is based entirely in the distant past, but this does not account for the huge amount of modern history which is studied in such depth. In order to make sense of current affairs it is important to study the past, as everything which is happening around us has been influenced by, and is a direct result of, that which preceded it. In this way, the study of History is explicitly relevant to us.

## Studying History provides cultural awareness

By looking at the history of different cultures, a History student can build up a better understanding of why certain peoples act the way they do. Looking at the history of the USA we can see why race tensions continued on past the abolition of slavery and arguably remain today. In reading the history of India we can see why the Caste system still remains in the subcontinent. By studying at the various tributaries of humanity, a broad cultural awareness is yours for the taking.

## Where will AS and A-level History take you?

**Possible degree options: History, Politics, Law, Journalism, Teaching, International Relations, Archaeology.**

# Getting Prepared to Study A-Level History

History is a **fascinating and important** subject. In order to ensure that you are best equipped to get involved in **debates, class discussions and write evaluative and thought provoking essays** to get that **A\* grade** that you are capable of it is **vital** that you take the time to read around the subject. This will enable you to **broaden your thinking** and take into consideration various viewpoints on **key historical debates**. Below are examples of the kind of books you should be reading to **enhance and widen** your own knowledge as well as enabling you to make **meaningful contributions**, which are well researched.

## READING LIST

### UNIT 1K

- P Boyer, American History: A Very Short Introduction, OUP, 2012
- P Clements, Prosperity, Depression and the New Deal, Hodder, 2005
- R Dallek, Hail to the Chief, Oxford University Press, 1996
- J Diggins, The Proud Decades 1941-60, Norton, 1989
- H Evans, The American Century, Random House, 1998
- N Ferguson, Colossus, Penguin, 2004
- D Reynolds, America: Empire of Liberty, Penguin, 2010
- H Zinn, The Twentieth Century: A People's History, SOS Free Stock, 2003

### UNIT 2S

- S J Lee, Aspects of British Political History 1914-1995, Routledge, 1998
- N Lowe, Mastering Modern Britain, Palgrave, 1998
- A Marr, A History of Modern Britain, Macmillan, 2007
- A Mayer, Women in Britain 1900-2000, Hodder, 2002
- D Murphy (ed), Britain 1914-2000, Collins, 2000
- M Pearce, British Political History 1867-200: Democracy and Decline, Routledge, 2001
- C Rowe, Britain 1929-1998, Heinemann, 2004

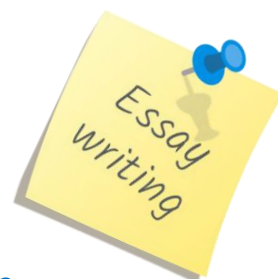
## LET'S GET STARTED 1 ... In History we use the PERC format to help form your essay plan and argument.

**Point** – This is where you make your point. Either for or against the statement in the question.

**Explain** – This is where you explain your point. This should be an in depth explanation highlighting key issues and offering an analysis of your point.

**Reference** – This is an example you can use to back up your point. This could be an argument from a historian or a statistic or fact.

**Criticism** – This is where you argue against the point you have made and you can use a historian's alternative view as a criticism or alternative statistics.



## LET'S GET STARTED 2... In history there are four key themes you need to keep in mind Change, Continuity, Cause and Consequence. These four themes are interleaved throughout the course and need to be incorporated in your learning and your essays.

### What is change and continuity? (Most important in UNIT 1K)

Students sometimes misunderstand history as a list of events. Once they start to understand history as a complex mix of continuity and change, they reach a fundamentally different sense of the past.

There were many things going on at any one time in the past. Some changed rapidly while others remained relatively continuous. The decade of the 1910s in America, for instance, saw profound change in many aspects of life, but not much change in its forms of government. If students say, "nothing happened in 1911," they are thinking of the past as a list of events.



One of the keys to continuity and change is looking for change where common sense suggests that there has been none and looking for continuities where we assumed that there was change. Judgments of continuity and change can be made based on comparisons between some point in the past and the present, or between two points in the past, such as before and after World War One in America. We evaluate change over time using the ideas of progress and decline.

## What is cause and consequence? (Most important in UNIT 2S)

In examining both tragedies and accomplishments in the past, we are usually interested in the questions of how and why. These questions start the search for causes: what were the actions, beliefs, and circumstances that led to these consequences?

In history, as opposed to geology or astronomy, we need to consider human agency. People, as individuals and as groups, play a part in promoting, shaping, and resisting change.

People have motivations and reasons for taking action (or for sitting it out), but causes go beyond these. For example, the Notting Hill Riots in Britain certainly involved the racial attitudes and motivations of the white people who went on protest and attacked people and buildings. There was a disturbance after an altercation between some white people and Afro-Caribbean people. Did they cause the riot? In some sense they did. But the causes must be set in the larger context of increasing immigration, a decline in living standards and traditional manufacturing industries which meant a lot of people lost their jobs and had to rely on government intervention and so had become disillusioned with the government and wanted to retaliate as they felt they were losing jobs and had no real place in society.



Causes are thus multiple and layered, involving both long-term ideologies, institutions, and conditions, and short-term motivations, actions and events. Causes that are offered for any particular event (and the priority of various causes) may differ, based on the scale of the history and the approaches of the historian.



**Activity 1**

Choose either the Covid-19 pandemic or the Black lives matter movement to fill in the table below to the best of your ability. This will help you to understand the key themes in History.

I have chosen \_\_\_\_\_

<b>What are the 4 key causes of this issue?</b>	
<b>What are the main impacts we have witnessed and what are the consequences for governments after this?</b>	
<b>What has changed from before the issue up until the current day?</b>	
<b>What has remained the same despite the issue arising and being tackled?</b>	
<b>What is the significance of this issue for our community and country?</b>	

# Key terms In Unit 1K - “The Making of a Super Power.”

Over the holidays – familiarise yourself with these words, we will be exploring them further when we study “The Making of a Super Power.” Pick any 5 words and research them further!

**ABOLITION**—the ending of legal slavery

**BIG STICK DIPLOMACY**—U.S. foreign policy of Pres. Theodore Roosevelt which used threats of military intervention to exert influence over other countries, especially in protecting U.S. interests in Latin America

**BLACK CODES**—laws, in Southern states after the Civil War, to limit rights of African Americans

**CAPITALISM**—economic system in which private individuals and corporations control the means of production and earn profit on them

**COLONIZATION**—establishment of outlying settlements by a parent country

**COMMUNISM**—political and economic philosophy of one party government and state ownership of property

**CONFEDERATION**—alliance of states or nations acting together for mutual benefit

**DEFICIT spending**—government spending that exceeds revenue

**DEPRESSION**—very severe and prolonged contraction of economic activity

**DOLLAR DIPLOMACY**—U.S. foreign policy of using the nation’s economic power to exert influence over other countries; use first associated with Pres. Taft

**DUST BOWL**—areas of Colorado, New Mexico, Kansas, Oklahoma, and Texas hard-hit by drought and dust storms, 1930s

**ELECTORAL COLLEGE**—group selected by states to elect president and vice-president; number of electors equals Congressional representation of each state

**EMANCIPATION**—freeing of slaves

**ENLIGHTENMENT**—18th-century intellectual movement that emphasized the use of reason and the scientific method as means of obtaining knowledge

**FREE ENTERPRISE**—economic system based on private property, free markets, and individuals making most economic decisions

**GREAT MIGRATION**—movement of African Americans to northern cities, early 20th century

**GREAT PLAINS**—grasslands extending through west-central U.S.



**IMPEACH**—accuse a government official of serious offenses

**IMPERIALISM**—policy of extending national influence over other countries by political, economic, or military means

**INDUSTRIAL REVOLUTION**—the change in society that occurred through replacing hand tools with machines and developing large-scale industry, late 19th–early 20th century

**INFLATION**—increase in prices or decline in purchasing power caused by an increase in the supply of money

**ISOLATIONIST**—in opposition to political entanglements with other countries

**JIM CROW LAWS**—Southern laws that separated whites and blacks

**KU KLUX KLAN**—secret white supremacist organization that terrorized African Americans during Reconstruction

**MANIFEST DESTINY**—19th-century belief that U.S. would inevitably spread to the Pacific Ocean and into Mexican territory

**PANAMA CANAL**—artificial waterway built to facilitate travel between the Atlantic and Pacific Oceans, opened 1914

**PLANTATION**—large farm where a single crop such as cotton is grown by slaves or other workers

**PROGRESSIVE MOVEMENT**—early 20th-century reform movement focused on quality of life as well as business and government corruption

**SECESSION**—formal withdrawal of a state from the Union

**SOCIAL DARWINISM**—application of Charles Darwin’s natural philosophy of survival of the fittest to support unlimited business competition

**TRUST**—consolidation of competing companies into one large corporation



## The Making of Modern Britain, Unit 2S

Read the following extract outlining life in the late 1950`s. From Andrew Marr's A History of Modern Britain, Chapter 2: The Land of Lost Content.

Between the fall of old Clem Attlee's Labour government and the return of Labour under cocky, wisecracking Harold Wilson, Britain went through a time which some believe a golden-tinted era of lost content. To others they were the grey, conformist, 'thirteen wasted years' of Tory misrule. Either way, this part of our past was truly a different country. Much of it has disappeared. You might climb into your Austin Sheerline for a visit to the Midland Bank, stopping off at a Lyons to read your *News Chronicle* or *Picture Post* while smoking a Capstan, looking forward to a weekend visit to the Speedway by tram. It was possible to imagine a different way of being British. To leaf through newspapers and magazines of the time is to glimpse just how very different the future might have been. There are the unfamiliar all-British cars with their bulky, rather innocent styling – Jowett Cars of Idle, Bradford, advertise their Javelins and Jupiters; or you could be 'well-off in a Wolseley'. There is no sign that, just as the great age of the car begins, Britain's sprawling independent car industry is about to be wiped out. Nor, for that matter, that the 'freedom of the road' will soon be replaced by a maze of new regulations, fines and documents; there are no motorways, no out of town speed limits. There are drawings of the coming passenger heliports.

People still look different. Few schoolboys are without a cap and shorts. Caught breaking windows or lying, they might be solemnly caned by their fathers. Young girls have home-made smocks and, it is earnestly hoped, have never heard of sexual intercourse. Every woman seems to be a housewife; corsets and hats are worn and trousers, hardly ever. Among men, a silky moustache is regarded as extremely exciting to women, collars are bought separately from shirts and the smell of pipe-tobacco lingers on flannel.

Above all Britain is still a military nation, imaginatively gripped by the Second World War, whose generals are famous public figures and whose new jet-bombers provoke gasps of pride. Military uniforms, which would be worn ironically by sixties hippies, were much more common on the streets. National Service had been introduced in 1947 to replace wartime conscription and began properly two years later. It would last until 1963. More than two million young British men entered the forces, most of them the Army. It brought all classes together at a young and vulnerable age, subjecting them to strict discipline, a certain amount of practical education, often to privation, and sometimes to real danger. Teenagers were introduced to drill, cropped haircuts, heavy boots

and endless polishing, creasing and blancoing of their kit. In due course some would fight for Britain in the Far East, in Palestine or Egypt, and in Africa. Most would spend a year or two in huge military camps in

Britain or Germany, going quietly mad with boredom. Some died. An estimated 395 conscripts were killed in action in the fifty-plus engagements overseas during National Service, while a couple of dozen are said to have been killed in secret experiments using chemical weapons at Porton Down in Wiltshire. Others were used as human guinea pigs in British atomic bomb tests and some killed themselves, as they might have done anyway. National Service mingled and disciplined much of a generation of post-war British manhood and helped therefore to set the tone of the times. Some of the anti-authority anger and sarcasm in the culture of the time derived directly or indirectly from National Service but so did the civilian habits of polishing, dressing smartly and conforming to authority in millions of homes. In general, it probably kept some of the atmosphere of the forties alive for a decade longer than might have been expected.

In other countries – Germany, France, Russia or Japan – the trauma and devastation of the Forties was still plain everywhere. In Britain, the last prisoners of war were being sent home. Bomb-sites were being filled in and functional, unromantic buildings were taking their place, but the lessons of the war were still being unpicked. People today who were children then recall, inevitably, the fifties as the normal time – the way we were and by implication always had been. Yet the urge for domestic tranquillity, with women at home, making jam and knitting, while men worked orderly and limited hours, was a conscious response to the pain and uncertainty of 1939–45 and the continued fears of nuclear war. Then, it felt new; to be at home and quiet was a kind of liberation. For the middle classes, there was also the memory of the pre-war years as a time

of order. The return of Winston Churchill in 1951 added to the impression Britain really could return to hierarchies vaguely recalled from before the war. By the end of this period, in 1963, there were still nearly a quarter of a million people in 'domestic service' – maids, housekeepers, valets – and more than six hundred full-time butlers. Britain was still graced with thirty-one Dukes, thirty-eight Marquesses and a mere 204 Earls.<sup>1</sup> Many private companies had an almost military feel at the top, with an officer class of gents and middle-ranking NCO types below them. Outside work the public was monitored by a self-confident officialdom, hospital consultants and terrifying matrons, bishops and park keepers, bus conductors and bicycling police officers whose authority was unconstrained by modern standards. Hanging, the physical punishment of young offenders, strong laws against abortion and homosexual behaviour by men – all these framed a system of control that was muttered against and often subverted, but through the early fifties little challenged. The country was mostly orderly. People were more or less obedient citizens and subjects, not picky consumers. Patriotism was proclaimed publicly, loudly and unselfconsciously, in a way that would quickly become hard to imagine.

In the mid-fifties, Britain is a worldwide player, connected and

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modern. Her major companies are global leaders in oil, tobacco, shipping and finance. The Empire is not yet quite gone, even if the new name of Commonwealth is around. Royal visits abroad, and delegations of exotic natives, feature heavily in news broadcasts and weekly magazines. Australia, New Zealand and South Africa are promoted as places for holiday cruises or emigration – sunlit, rich and empty. Collectively, they are a British California, a new frontier. Commercial liners, their flags fluttering, are waiting at Southampton. This is not a country which is closed to foreign influence, far from it. But the influences seem as strong

from Italy or Scandinavia as from America – coffee-bars, Danish design, scooters and something promoted as ‘Italian Welsh rarebit’ (later known as pizza) are all in evidence. The awesome power of American culture is growing all the time over the horizon. But for a few years the idea of a powerful, self-confident Britain independent of American culture seemed not only possible but likely. Per capita, after all, Britain was still the second-richest major country in the world.

In public a front of national confidence was kept up. After the 1953 Coronation of the new Queen, there was much talk, albeit slightly self-conscious, of the New Elizabethan Age, a reborn nation served by great composers, artists and scientists. Not all of this was false, even in retrospect. In Ralph Vaughan Williams, Benjamin Britten and Michael Tippett, Britain did have some world-class musical talents. W. H. Auden and T. S. Eliot were among the great poets of the age. Then, at least, it looked to many as if the sculptor Henry Moore and the painter Graham Sutherland were world-class figures. Churchill may have been really too old to be Prime Minister during the first few years of the fifties, but he was undoubtedly one of the few great figures of the time, an ageing colossus whose books were pouring from the presses, stamping his version of history on the public mind. Along with another star author of the fifties, William Golding, he would be a Nobel Prize-winner. In popular culture, the steady rise of television brought, at first, a traditionalist English upper-crust view of the world to millions of homes. This was the age of ‘Andy Pandy’ and gardening tips, of Joyce Grenfell and Noël Coward. It was also the time of Roger Bannister and his four-minute mile; the conquest of Everest; triumphs in yachting and football; even in the world of adventure and sport, Britain was doing well. With Nobel Prize-winning science in physics and biology, there was no sign yet of the brain drain of scientists to the United States.

Knowing what we know now, there were signs of social change everywhere from the disaffected teenagers just beginning to be discussed, to the rise of Maltese, Italian and home-grown crime dynasties, and the first wide-eyed, optimistic Caribbean immigrants. There was also much boredom and frustration. Working-class Britain was getting richer, but still housed in dreadful old homes, excluded from higher education, unless part of a small and lucky elite, and deprived of any jobs but hard and boring ones. Eventually, the lid would blow off.

- Using the extract and your own knowledge (feel free to look online or read the full chapter in Andrew Marrs *Making of Modern Britain*), write an essay of at least 2 A4 sides outlining what life is like in the UK in the 1950's to be submitted in your first history lesson. Consider how things have changed after the war and new inventions and technological advancements as well as cultural changes and peoples mindset.



### Activity 3

Choose **two** historian interpretations of the **American civil War** and fill in the table below to make a comparison. Comment on: Language, how convincing the interpretation is, is it a negative or positive account, the historians own motives for writing this piece. Paper 1 Section A is all about analysing historical interpretations so this exercise will give you an insight into this. Start by identifying the key arguments made and then decide if the argument is convincing. You may want to use Robert J Kaczorowski or Edward L Ayers as one of your historians. Only choose one paragraph per historian to analyse. Good luck!

Historian 1 (Name: _____ )	Historian 2 (Name: _____ )



**Activity 4****Source A**

From the Labour Party Manifesto of 1964.

We shall create a New Britain – mobilising the resources of technology and reversing Tory decline. The crippling consequences of the Tories’ free market policies are now well known. They have led to unemployment and under-employment in large parts of the country. They have brought continuing inflation and soaring land and house prices which have made it almost impossible for many ordinary families to buy or rent a home. Not even the Tories’ stop-go policies have been able to prevent some increase in production and in living standards, but our record is now among the worst in the western world. The Tories still peddle their boast, ‘You’ve never had it so good’. The truth is that Britain could and should have had it a whole lot better.

**How useful is the above source in studying the British economy in the 1960s?**

**Use the provenance i.e where the source is from and when, tone and the key arguments in the source to help you make a decision**

<b>Provenance</b>	
<b>Tone</b>	
<b>Key arguments</b>	

### Activity 5

Carry out some independent research and create a timeline of key events in American history from 1865-1920

Try and use different colours to identify key areas: Economy, Domestic Policy, Foreign affairs, Social policy and identify the key changes during the time period and what remained relatively similar. You can use the AQA website for this information as well as USHISTORY.ORG

### Activity 6

Carry out some independent research and create a timeline of key events in British history from 1951-1979

Try and use different colours to identify key areas: Economy, Domestic Policy, Foreign affairs, Social policy and identify the key changes during the time period and what remained relatively similar. You can use the AQA website for this information as well as the BBC British History timeline.

**Extra credit:** Identify what CAUSED the key event and what was the CONSEQUENCE of those key events

### Activity 7

Choose two American presidents (NOT WILLIAM TAFT) from the period 1865-1920 and two British Prime Ministers from the period 1951-1979 and create detailed profiles on them like the one below:

# William Taft

Ideology: Republican

Position(s): 1891: Judge on the Appeals Court.

1900: Governor General of the Philippines, appointed by President McKinley.

1904: Secretary of War under Roosevelt.

1909-1912: President

1921: Chief Justice of the Supreme Court

Policy: Conservative- Sacked Giffard Pinchon, Roosevelt's forest service chief.

Payne-Aldrich Tariff Act=set the tariff at a very high level.

Moved towards a more cautious, trade orientated foreign policy, especially in relation to Latin America.

Public image: Famous for his size, known as Big Will Taft. Delighted the right wing of the Conservative party because he seemed ready to backtrack most of Roosevelt's reform agenda.

Positives: Pleased businesses with this Conservative actions and policies.

The Conservative Republicans were happy with Taft's quitter political side and reformist Republicans were reassured that Taft continued to push through Progressive legislation, providing a stark divide from being formed and undermining the effectiveness of the party.

Negatives: His pro-business policies angered the Republicans in the party.

Taft's shift from Roosevelt's policies caused much contention between the two leaders despite the fact they had been close political allies and Roosevelt chose him as his successor. This made Roosevelt a bad back seat driver and contributed to the failure of the Republican in the 1912 election.

# What Will I Need to Bring to my First A-Level History Lesson ?

Here is a short list of things to get ready for September!

## To Buy:

- Lever Arch Folder
- Plastic Wallets
- Dividers
- Writing Pad
- Stationary Selection including a stapler
- A notebook or an academic diary

## To Do:

- Complete all the activities in this booklet – feel free to use online resources to help you, and do try to complete all the tasks - but do not worry if some things appear complicated! We will soon fix that in class!!
- Spend some time looking through the sociology reading list outlined on page 4
- Keep up to date with the news

And, of course ... you must come brimming with lots  
of enthusiasms and a commitment to doing really  
well!