

# AS AND A2 HISTORY

## WHAT WE DO

Welcome!



Welcome to AS History! Over this year, you're going to find out all sorts of new and fascinating things about modern 20<sup>th</sup> century European History, as well as building on a lot of solid foundation work done at GCSE. You'll get the chance to discover all about the emergence of Nazism, and Communism in individual European countries, and how well each of these political systems worked. You'll investigate the personalities of Hitler, , Lenin and Stalin and the impact these men had on the countries they controlled.

We really hope you enjoy AS History (and go on to do A2 History) – but remember that the more you put into the course, the more you'll get out of it!

# AS History



## What you will be able to do



Our intention is to make you a much better historian. That's not to say that you aren't already very good at History, but you'll improve on and add to those historical skills you already have.

By the end of the year, these are your targets:

1. **organise and your study well**– organisation is key! As with GCSE, it's very important to keep a good and complete set of notes. This time around, you'll be expected to make a lot of your own notes, using resources provided. You learn to study more independently at AS and A2 level.
2. **remember information more better** – you'll get advice on how best to learn your stuff
3. **use the information you've learnt** – get down exactly what the question asks for. You'll improve on your ability to work out answers to questions for yourself and identify key words.
4. **understand better**
  - key historical ideas and issues
  - continuity and change
  - particular viewpoints
5. **communicate clearly** – both on the page, and in class discussion
6. **weigh up information carefully** and come to well-informed conclusions – at AS, you're expected to *think for yourself* and come down on one side or the other. Get off that fence!
7. **use source material well** and judge its value

## Resources/What you will use



At AS Level you use a core textbook for Russia (CCEA AS/2 History - Russia 1903-41 by Fin Lappin) as well as a range of photocopied resources for Germany (mainly from Weimar and Nazi Germany by Hite and Hinton).

Particularly valuable texts we use include:

Weimar and the Rise of Nazi Germany 1918-1933 (Layton) for AS/1

Nazi Germany 1933-1945 (Layton) – for AS/1

Communist Russia under Lenin and Stalin (Corin and Fiehn) – for AS/2

Russia: Reaction and Revolution 1881-1924 (Lynch) – for AS/2

Stalin and Khrushchev 1924-1964 (Lynch) – for AS/2

Don't worry! We don't read *all* these books. Some we dip into. Others we make more use of.

On other occasions, we will be making use of internet research from such resources as Spartacus History, The History Learning Site and Absolute Astronomy.

We also propose to make use of online essay-writing resources (Wikis) as a way of developing essay skills. This is a way of writing collaborative essays as a class and also a useful form of research and revision.

To help preparations for the exams, we make extensive use of past paper questions throughout the year. By the end of the year you will have a comprehensive bank of past paper questions, to help you check that you know what you need to know. We expect you to work through as many past paper questions as you can.

## Our topics/modules



### AS/2 – Russia 1903-1941

We start our AS course with AS/2 (Russia 1903-1941), so yes, right from the start, AS History is full of surprises! You'll see exactly why we do this later on, but basically it helps your exam preparation more if we finish with Module 1.

AS/2 comprises shorter fifteen minute questions as well as longer 30 minute ones.

AS/2 is worth 50% of the AS (or 25% of the total A2).

### AS/1 – The Nazis and Germany 1919-1945

Most of your AS/1 will involve use of sources. although there will also be 15 minute mini-essay questions. The sources aren't a simple comprehension exercise, and for questions involving sources, a lot of marks will be given for knowing your stuff too.

AS/1 is worth 50% of the AS (or 25% of the total A2)

### Skills

You'll get plenty of practice at all the skills you need for both essay and source questions as we go along through the course.

## **AS/2 – Russia 1903-1941**



This is about the last years of the Tsars, the takeover of Russia by communism, and what the communists, led by Lenin and Stalin, did when in power. It's a gripping period of History, and very useful as preparation for A2 Level, when we look at Russian foreign policy in Module 3 (A2/1). The Russian module will take us up to Christmas (after this module we have

Christmas holidays and the exams)

### **Causes and consequences of the 1905 revolution - 1903-1917**

Time permitting, we start with a look at the 1905 revolution – why and how it started, what happened and what the results were. At this stage you get the chance to find out about the war between Russia and Japan, Russia's own "Bloody Sunday" in 1905, the October Manifesto (Russia's first constitution) and the actions of the government at this time. We also explore the origins of opposition to the Tsars.

We think about how secure the Russian Empire was in 1914. Did it have a chance of survival, or was its downfall inevitable? There were a number of problems Russia experienced between 1905 and 1914. We consider if these in themselves were enough to bring down the Tsar, or if the decision to go into World War One was really what brought him down.

### **Lenin and revolution - 1917-1924**

We look at why and how the February 1917 revolution happened, thinking about long-term and short-term factors. Was it the events of the 1914-1917 period that brought the Tsar down, or was it the whole rotten structure of Tsarist Russia before that that really mattered? You will decide. Was the Tsar unlucky to fall? How much did he contribute to his own downfall. All will become clear.

Then we're on to the October 1917 revolution – the Bolshevik (or communist) revolution. This one wasn't against the Tsar (who had already fallen from power), but against the temporary Provisional Government. We'll investigate why it happened and why it was successful, the role of key leaders like Lenin and Trotsky, and the part the Provisional Government had in its own downfall.

Now the Bolsheviks never considered the Revolution to be complete after the October revolution, and the 1917-24 period (in fact, the period right up to 1941) is the story of what they did to work towards that Revolution. We look at the success of the Bolsheviks in the Civil War (again focusing on the roles of Trotsky and Lenin, as well as the Bolsheviks' enemies), and the tough political measures taken by the Bolsheviks before and afterwards. We think carefully about why the Bolsheviks were able to win the Civil War and

strengthen their grip on power. How important were such things as force, the role of individuals, economic policy? You'll work all this out for yourself.

As well as this we deal with economic policy and culture. We explore the War Communism policy and the New Economic Policy and how effective they were – and did they truly represent communism. In culture, we think about the big cultural debates and how much culture really mattered to Lenin.

We finish by considering Lenin as a revolutionary leader. What kind of a leader he was, and how successful he was.

## **Stalin and revolution - 1924-1941**

Stalin took power in 1929, but it seemed far more likely that somebody else would. We start this part by deciding why this little pipe-smoking Georgian should win the race for power in Russia (now called the USSR) against such heavyweight rivals. What problems did he face? What methods did he use to take power, and which were most effective? Does Stalin deserve all the credit for his success, or did his opponents simply blow it? All will be revealed.

With Stalin in power, we move on to his economic policies in agriculture and industry. For Stalin, the economy's development was vital to help complete the Revolution mentioned above – so economic policy also had a political purpose, to strengthen communism. We look at the successes and failures of Stalin's harsh economic policies, and consider if it was all worth it. We also (as we do with Lenin) investigate how much changed in economic policy under Stalin. We remember too, how Stalin's economic successes helped him keep power.

After this, we get into Stalin's political actions, the most shocking of which were his Purges. We go into depth on how Stalin's Purges, Personality Cult and Constitution helped him strengthen his own personal grip on the USSR, and how increasingly he set himself above the Communist Party (in a way that would have horrified Lenin).

Culture under Stalin is next. Once again, we look at Stalin's personal domination of Soviet culture. While Soviet culture was intended to reflect the achievements of the October Revolution and the Communist Party, even more so it was intended to glorify Stalin.

As with Lenin, we finish Stalin with an assessment of him as a leader.

## The Exam



- The exam for this module will be taken at the end of Year 13.
- It will last 1 hour 30 minutes
- It makes up 25% of the total A Level and 50% of the AS
- In the exam, you get the opportunity to display your skills in both shorter questions and more extended writing



## Skills you'll learn in this module



1. Organise your study better – We are going to work hard on keeping a clear and complete set of notes. At intervals, we'll check through these to make sure everything is OK. Also, don't forget – most of you will have a locker by now. Use it, and don't leave files lying about to be lost.
2. Remember your information better – We encourage you to stress things in your notes that are particularly important as we go along. Highlighting these things will help you summarise what's in your notes and get the "big picture" better. As well as this, study skills advice is also given to enable you to revise more effectively. But don't forget, good revision won't happen if you don't leave yourself enough time.
3. Use your information well – There's no point knowing it if you don't put it on the page properly. We focus hard on what the question is asking you for. Picking out key words, and sticking to them, is crucial here.
4. Understand the issues – For goodness sake, if you didn't understand what was said, ask. If it's not during class, then ask afterwards. If you're unclear, it's never stupid to ask a question – it's stupid not to do it.
5. Communicate well – There's no point knowing it and writing it down if the reader can't understand it! We look to make the most of the writing skills you already have and put them to good use.
6. Weigh up your information carefully – the 30 minute questions will give you the opportunity to decide what you think yourself about issues related to this module.

## **AS 1 – The Nazis and Germany 1919-1945**



Here's the one you know a lot about already – but you're going to find out a lot more! This is your last module to cover at AS, and we aim to finish by the end of March. This should leave the remaining 5 weeks or so (excluding Easter "holidays") for skills practice and revision.

### **The Weimar Republic and the rise of the Nazi Party 1918-1933**

We start off with a look at the collapse of the Kaiser and the new democratic structures put in place in Germany at the end of World War One, such as the National Constituent Assembly and the 1919 Constitution.

We consider the desperate situation the new republic in Germany faced in its early years. We investigate the political weaknesses of the new Weimar Republic, the Treaty of Versailles and how it damaged Weimar and the early opposition from groups like the Spartacists and Kapp, as well as the Nazis in the Munich Putsch. The Hyperinflation marks a turning point in the life of the Weimar Republic. Soon after this, democracy started to recover, and the Nazis began to realise they needed more than simple brute force to take power.

We go on then to the best years of the Weimar Republic, which took place with Stresemann as Germany's top politician. We look at how secure Weimar was during this time and what the new tactics the Nazis were using to try to bring it down – as well as how successful these tactics were. We think carefully about the creation of a national party structure and the contributions of key Nazi individuals like Goebbels and Strasser.

Finally, we investigate the Depression and its effects on both the Weimar Republic and the Nazis. The vital events immediately before Hitler became Chancellor of Germany get a lot of attention too. We spend some time here looking at the key causes of the Nazis' rise (political, economic, related to the Treaty of Versailles), who helped the Nazis to power (and how and why), and why didn't the Nazis get to power before 1933.

### **Part Two – Nazi Germany 1933-45**

The 1933-34 period is crucial in helping the Nazis get an iron grip on power, and we go in depth into the big events like the Reichstag Fire, the Law for the Protection of People and State, the Enabling Act (these events marking the so-called "Legal Revolution") and the Night of the Long Knives (which represented the defeat of the so-called "Second Revolution"). The policy of

Coordination is examined – in other words how the Nazis established supreme control after the Enabling Act. The role of the SS and Gestapo is also examined.

We explore support and opposition to the Nazis, thinking about the extent to which the Nazis controlled particular groups in Germany, as well as how opposition was limited and why it wasn't more effective. Later on, we look at other aspects of German society, such as the role of women and minorities – Jewish people in particular.

There is also a section on the Nazi economy, which – much as the Nazis tried to pretend otherwise – was far from a complete success. We consider the success of the Nazi economy at particular periods between 1933 and 1945, as well as thinking about what the Nazis were really trying to do in the economy.

You'll also find out all about Nazi culture and propaganda, considering how much of a Nazi culture there really was under Adolf Hitler, as well as how big an impact Nazi propaganda had. We'll find some surprising answers too! The arts and the media are given particular attention. We consider the importance of propaganda and of terror in helping the Nazis to keep control over Germany.

## The Exam



- The exam for this module will be taken at the end of Year 13.
- It will last 1 hour 30 minutes
- It makes up 25% of the total A Level and 50% of the AS
- In the exam, you get the opportunity to display your skills in both shorter questions and in use of sources

## Skills you'll learn in this module



Once again, you'll build on the skills already worked on in earlier modules, but in AS/1, you get the chance to improve your source skills (see What you'll be able to do at start of booklet).

## Revision period



If you work hard and keep up to date, this should leave us with a period of about 6 weeks before the end of May to improve on your source skills and get some revision done. Once again, what you get out of this revision period is up to you. If you use it well, it can make the difference of at least a grade. The first 2-3 weeks of the revision period will be spent on source technique for AS/1, the following 3 weeks will be revision for AS/2.

## Skills you'll learn during the revision period



1. Organising your study better - By now your organisation skills will have improved, but more than any other time, this is the time to be organised. Before you even start trying to learn the stuff for your exams, you need to check that you have a good and full set of notes, so we start the revision period by checking files. Another important aspect of organisation is planning, and with this in mind, you do a revision plan for yourself, once again, before you start learning your information. This will give you specific targets to aim for – and it needs to go up on your wall at home!
2. Remembering things more easily – You'll get a set of revision questions for each module. Please remember, that these are as reinforcement once you've learnt each topic – to help you to *know if you know*. As well as this, you'll get advice on possible study techniques. However, don't forget – these will only help if you are trying hard to learn the information yourself.
3. Using your information well – There will be plenty of practice in question technique as we go through the revision period, for both sources and essay questions, so stick to those key words.
4. Understanding the issues – This is the last chance to ask if there's something you're not sure about, so make the most of it!
5. Communicating well – Here's your chance to work on what you've learnt about making the answer clear on the page.
6. Weighing up information carefully – Practice in the 30 minute essays for the AS/2 questions will help here, as will source question practice for AS/1.
7. Using source material well – The first 2-3 weeks of the revision period will be spent on this.

Want to learn some more History skills and find out some more fascinating History? Go on to do A2!

## A2 History



## What you'll be able to do



At A2 level, you'll build on the skills you've already been introduced to at AS (see AS section above). However, you'll develop them more. Basically, in A2 History, you need to think more for yourself – it's almost as much about thinking as remembering.

For example, in our Module 3 (A2/1), you will learn more about weighing up information carefully, and how you can do it by making links between particular sections of the module. All this is part of a skill called *evaluation* (i.e. judging for yourself how important issues were, how successful people were etc).

In Module 4 (A2/2), your use of sources will become more refined, and you will think in more depth about the issues they raise.



## Our topics/modules



### Module 3 (A2/1) – The Clash of Ideologies in Europe 1900-2000

The A2/1 module is called The Clash of Ideologies in Europe between 1900 and 2000, and in it we investigate how Russian Communism clashed with Fascism and Democracy in Europe from the time of the Russian Revolutions up to the collapse of the USSR.

This is also a module where you get the chance to improve your extended writing. Here, you do a piece of extended writing which lasts for an hour and 15 minutes. The new element you learn here is how to *evaluate*. To show you can evaluate, it's essential that you make links between what was going on in different time periods of your module. More on this later!

This is worth 20% of your total A2.

### Module 4 (A2/2) – The Partition of Ireland 1900-1925

Finally, we go on the Partition of Ireland 1900-1925 in our final module, A2/2. This one focuses on the events leading up to the formation of Northern Ireland and the Irish Free State.

This is the one where we return to the sources! Sources make up more than half of this exam, while extended writing makes up the rest. The exam lasts for 2 hours

This module is worth 30% of your total A2.

## Resources/What you will use



We use a variety of textbooks for A2, as well as a selection of articles. Articles make up the bulk of the resources we use for A2/1. For A2/2, the key book is Russell Rees' Partition of Ireland. However, you will be encouraged to read more widely from a bank of other historians. Remember, particularly at A2 level, *the more you read, the more you know* – and hard work at your reading and note-taking will be vital to get you up into the top grades. It will help you know things in detail, help you remember key points and help you understand key issues (see What you'll be able to do).

It is also our intention to make use of Wikis (online essay-writing resources – see AS above) for revision purposes.

We have also made use of e-conferencing at A2 Level. We take part in online essays on AS (in Year 13) and A2 questions with Saint Michael's Grammar School. This has been proved to be a useful way of helping pupils weigh up the issues involved at AS and A2, and also helps you remember work you have covered (see What you'll be able to do).

Finally, we make thorough use of past paper questions to help question technique and to help you remember what you've learnt. (see What you'll be able to do). Once again, you will have a comprehensive bank of past paper questions by the end of the year and you will be expected to work through as many of these as you can.

## **Module 3 (A2 1) – The Clash of Ideologies in Europe 1900-2000**



This is all about the growth of Russian communism (and its eventual downfall), as well as how the world responded to Russian communism.

This module takes us up to the end of November in Year 14.

### **Part One – The advance of Communism outside Russia (in Europe)** (Soviet foreign policy in Europe 1917-1991)

Here we explore the key ideas and policies of Soviet leaders in foreign affairs from Lenin right through to Gorbachev. We are always careful not to consider Soviet leaders in isolation – we look at similarities and differences between each and why they were similar or different.

We start with communism as an ideology, its economic vision and how this affected Soviet foreign policy.

Then we get into Soviet foreign policy in Europe between 1917 and 1941, which was dominated by Lenin and Stalin, but there was also a big contribution from foreign commissars Chicherin and Litvinov. We look at the struggle for survival of Russia/the USSR from the revolution on through the 1920s, including the USSR's relations with Germany and elsewhere in the West. We think about the policy of international revolution and Comintern. Then we go on to explore the issue of Collective Security and the years

leading up to (and including) the German invasion of the USSR – including key events like the Spanish Civil War and the Nazi Soviet Pact.

Next is Soviet foreign policy in Europe after 1945. We think about Soviet territorial conquest after the Second World War and how communist governments were set up there. We consider the Soviets relations with these communist governments in Eastern Europe, as well as those with the West and with China, and what impact these had. After this, you'll find out all about how communism in Eastern Europe collapsed and so too, eventually did the USSR itself. You'll learn all about key moments like the Yalta and Potsdam conferences, the arms race, the Hungarian Uprising, the Berlin Wall, the Prague Spring, Détente and the collapse of the Berlin Wall/the end of the "Iron Curtain". Key men in this period will include Stalin (up to 1953), Khrushchev (with his policy of Peaceful Coexistence), Brezhnev (1964-1982) and Gorbachev, who presided over the Soviet withdrawal from Afghanistan and Eastern Europe.

Finally, we think about the dismantling of the USSR, reasons why and the effect on relations between Russia and the western powers.

## **Part Two – The opponents of Communism 1917-1991**

This is where we investigate the challenges to communism in Europe during the 20<sup>th</sup> century. We look at Fascist opposition and Democratic opposition. Once again, we don't look at these two forms of opposition in isolation, and we are careful to draw links between the two, which is a requirement of this module (as you'll see below). The actions of the opponents of communism were also an important influence on the Russian communist leaders themselves (remember this for Part One), which is another key thing to bear in mind.

We begin with Fascist opposition to communism before the Second World War. We look at influences on different kinds of Fascists (German, Italian, Spanish), similarities and differences between different Fascist movements, how successful each was (and why), how anti-communist each was (and why).

Then we go on to the democracies. We think about the democratic opposition to communism before World War Two (particularly noting how disorganised it was). After this we look at democratic (chiefly American) opposition to communism in Europe immediately after World War Two – investigating events like the Truman Doctrine, the Marshall Plan, the Berlin Airlift and NATO. We go on into the 1950s, with the response to the Hungarian Uprising and the start of divisions in the western alliance. With the 1960s, we explore the increasing western divisions and the response to the "Prague Spring". Then it's the 1970s and Détente. We finish up by looking at the 1980s and the end of the Cold War. We look at the approach, influences on and success of a number of American presidents after the Second World War, such as Harry S. Truman, Dwight D. Eisenhower, John F. Kennedy and Ronald Reagan.

## The Exam



- The exam for this module will be taken in January of Year 14
- It will last 1 hour 15 minutes
- It makes up 20% of the total A Level
- In the exam, you get the opportunity to display your skills in more extended writing

## Skills you'll learn in this module



This module comes in the form of one extended piece of writing, which will last one hour and 15 minutes (see start of the booklet).

The big thing you will need to do here that you haven't done very much before is give interpretations – both contemporary and later (i.e. historians') views. There are 20 out of the 50 marks for this at A2/1. Incidentally, this will also be an important element of A2/2.

## **Module 4 (A2 2) – The Partition of Ireland c1900-1925**



In this module, we go to Ireland for the first time. You'll find out here all about the events and issues surrounding the 3<sup>rd</sup> Home Rule Crisis, Ireland during the First World War (including the Easter Rising) and the formation of Northern Ireland and the Irish Free State.

We start this one in early February, and it takes us up to the end of March in Year 14.

### **Part One – The Home Rule Crisis c1910-1914**

Here we explore the political developments in Ireland in the 1910-1914 period. We focus on the concerns and actions of the main British and Irish parties – Liberals, Conservatives, Ulster Unionists and Irish Parliamentary Party. We consider how much each was to blame for the 3<sup>rd</sup> Home Rule Crisis, how much each side attempted to compromise, and how successful each party was at getting what they wanted during the crisis. We also think about how close Ireland actually was to civil war in 1914.

Key moments we explore during the 3<sup>rd</sup> Home Rule Crisis include

- the victory of the Liberals in the 1906 elections
- the 1910 elections and how this affected the prospects of Home Rule
- Asquith (Liberal PM) and his welfare reforms
- the Parliament Act of 1911
- the 3<sup>rd</sup> Home Rule Bill (and its significance)
- the Solemn League and Covenant and the formation of the UVF (and their significance)
- the Irish Volunteer Force
- Asquith's amending proposals on Home Rule in spring 1914
- the Curragh "Mutiny"
- the Buckingham Palace Conference in summer 1914.

### **Part Two – Political events 1914-1918**

We look at events between 1914 and 1916 both from the point of view of both the moderate nationalist party (the Irish Parliamentary Party) and the extreme nationalists who eventually carried out the Easter Rising. We consider the strengths and weaknesses of the IPP, as well as the mistakes they made which eventually led to their downfall, such as supporting the British war effort. Then we go on to the extreme nationalism or "New Nationalism" of Patrick Pearse, and the events leading up to, and causes of the Easter Rising.

We examine the Easter Rising, its immediate and later impact, and how and why nationalist politics in Ireland got more extreme as a result (with Pearse's ideas becoming more and more popular). You then find out all about the rise of Sinn Fein and the decline of the Irish Parliamentary Party. You find out why Sinn Fein grew so rapidly in popularity (with their support for the Easter Rising and the Conscription Crisis being very important, as was the IPP's acceptance of what eventually became Northern Ireland). We finish off this part by going into the issues surrounding Sinn Fein's big victory in the 1918 General Election. Other matters that we cover in the 1916-1918 period are the Lloyd George talks and the Irish Convention.

### **Part Three – Events in Ireland 1918-1925**

Following on from the 1918 General Election, Sinn Fein decided not to take their new seats in Westminster and to set up a parliament of their own in Dublin called the Dail. We start with this, and Sinn Fein's efforts (through Passive Resistance) to obstruct British government in Ireland. Then we look at the War of Independence (or Anglo-Irish War) of 1919-21, and how the IRA (Sinn Fein's military wing) challenged British power in Ireland. At this point you work out who did better in the war (IRA or Crown forces) and what were the most important pressures on either side to look for a Truce.

Then we go on to explore the deal that brought the War of Independence to a formal end – the Anglo-Irish Treaty of 1921. Here, you find out the key issues for both the British government and Sinn Fein during the Treaty negotiations, who got more out of the Treaty and the reaction to the Treaty in both Britain and Ireland (including Northern Ireland – formed in 1920). The reaction to the Treaty is important, because it led to the Irish Civil War. We investigate the causes of the Irish Civil War and the course of this war. We consider the main reasons why those who supported the Treaty (and the Irish Free State which the Treaty created) won.

Last, but not least, we see how Northern Ireland was created. Due to events before and during World War One, the British government was committed to 6 county/26 county partition of Ireland. Northern Ireland was to be the 6 county part. The law that created Northern Ireland was the Government of Ireland Act (1920), which was also an unsuccessful attempt to end the War of Independence. We go into detail on the Government of Ireland Act, thinking carefully about how realistic it was as a settlement for all of Ireland, how successful it was, and who got most out of it (Ulster Unionists?, Irish Parliamentary Party?, Sinn Fein?).

Finally, we look at Northern Ireland and the Irish Free State in their early years (1921-1925) and how each government responded to the problems that confronted them. (security, economic, civil strife, the machinery of government etc). We also look at the limited impact of the Boundary Commission on Northern Ireland.



## The Exam



- The exam for this module will be taken at the end of Year 14
- It will last 2 hours
- It makes up 30% of the total A Level
- In the exam, you get the opportunity to display your skills in extended writing and sources

## Skills you'll learn in this module



There is extended writing (essay) in this module (one half of it), and the skills you have already learnt apply here – such as remembering information well, using information well, understanding the issues, communication. You will also be required in the extended writing to give interpretations – contemporary and historians' views.

However, the bigger part of this module is source study. Therefore, using source material well becomes vital again, as it was in AS/1. This time, your source skills become more refined. For example:

- You think not only about the value of one source (as with AS/1), but at the value of *all* the sources
- You decide on which source is *most* valuable
- You need to think carefully about the importance of what's in the source. You do this in AS/1 too, but a more thorough investigation is needed in A2 2 – picking up on things like
  - did the writer's words have a big impact?
  - did anything the writer said come true?

Another big thing to work on in sources is your *timing*. The paper is two hours, and you commit one hour of this to the sources. You need to be careful not to overrun your time, or you won't have enough time to do a good essay.

## Revision period



There's more content at A2 than there is at AS, so you're going to have to take on more responsibility here to revise hard at home. There will only be 2 or 3 weeks maximum of class time left between the end of Module 4 (A2/2) and the second week of May, when you go on Study Leave. Easter "holidays" will be essential for getting some solid revision done at home.

Basically, the revision starts before A2/2 is finished. During the months of February and March, you'll get the chance to improve on your extended writing skills for the A2/2 paper – make sure you work hard for this. Also during February and March we'll put in some hard work on source practice for A2/2. Once again, you need to make the most of this valuable time.

It's also in March that you'll find out how you got on in your January exams (if you repeated any AS modules). This will be vital for you in your revision planning. This revision planning should be starting in the middle of March – with your benchmark being St Patrick's Day. At this point, you need to make out a clear revision plan for yourself, to keep at home and stick to as carefully as possible. Obviously, you'll still be getting some notes, so you have to be realistic about how much you can cover early on, but make a start – and don't forget all that time you have to revise over Easter!

Once we start our revision period, we focus on A2/1 and A2/2. You get the opportunity here to raise anything you're not clear on, so use it – it could be your last chance. Revision in class will take the form of

- going over more complex concepts and issues
- advice on how to tackle particular questions, and
- revision tests (including a mock A2/2 at the end of April/start of May)

However, be reminded once again, it's the work you do at home that will really decide how well you do in your exams.

## Skills you'll learn during the revision period



It won't be a case of learning skills at this stage. It will be a case of fine tuning them for the exams.

- The extended writing in A2/1 and A2/2 will give you the chance to practice question technique (*using your information well*) and making your information clear on the page (*better communication*).
- The work you do on sources will also help you improve on these skills, as well as *sharpening up on source technique*, which you might be a little rusty on after a year without a source-based module.
- You'll get plenty of advice about revision planning (*organising your study better*) and the best way to get the information into your head (*remembering information better*).
- Finally, there will be plenty of going over key issues, changes, themes (*understanding issues, change etc*). So, if you use the time well here, you'll be better at all these skills.

Please remember, that most people succeed because they are ***keen to do well and are well organised***. Make it the same with you.

## Conclusion



Our aims are for you to have

- become a good historian, with all the skills this demands
- done well in this subject and enjoyed it
- got so much out of this course that you are considering doing it at university.

Enjoy the course and work hard.