

YEAR 12 ~ AS

Unit 1. Russia in Revolution 1881—1924

Looks at one of the most momentous changes in History, having huge effects on the Twentieth Century. The course examines the pressures faced by the last two Russian Emperors—or ‘Tsars’, and use of both reform and repression and the effects of World War One. The reasons for Nicholas II nd’s abdication in 1917 and the Bolshevik Revolution will be examined, before considering how Lenin began to transform Russia under Communism and with Trotsky led the Red Army to victory in 1920.

~ **Stalin’s Russia:** which explores how Stalin achieved power and then transformed the Soviet Union socially and economically. It also analyses how Stalin used methods of persecution and terror to maintain control, including the censorship of the arts to maintain a totalitarian regime. Finally this course examines how Russia through its victory in a ‘Great Patriotic War’ established itself as a ‘superpower’.

Unit 2:

An interesting and innovative analysis of the changing relationship between Britain and India 1900-47. As a result independence was achieved—yet so too was partition and the creation of India and Pakistan. The effect of World war One, Amistar massacre and early career of Gandhi precede increasing Nationalism and tension of the 1930’s, before World war Two finally paved the way for independence in 1947.

A LEVEL HISTORY AT ST. PETER’S

History is a popular, over-subscribed subject taught in highly regarded departmental facilities. Though not essential a ‘B’ at GCSE History is desirable for students to confidently begin A Level. In addition a high standard of English is obviously a prerequisite in a subject which constructs written discussions.

Although helpful, it is not absolutely essential to have studied History at GCSE—staff are happy to advise.

GCSE History is about learning great chunks of narrative. The A Level examination is about how those stories are researched and written in the first place. It compares different political systems and how society changed over a period of time. **History is about people** and they are so individual and so unpredictable. History is then always a matter of **judgement, insight and argument.**

In Year 13 some of the assessment is made by **coursework**, which students complete during the year. It is this emphasis on study skills and **individual research**, which makes History such a good preparation for University.

Students are expected to handle a wide range of documentary and audio-visual evidence, to manager their own research, form their own vies and defend them in seminars. Students will be able to take advantage of the new **IT facilities** in the History department, to help them with this.

History compliments the Arts and Social Sciences, but many Science students also opt for History, to prepare their communication skills for degree level reports and ‘Science in the Community’ modules. It remains a popular, respected and widely studied ‘A’ level, at a time of media concern over the academic rigour of the exam system.

Our students have gone on to a wide variety of degree courses and **careers**. What History gives you is the ability to think clearly, to handle complex information and to solve problems on the basis of the evidence. Real management decisions are rarely just technical one; there is always a human context to be considered. It is the challenge of History to understand different points of view and how and why people react differently to change.

Units 1 and 2 are examined at the end year 12 and stand alone as an **AS qualification**. Students may then choose to complete the remaining 2 units in year 13, for a **full A Level**.

YEAR 13 ~ A2 [Full A Level]

Unit 3: A World Divided: Superpower Relations, 1944-90

Students will examine how the relationship between wartime allies deteriorated to the brink of nuclear war by the 1960’s, and how successive American and Soviet governments failed to work together without an atmosphere of suspicion and mistrust. In addition, students will evaluate how China became a major factor in the ‘Cold War’ and decide why treaties and arms reduction talks occurred in the 1970’s and 80’s. Finally they can evaluate the Reagan-Gorbachev era, the fall of the Berlin Wall and why the Cold War ended in 1991—resulting in the collapse of the Soviet Union.

Unit 4: Researched Coursework: Heresy and Rebellion in late Medieval Europe 1348—1525.

Is an exciting, interesting investigation into an unstable and relatively distant period of history. The course will examine three rebellions which spanned the late medieval and early modern period: the Peasant’s Revolt in England 1381, the impact of the Hussite Wars in the Holy Roman Empire and finally the German Peasant’s War of 1524-5. Investigating whether these rebellions had common causes—religious hysteria, inspirational leadership or social deprivation. Students can firstly examine the impact of a key person or event in a detailed manner, and then set this into context of a broader theme or context. In each case ordinary people rebelled against local, national, civil and religious authorities; the effects almost toppled governments and weakened Empires ... early examples of ‘people power’. It is an examination of how ideology and belief combined to bring social revolt or even revolution—just as it did with the Civil Rights movement in 1950’s and 1960’s America.

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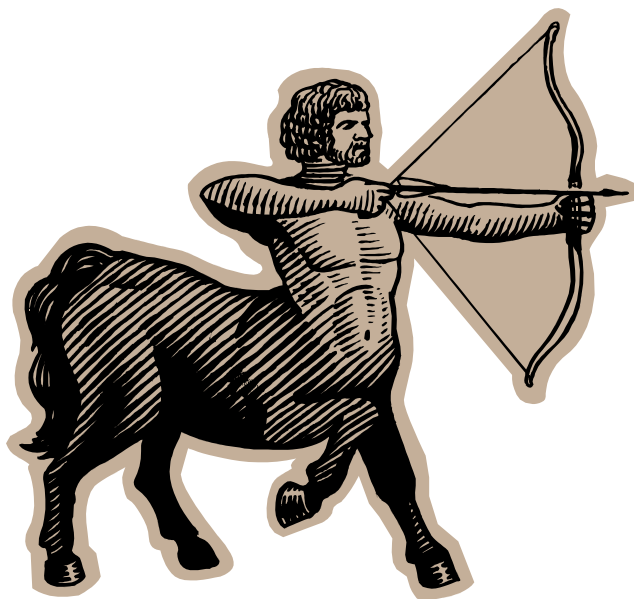
TOPΨ

WHY STUDY
HISTORY?

- ✓ Because people are fascinating and History is about people.
- ✓ To learn how to manage your own research.
- ✓ To problem-solve and make decisions based on evidence
- ✓ To learn how to argue your point of view
- ✓ To balance the Key Skills
- ✓ For success

HISTOPΨ &

HEPSTOPΨ



**AS and Advanced Level History
at St. Peter's High School**

HIST

HEPΣ

Congratulations to last year's A.S
and A2 students:

A.S. = 97% Pass Rate

A2 = 100% Pass Rate