



## A LEVEL History OCR

### WHAT DO I NEED TO KNOW OR BE ABLE TO DO BEFORE TAKING UP THE COURSE?

You do have to have studied GCSE History to take the Advanced GCE course in this subject. However individual cases will be considered on merit. The topics offered are new to all students. You will need an enquiring mind, an interest in the past, understand the course's relevance to current affairs and have an ability to communicate your ideas effectively. Students will need a Grade 5 in GCSE English Language and a Grade 6 in History to study the course. History GCSE students will find that the skills learned will form a solid foundation for further studies at A Level.

### WHAT WILL I LEARN ON THIS ADVANCED GCE COURSE?

Advanced History forms an excellent preparation for further study of history at degree level but it has more to offer than that. Students have access to a wide range of career and higher education opportunities. By the end of the course they will have learned how to evaluate and analyse information, how to weigh up evidence and communicate complex ideas effectively. These skills are recognised and valued by employers, universities and colleges.

The course provides an excellent foundation for a number of popular careers including international relations, journalism, law, civil service and business and has an important contribution to make to lifelong learning.

The Department also runs a trip to Berlin.

**Contact:** [dchurch@ashlyns.herts.sch.uk](mailto:dchurch@ashlyns.herts.sch.uk)

<p><b>Unit 1</b> British period study and enquiry Source based</p> <p><b>England 1485–1558: the Early Tudors</b> <b>Enquiry Topic: Mid Tudor Crises 1547–1558</b></p>	<p>The government of Henry VII and threats to his rule Henry VII's foreign policy Henry VIII and Wolsey The reign of Henry VIII after 1529 The stability of the monarchs Religious changes 1547-58 Rebellion and unrest 1547-58</p>
<p><b>Unit 2</b> Non-British period study <b>The Cold War in Asia 1945–1993</b></p>	<p>Western policies in post-war Asia 1945-1979 The Korean War 1950-53 and its impact to 1977 Indochina 1945 – 1967 Wars in Vietnam and Cambodia 1968-1993</p>
<p><b>Unit 3</b> Thematic study and historical interpretations</p> <p><b>Russia and its Rulers 1855–1964</b></p>	<p>The nature of government The impact of dictatorial regimes on the economy and society of the Russian Empire and the USSR The impact of war and revolution on the development of the Russian Empire and the USSR Russia: Empire, nationalities and satellite states</p>
<p><b>Unit 4</b></p> <p>Topic based essay</p>	<p>The History A unit topic-based essay is an independently researched essay of 3000-4000 words in length. This unit is a non-exam assessment. The work will be marked by centres and moderated by OCR.</p>

## **A NOTE FROM THE HISTORY DEPARTMENT**

The information outlines the main parts of the course but your teachers can explain this in more detail. Why not ask us if you are interested? We are aware that you will not know much about the topics listed but we do and we can tell you about them!

Learners are required to study a variety of historical topics from a chronological range of at least 200 years and we believe there is something for everyone in the units that students take.

Unit 1 starts in Year 12 with the lively and interesting Tudor period. You will have the opportunity to study some of the most colourful characters in our history. There is no shortage of events: wars, rebellions, martyrdoms and burning desires are commonplace features on this course.

The second unit on The Cold War in Asia will encourage learners to develop and ask significant questions about important issues arising from US policy up to the present day. This will include the study of significant individuals, societies and events.

In Year 13, students will be required to consider developments in Russia over at least a hundred years. There is an in depth interpretation element where students evaluate ways in which the past has been interpreted by historians and using their knowledge of specific individuals, events or developments prominent during the period.

Finally, Unit 4 requires students to use a wide range of sources and interpretations, both primary and secondary, in order to carry out their own, independent historical enquiry. This will develop both students' understanding of how historians work and the skills required at degree level.