

History

Year 12 expectations evening

A Level teachers:

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What do they learn?



AQA History

- Paper 1 – The Tudors 1485-1603
- Paper 2 – The American Dream: Reality and Illusion 1945-1980
- The Non-examined assessment (NEA) – a 3,500 word essay on a topic of the students' choice



1C - The Tudors. England 1485-1603

This option allows students to study in breadth issues of change, continuity, cause and consequence in this period through the following key questions:

- How effectively did the Tudors restore and develop the powers of the monarchy?
- In what ways and how effectively was England governed during this period?
- How did relations with foreign powers change and how was the succession secured?
- How did English society and economy change and with what effects?
- How far did intellectual and religious ideas change and develop and with what effects?
- How important was the role of key individuals and groups and how were they affected by developments?



2Q - The American Dream: Reality and Illusion 1945-1980

This option provides for a study in depth of the challenges faced by the USA at home and abroad as it emerged from the Second World War as a Superpower. For many Americans, post-war prosperity realised the 'American dream' but the prosperity was not shared by all and significant problems at home and abroad challenged the extent to which the 'American dream' was a reality. It explores concepts and ideas such as American identity at home and abroad, anti-communism, social equality, ethnic identities and federal versus states' rights. It also encourages students to reflect on the nature of democracy in a pluralist society, political protest and the power of the media.



Assessment Objectives



- AO1 - Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.
- AO2 - Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.
- AO3 - Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

How are they assessed

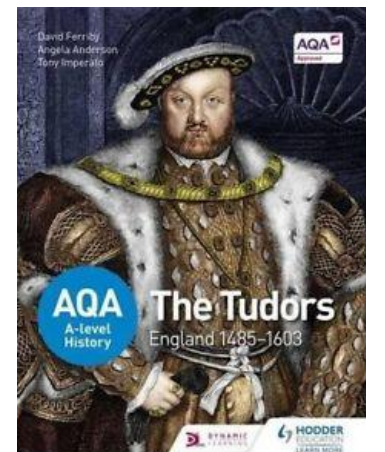
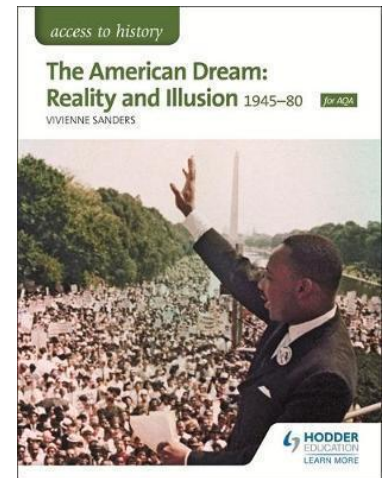


- Paper 1 (Tudors) - 2 hours 30 minutes. 3 **interpretations** with a question. 2 essays from a choice of three.
- Paper 2 (America) – 2 hours 30 minutes. 3 **primary sources** with a question. 2 essays from a choice of three
- NEA – Essay including knowledge, interpretations and primary sources

Admin



- Notes, handouts, assessments need to be organised into folders
- Folders will be checked once per half term to monitor that work is being well organised
- It is recommended that students have separate folders for the Tudors and the American Dream units
- Students should have got a textbook from the LRC for both the Tudors and the American units. These should be brought to lessons
- Homework will be set after each lesson. This could be to complete work started in the lesson, research for the next lesson or could be something more substantial such as an essay with a longer deadline
- Homework will be added to the SIMS app so that it can be monitored



How is progress measured?

Students progress is measured by regular assessment. There are assessment weeks scheduled per half term. In addition to this essays and skills based questions are set as home works and are assessed using the AQA mark schemes

Students are encouraged to reflect upon and their work and make improvements where necessary

WWW	TARGET
Introduction <ul style="list-style-type: none"> <input type="checkbox"/> You use an effective signpost sentence directly answering the Q <input type="checkbox"/> You clarify / define elements of the question <input type="checkbox"/> You set up valid criteria to form a judgement <input type="checkbox"/> You state your judgement <input type="checkbox"/> You give context evidence <input type="checkbox"/> You 'hint' offering specific details which you will explore later in your essay 	Introduction <ul style="list-style-type: none"> <input type="checkbox"/> You use an effective signpost sentence directly answering the Q <input type="checkbox"/> You clarify / define elements of the question <input type="checkbox"/> You set up valid criteria to form a judgement <input type="checkbox"/> You state your judgement <input type="checkbox"/> You give context evidence <input type="checkbox"/> You 'hint' offering specific details which you will explore later in your essay
Middle Paragraphs <ul style="list-style-type: none"> <input type="checkbox"/> You use effective signposts to 'head up' each of your paragraphs <input type="checkbox"/> You use a valid criteria to drive your argument and analyse evidence <input type="checkbox"/> You use relevant, detailed and specific evidence <input type="checkbox"/> You analyze your evidence <input type="checkbox"/> You explain your use of evidence <input type="checkbox"/> You explain your argument fully <input type="checkbox"/> You link back to the question at the end of each paragraph <input type="checkbox"/> You interlink, prioritise and 'weigh up' the evidence throughout <input type="checkbox"/> Your judgement is evident and being built upon throughout – there is a sustained and substantiated judgement <input type="checkbox"/> Your answer is always focussed to the question and your line of argument 	Middle Paragraphs <ul style="list-style-type: none"> <input type="checkbox"/> You use effective signposts to 'head up' each of your paragraphs <input type="checkbox"/> You use a valid criteria to drive your argument and analyse evidence <input type="checkbox"/> You use relevant, detailed and specific evidence <input type="checkbox"/> You analyze your evidence <input type="checkbox"/> You explain your use of evidence <input type="checkbox"/> You explain your argument fully <input type="checkbox"/> You link back to the question at the end of each paragraph <input type="checkbox"/> You interlink, prioritise and 'weigh up' the evidence throughout <input type="checkbox"/> Your judgement is evident and being built upon throughout – there is a sustained and substantiated judgement <input type="checkbox"/> Your answer is always focussed to the question and your line of argument
Conclusion <ul style="list-style-type: none"> <input type="checkbox"/> You use a signpost sentence to signal the start of your conclusion <input type="checkbox"/> You make a clear judgement <input type="checkbox"/> You explain effectively your judgement <input type="checkbox"/> Your judgement has interlinked & prioritised 	Conclusion <ul style="list-style-type: none"> <input type="checkbox"/> You use a signpost sentence to signal the start of your conclusion <input type="checkbox"/> You make a clear judgement <input type="checkbox"/> You explain effectively your judgement <input type="checkbox"/> Your judgement has interlinked & prioritised
Writing Technique <ul style="list-style-type: none"> <input type="checkbox"/> Your choice of vocabulary is suitably ambitious & sophisticated <input type="checkbox"/> You use historical terminology – key terms <input type="checkbox"/> You use connectives within your paragraphs <input type="checkbox"/> You use connectives to link your paragraphs together <input type="checkbox"/> You use 'bridging' sentences or phrases to link your paragraphs together – this will develop a sustained and substantiated judgement <input type="checkbox"/> You use the past tense <input type="checkbox"/> Your use of punctuation is accurate <input type="checkbox"/> Your spelling is accurate 	Writing Technique <ul style="list-style-type: none"> <input type="checkbox"/> Your choice of vocabulary is suitably ambitious sophisticated <input type="checkbox"/> You use historical terminology – key terms <input type="checkbox"/> You use connectives within your paragraphs <input type="checkbox"/> You use connectives to link your paragraphs together <input type="checkbox"/> You use 'bridging' sentences or phrases to link your paragraphs together – this will develop a sustained and substantiated judgement <input type="checkbox"/> You use the past tense <input type="checkbox"/> Your use of punctuation is accurate <input type="checkbox"/> Your spelling is accurate

L3:	<p>Answers will display a very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement.</p>	21-25 mark s	<p>TEACHER COMMENT</p> <hr/> <p>STUDENT RESPONSE</p>
L4:	<p>Answers will display a good understanding of the demands of the question. It will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comments relating to the question. The answer will be well-balanced with some judgement, which may be only partially developed.</p>	16-20 mark s	
L3:	<p>Answers will show an understanding of the question. The answer will be effectively organised and show adequate communication skills. There will be a range of largely accurate information which will show an awareness of some of the key issues and features, but may be unspecific or lack precision of detail. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist.</p>	11-15 mark s	
L2:	<p>Answers will be descriptive or partial, showing some awareness of the question. There will be some attempt to write an organised answer although communication and SOAG will be undeveloped. There will be some evidence showing understanding of some key</p>	6-10 mark s	

PLC - Personalised Learning Checklists

Students are given PLC's for each topic that they study.

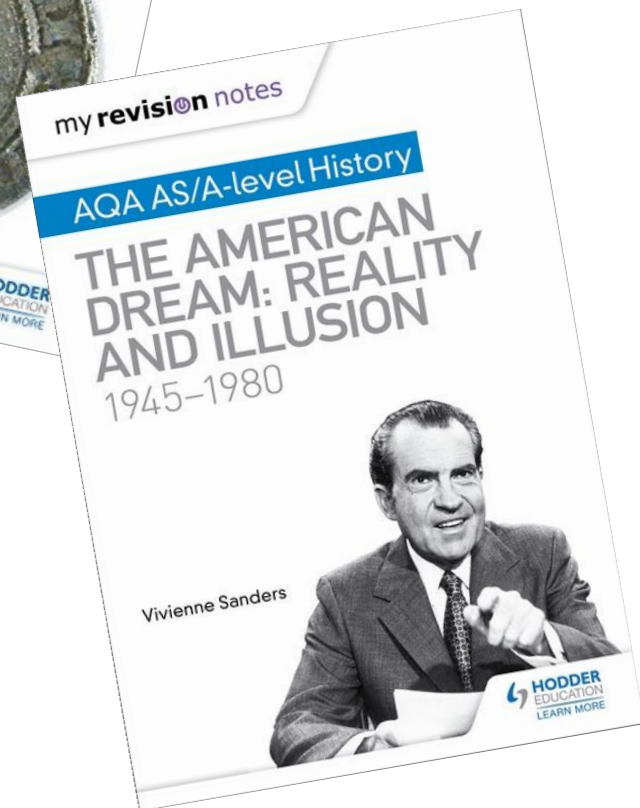
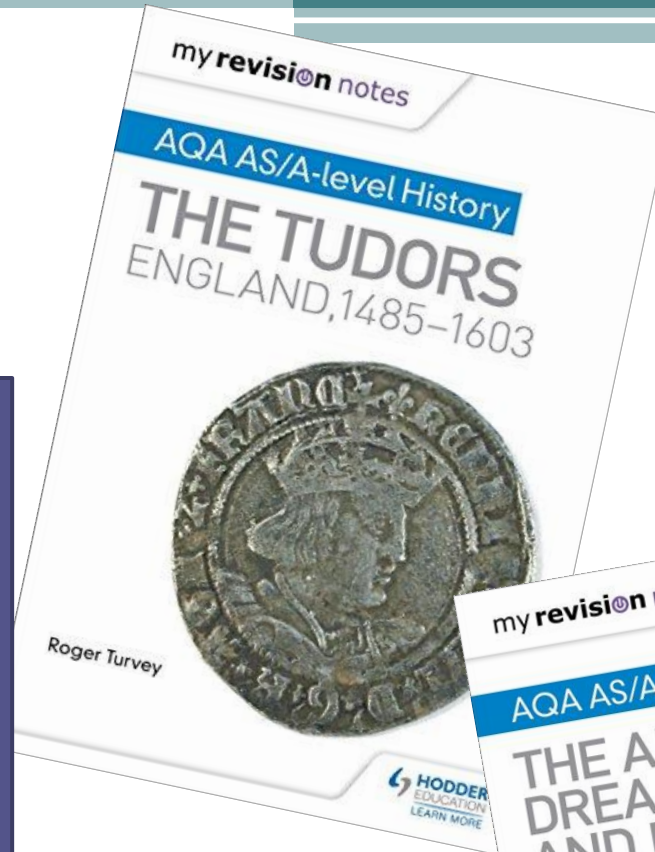
This allows them to reflect on content and things they need to know for a specific unit.

By colour coding or ticking the PLC to rate how confident they feel allows them to set themselves targets for revision and additional reading.



Revision Guides

We recommend the following revision guides that cover the two year course in detail. It can be bought relatively cheaply from Amazon or other stores.



How can you support?

- **Talk to your child about current events** – issues in the news? What is going on locally, nationally and globally?
- **Come to parents evening**
It is really important to have a dialogue about your child's progress and their learning.
- **Stay in touch:** If you have concerns or questions we are only ever an e-mail or phone call away.
- **Look over the specification:**
We don't expect you to read the whole document but perhaps be familiar with the topics your child will study. Ask your child what they are studying currently.

<https://www.aqa.org.uk/subjects/history/as-and-a-level/history-7041-7042>

