



DIXONS
SIXTH FORM
ACADEMY

SUMMER WORK

**A LEVEL
HISTORY**

STUDENT NAME:

20
25

Contents

About the Summer Work 2

Welcome to History 3

Subject outline 3

Careers and Higher Education 4

 Where will your history qualification take you? 4

Links to key information:..... 7

Summer work tasks - research 7

Summer work tasks - research 8

Summer work tasks – reading and revision 10

 British History: Read the following pages related to the Labour government 1945-1951 and
 complete the tasks beneath:..... 10

Reading list 15



About the Summer Work

This booklet contains a number of tasks that students are expected to complete to a good standard in order to be able to be enrolled in this subject.

Please complete these tasks on A4 paper and bring them with you to your first lesson.

The work handed in should be:

- written in black or blue ink on A4 lined paper
- written in full sentences with no copying and pasting from external sources
- have all compulsory tasks completed
- have student's full name on each sheet
- multiple sheets should be connected together

This booklet also contains significant additional information and a range of optional tasks. We would encourage you to complete all the tasks including the optional ones to fully prepare for Sixth Form study.

In order to complete the summer homework effectively, you will need access to the following;

- The internet or access to the library (public libraries have History related books).
- A black or blue pen
- A quiet space to work
- Time to dedicate to your studies



Welcome to History

Subject outline

Students often choose to study History because they have a genuine interest in learning about the people and societies of the past, and in understanding how those events have shaped the world we live in today. Many students would have enjoyed studying History at GCSE and be keen to build on their knowledge and skills, although students who have strong literacy skills may be able to study and succeed at A Level without a GCSE in History.

The AQA A-Level Specification assesses students' learning with two exam papers at the end of the course, as well as a 'Non Examined Assessment' (NEA).

Paper 1: The Making of a Superpower: USA 1865-1975 – 40% of A Level

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

- How did government, political authority and political parties change and develop?
- In what ways did the US economy and society change and develop?
- How did the role of the US in foreign relations change and develop?
- What was the extent of social and cultural change?
- How united was the US during this period?
- How important was the role of individuals and groups and how were they affected by developments?

Paper 2: The Making of Modern Britain – 40% of A Level

This option provides for the study in depth of the key political, economic, social and international changes which helped to mould Britain in the second half of the 20th century. It explores concepts such as government and opposition, class, social division and cultural change. It encourages students to reflect on Britain's changing place in the world as well as the interrelationship between political policies, economic developments and political survival.

NEA: Historical Enquiry of 4000-4500 words – 20% of A Level

This independent historical enquiry will involve students researching and writing an extended essay linked to Tudor rebellion. This is excellent preparation for university style learning, and is a synoptic assessment of the skills developed for the exam papers of argument, source and interpretation analysis.



Careers and Higher Education

Where will your history qualification take you?

History A-Level or a History degree equips you with many skills that are attractive to employers.

History is actually very practical, because it involves:

- **Learning about people** – how they interact, the motives and emotions that can tear people apart into rival factions or help them to work together for a common cause (useful knowledge for team-building at work!)
- **Learning about countries, societies and cultures** – so many of today's conflicts and alliances have their roots in the past; how can you negotiate with, trade successfully with, or report on a country if you know nothing of its history?
- **Learning to locate and sift facts** – to identify truth and recognise myth, propaganda and downright lies (useful in every aspect of life!)
- **Presenting what you've learned in a way that makes sense to others** – whether in graphs, essays or illustrated reports – **and** having the confidence to defend your findings.



All these skills are valuable in a whole range of jobs. So instead of only looking at 'careers in history' you could also look at careers where it will help a lot if you've studied history.

Recent evidence suggests that there is a skills gap within the **local labour market** and their workforce. This means that there is a gap between the skills an employee has and the skills he or she actually needs to perform a job well. The skills that are most often required by the local labour market include a range of 'soft skills'. These skills can be developed by studying A-Level History, some of which are outlined below;

- Communication
- Project management
- Team work
- Organisation
- Attention to detail
- Planning
- Research skills
- Creativity
- Problem solving

According to a recent release by the University Guide website, the following are some of the top places to study History.



University ranking	University name	Overall score	Entry standards	Student satisfaction	Research quality	Graduate prospects
1 ▲ 1	University of Oxford VIEW COURSES →	100%	99%	n/a	85%	81%
2 ▼ 1	University of Cambridge VIEW COURSES →	95%	99%	n/a	81%	70%
3 ▲ 2	Durham University VIEW COURSES →	95%	97%	79%	84%	84%
4	London School of Economics and Poli... VIEW COURSES →	94%	90%	79%	82%	94%
5 ▼ 2	University of St Andrews VIEW COURSES →	94%	100%	86%	86%	73%
6	UCL (University College London) VIEW COURSES →	93%	90%	77%	88%	79%
7 ▲ 1	University of Warwick VIEW COURSES →	90%	80%	78%	86%	77%
8 ▲ 4	University of Exeter VIEW COURSES →	90%	84%	75%	87%	71%
9 ▲ 6	University of Birmingham VIEW COURSES →	89%	78%	72%	86%	77%
10 ▲ 1	University of York VIEW COURSES →	88%	80%	80%	86%	65%



You may be aware that Bradford has been awarded Capital of Culture 2025. This means that the city can expect an increase in investment, bringing new jobs and opportunities. Furthermore, the study of History can help develop skills that will be useful in the industries that we are seeing emerge within Bradford; including Education, Heritage and Tourism.

Links to key information:

The full AQA History specification can be found here:

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

A guide to History related careers from the Historical Association:

<https://www.history.org.uk/student/module/8671/careers-with-history>

A link to the Labour Market Report 2021 which examines factors relating to employment within Bradford: <https://futuregoals.shorthandstories.com/lmireport/>



Summer work tasks - research

America 1865-1975

Tasks for students:

To help you understand the context of this unit it would be helpful to complete the following research tasks:

1. Create ***brief*** fact-files on the following Presidents from across the period. Include **when they governed, their key achievements or failures:**
 - Abraham Lincoln
 - Andrew Johnson
 - Grover Cleveland



- William McKinley
- Theodore Roosevelt
- Woodrow Wilson

2. Investigate the reasons why America gained independence from the British Empire in 1776. Use the following causes as guidance:

- Economic causes – taxation
- Violent clashes between British troops and colonists
- Political causes – resentment at British control

3. Create a detailed fact-file on the US Civil War: 1861-1865

- Causes of the outbreak of Civil War
- Union vs Confederacy
- Key battles/turning points
- Emancipation Proclamation
- Outcome

Useful links for tasks:

President research:

<https://www.whitehouse.gov/about-the-white-house/presidents/>

American Revolution:

<https://www.studyiq.com/articles/american-revolution/>

US Civil War:

<https://www.britannica.com/event/American-Civil-War>

<https://www.bl.uk/onlinegallery/onlineex/uscivilwar/origins/origins.html>



Summer work tasks - research

Modern Britain 1951-2007

Tasks for students:

To help you understand the context of Britain in 1951 it would be helpful to research the key individuals and developments post WW2.



1. Create *brief* fact-files on the following key individuals who played prominent roles during the period.

- Winston Churchill
- Clement Attlee
- Harold McMillan

2. Why did Winston Churchill and the Conservative Party lose the 1945 elections?

Aim to make 5 bullet point notes for each of the causes listed below:

- Reputation of the Conservative Party due to 1930's economic depression
- Impact of the Beveridge Report of 1942
- Role of Conservative Party in appeasing Hitler before WW2
- The election campaigns by Churchill for Conservatives, and Attlee for Labour

https://www.bbc.co.uk/history/worldwars/wwtwo/election_01.shtml

<https://www.historyhit.com/1945-churchill-defeated-labour-party/>

3. Create fact files on some of the key developments during the Labour government of 1945-1951. Aim for 5 bullet point facts for each:

- Creation of the NHS
- Creation of housing
- Nationalisation of key industries
- Marshall Aid

<https://www.bbc.com/bitesize/guides/zwhsfg8/revision/5>

<http://www.nationalarchives.gov.uk/films/1945to1951/about.htm>

4. Why did Labour lose the elections in 1951? Find out 5 details about each of the following causes:

- Election campaigns
- Austerity and rationing

<http://www.bbc.co.uk/news/special/politics97/background/pastelec/ge51.shtml>

<https://medium.com/@jennibowdery/why-did-the-conservatives-win-labour-lose-the-1951-uk-general-election-1591d87dea76>



Summer work tasks – reading and revision

British History: Read the following pages related to the Labour government 1945-1951 and complete the tasks beneath:

27.4 HOW SUCCESSFUL WERE THE POLICIES OF THE LABOUR GOVERNMENTS?

Labour was responsible for a huge body of reform, but inevitably with such controversial policies, historians are divided about their success and their long-term effects. Broadly speaking there are three different interpretations:

- the sympathetic view – Labour was largely successful in carrying out its policies and achieving its main aims, and deserves to be remembered above all as the creator of the welfare state and the party that led Britain to recovery after the Second World War.
- the unsympathetic left-wing view – Labour missed an opportunity to introduce real change and real socialism; their policies were half-hearted and nowhere near radical enough.
- the unsympathetic right-wing view – Labour was so obsessed with its welfare state that it neglected industry and the economy, with disastrous long-term results.

(a) The sympathetic view

Historians Kenneth Morgan and Paul Addison are leading exponents of this view. They believe that Labour, boosted by a great vote of confidence in the 1945 election, carried out its mandate for radical change; its social policies were innovative and highly successful, setting the pattern for the next quarter of a century until the appearance of Thatcherism. Labour's attempts at planning the economy surpassed anything previously seen in Britain, and brought considerable success. By 1950 Britain was well on the way to recovery: inflation seemed to be under control, there was full employment, exports were increasing, and there was a healthy balance of payments. Especially impressive was the export of British cars to North America. The 1951 Festival of Britain could be seen as a triumphant symbol of Britain's recovery and revitalization. According to Kenneth Morgan, 1948–50 'was amongst the most thriving periods economically that the country as a whole had experienced since the late Victorian era'. Most Labour supporters were full of praise for the 'mixed economy', that is, partly nationalized and partly privately owned; they hoped that this new 'middle way' (between full capitalism, in which everything was privately owned, and communism, in which everything was owned by the state) would be an example for the rest of the world to follow. Economist Alec Cairncross believes that, given the awesome problems facing the government in 1945, its achievements could hardly have been greater. There were notable achievements in foreign policy too, with Bevin playing an important role in the Marshall Plan and the formation of NATO (see Section 31.1(d & f)) and Attlee handling Indian independence well in difficult circumstances (see Section 32.2).

However, in the first years of the 1950s, the

However, in the final year of its life, the Labour government suffered an economic setback when Britain became involved in the war in Korea (see Section 31.1(g)). The USA, leading the attack on the communists, went in for massive rearmament, forcing up prices of raw materials on the world market, and causing a sharp increase in the price of goods imported into Britain. When Britain also decided to increase her rearmament programme, it led to a period of inflation, shortages and further economies; to save money, Hugh Gaitskell (who had replaced the exhausted and ailing Cripps as chancellor) introduced charges for spectacles and dental treatment, causing a split in the party. Peter Hennessy sums up the sympathetic view well: in spite of the economic setback of 1951, 'the achievements of the Attlee administration between 1945 and 1951 probably make it the most hyper-achieving peacetime government this century in economic and, especially, social terms. Virtually all the promises in its manifesto were implemented by 1951'.

(b) The unsympathetic left-wing view

Historians like John Saville believe that Labour was a great disappointment to real socialists; although the social reforms were quite impressive, the government failed to introduce a genuine socialist system and ended up merely strengthening capitalism:

- The people running Labour's economic policy – Morrison, Dalton, Cripps and Shinwell – were not expert planners and were reluctant to listen to advice. Even a sympathetic historian like Morgan admits that 'Britain's economic planning often frustrated by a government weak at the centre.... advisers found themselves whole approach was piecemeal and indirect, and they tended to deal with specific problems and situations as they arose rather than working out an overall plan to be followed. In spite of all the various planning committees, the government never succeeded in drawing up real targets for investment, production and consumption.
- Nationalization was not carried out in the way many socialists had hoped. Morrison set the newly nationalized industries up as public corporations, like the Central Electricity Board and the BBC which had been introduced by the Conservatives in the 1920s. Each industry was controlled by a small board of experts responsible to a government minister, but there were no workers on the boards, they had no share in decision-making and no share of the profits. This tended to make the structure too bureaucratic and inflexible, and the workers felt excluded, which meant that the mass support for nationalization which in theory there should have been among the working classes, did not exist. It was felt that the previous owners had been compensated excessively: the mine-owners received £164 million and the iron and steel owners £240 million; it was clear that many years' profits would be needed to pay off such large sums. What the government had actually done was to buy out the former owners while keeping the same, often inefficient, management.

- Only about 20 per cent of the nation's industries were nationalized, and apart from iron and steel, they were either unprofitable, or in need of investment for development and modernization, or both. Profitable industries remained firmly in the hands of private enterprise. Yet the government felt unable to provide sufficient investment to do the job properly, and consequently the nationalized industries, particularly coal and transport, continued to provide an inefficient service and ran up large deficits. The hope that profits would help meet the cost of the welfare state proved false. This whole approach convinced the public that nationalization automatically implied inefficiency and waste, and Labour failed to point out that the problems were of long standing and that the payment of compensation to the previous owners was using up most of the profits. There was a strong case for nationalizing other profitable industries, for example those producing consumer goods, to show that state ownership need not be limited to 'commanding heights' industries and failing industries. However, the Labour leaders were cautious men who had gone as far as they dared. They had no plans to take over any more industries after iron and steel. Instead of being the beginning of a new era of collectivist planning which socialists had been dreaming of, the Attlee government turned out to be the climax of 50 years of economic and social reform. What remained now was not further development, but, as Morrison himself put it, 'consolidation'.
- Labour made the mistake of assuming that Britain must continue to act as if it were a great power, when in fact its economy was incapable of sustaining such action. Holders of this view believe that the government should not have taken the decision to become an atomic power in 1947 and should have kept out of the Korean War.

(c) The unsympathetic right-wing view

This view was first put clearly by Corelli Barnett in his book *The Audit of War* (1986) and later in *The Lost Victory* (1995). Barnett would certainly agree with Peter Hennessy that by 1951 Labour had fulfilled virtually all the promises in its manifesto, but he believes that this had disastrous effects. The government was led astray into the 'utopian' schemes of Beveridge, which the economy was incapable of supporting. Labour's obsession with the welfare state used up resources which should have been put into modernizing industry, and then left the country saddled with a long-term burden which hampered the economy and reduced Britain's competitiveness for the next half-century. True, the country needed social reform, but this should have waited until industry had been brought into the highest possible state of efficiency, thus maximizing profits which would have helped towards the cost of the welfare state. Holders of this view believe that the Beveridge Report and Attlee's government between them must bear a heavy responsibility for Britain's post-war decline.

**British History Reading task:**

1. Complete the chart below. You need to add extra precise facts from the text for the sympathetic view – and then complete the summary and supporting evidence for the other two viewpoints.

Interpretation	Brief summary of argument	Pick out precise supporting evidence from the text
Sympathetic view	The Labour government managed the economy effectively – their policies were responsible for UK's dramatic post WW2 recovery, and given the problems they inherited, their achievements were incredibly impressive.	<ul style="list-style-type: none"> • 1950 – inflation under control, full employment, exports increasing. • • • •
Unsympathetic left wing view		
Unsympathetic right wing view		

British History Reading Task:

- 2. Conclusion – which viewpoint do you find most convincing? Write a concluding paragraph justifying your argument:

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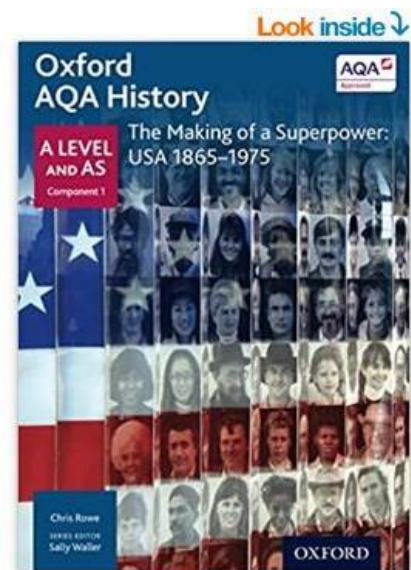
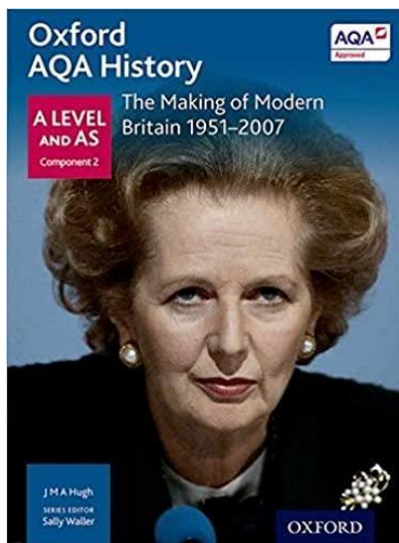
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3. Revision

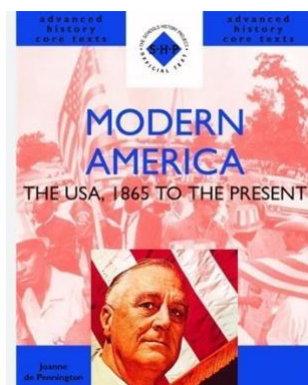
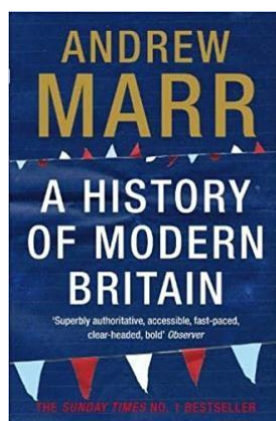
Prepare for a factual knowledge test based on the evidence in the reading you have just analysed. Aim to memorise the key facts and details you have identified. Remember – effective revision is always active – create flashcards, get someone to test you.

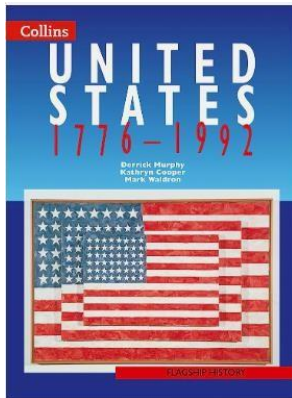
Reading list

These are the recommended core textbooks for the course:



There will be copies of these books, as well as a good range of other specialist books related to both courses in the college libraries, including top recommendations such as:





1K The Making of a Superpower, 1865-1975

Textbooks:

C Rowe, *Oxford AQA History for A Level: The Making of a Superpower 1865-1975*
 H Brogan, *The Penguin History of the United States of America*, Penguin, 2001
 P Clements, *Prosperity, Depression and the New Deal: 1890-1954*, Hodder, 2008
 J de Pennington, *Modern America: 1865 to the Present*, Hodder, 2005

Websites:

<https://www.whitehouse.gov/about-the-white-house/presidents/>
<https://www.studyiq.com/articles/american-revolution/>
<https://www.britannica.com/event/American-Civil-War>
<https://www.bl.uk/onlinegallery/onlineex/uscivilwar/origins/origins.html>

Documentaries/TV series:

From Colony to World Power: Empire Builders
<https://www.youtube.com/watch?v=Ue7FGY0FL7E>

2S: The Making of Modern Britain, 1951–2007

Key texts:

C Rowe, *The Making of Modern Britain 1951-2007*, Nelson Thornes, 2009
 M Lynch, *Britain 1945-2007*, Hodder, 2008
 S Waller, *A Sixties Social Revolution? British Society 1959-1975*, Nelson Thornes, 2008

General texts:

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

Visual sources and websites:

Andrew Marr's History of Modern Britain, DVD 2entertain, 2009 (available on Daily Motion website)

Margaret Thatcher – A very British revolution – available on BBC I Player

<https://www.bbc.co.uk/iplayer/episode/m0005br9/thatcher-a-very-british-revolution-series-1-1-making-margaret>

Churchill and WW2 film <https://www.bbc.co.uk/iplayer/episode/m000j4wd/darkest-hour>