

What is History?

History is the study of the past. Historians study and interpret the past by researching evidence, asking questions about the evidence and forming explanations that try to make sense of what the evidence suggests about the peoples, events, places and time periods under consideration.

Why students choose this course

Students often choose to study History A Level because they have enjoyed and been successful at History GCSE. It is certainly desirable to have a strong fascination with learning about people and societies in the past.

History students typically relish expressing their ideas both verbally and in writing. Extended written answers are the way that the subject is assessed, so students who choose History at A Level are generally strong writers who have been successful in English GCSE courses.

While History would be an excellent choice to demonstrate versatility alongside Science or Maths A Levels, some students will select History alongside other essay writing subjects if that is a key area of strength.

What the course covers

Unit 1 Breadth study: Tsarist and Communist Russia: 1855-1964

Unit 1 will take the long view on a pivotal period in the history of Russia, examining continuities and changes across a century which witnessed the end of the rule of the Tsars and the move to Communist rule.

1. The attempt to preserve autocracy: 1855-1894
2. The collapse of autocracy: 1894-1917

3. The emergence of a Communist dictatorship: 1917-1941
4. The Stalinist dictatorship and reaction, 1941-1964

Unit 2 Depth Study: The Making of Modern Britain: UK 1951-2007

Unit 2 will focus on recent British history, looking in depth at the political, economic, social and international developments of the last half century. This course explains how the UK went from being the most dominant global superpower to the declining sick man of Europe in the 1970s and ended up as a modern, dynamic European economic hub under the New Labour government of the last decade.

1. The Affluent Society, 1951–1964
2. The Sixties, 1964–1970
3. The end of Post-War Consensus, 1970–1979
4. The impact of Thatcherism, 1979–1987
5. Towards a new Consensus, 1987–1997
6. The Era of New Labour, 1997–2007

Unit 3 Historical Investigation

A personal study based on a question connected to either the French Revolution or the Tudors. This should take the form of a question in the context of approximately 100 years. Students will select their question in consultation with subject staff who have specialist knowledge of each period.

Further information can be found on the examination board website at www.aqa.org.uk

What students can do with this course

History is considered a facilitating subject, which means that it is a highly regarded A Level by all top universities.

A History degree is of course a logical progression for those students wishing to continue to study the subject in greater depth, however as a facilitating subject a strong A Level grade in History will be useful in accessing a wide range of degree courses.

Careers typically associated with History include Law, Politics, Journalism, Heritage and Conservation.

How this course is assessed

Both Unit 1 and Unit 2 examinations and Unit 3 are completed at the end of Year 2:

Unit 1 - A two hour thirty minute examination contributing 40% of your overall A Level

Unit 2 - A two hour thirty minute examination contributing 40% of your overall A Level

Unit 3 - A non-examined coursework essay of around 4000 words contributing 20% of the A Level

Entry requirements

All our course entry requirements are detailed in the Entry Requirements document located in the admissions section of our website.

AQA A-level History: Tsarist and Communist Russia 1855-1964, C. Corin and T. Fiehn
AQA A Level History: The Making of Modern Britain, 1951-2007, J. Hugh

Student Profile:



Before Sixth Form, Lucy was a student at Queensbury. She studied A Levels in History, English Literature and Spanish and gained grades A*, A*, A. She left us to read History at Worcester College, Oxford.

“ I loved all the opportunities it gave me to better understand the world. I especially enjoyed visiting Bolling Hall museum- it tied in well with my coursework, which was on the Tudors. I also loved learning about the political aspects of the Modern Britain course as this gave me a better understanding of the political atmosphere in Britain today. In preparation for reading History at Oxford in October, I’m reading Eighteenth-Century Britain: A Very Short Introduction by Paul Langford. ”