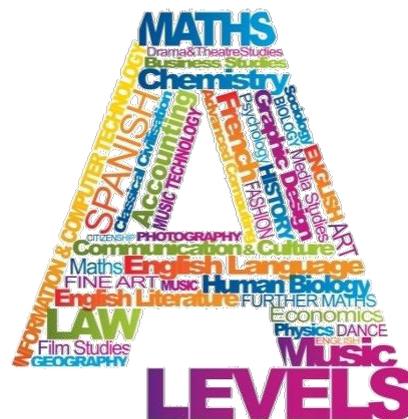


GCSE to A LEVEL Transition Project



Name:

Subject: A Level History Year 1

The purpose of this A Level Transition project is to introduce you to studying this subject at A Level standard. You will need to complete 10 hours of study on each subject every week, 4½ in class with your teacher and the rest as independent learning. Therefore, it is important that you enjoy this subject and that you start to practice your study skills as early as possible. Some subjects have significant maths content (for example business, psychology, economics); others require strong essay writing skills (for example history, English). Think about the study skills and underpinning knowledge you will require in this subject - not just the title.

If after completing this project you think this may not be your ideal choice, you can ask to transfer to another subject at the start of term, as long as you have the entry requirements and it fits alongside your other choices on the A Level Matrix (timetable). If you do decide to change subject, you will be required to complete the transition project for your new choice too.

This is also your first taste of Flipped Learning and elements will be used within your first week of lessons.

Please ensure your name, student number and subject are clearly noted on each page and bring it with you to hand in at Enrolment.

We hope you enjoy this project as you start your A Level journey.

Have a good summer and we look forward to seeing you in September.

A Level History

You are required to complete **all** the tasks detailed in this hand-out. Your knowledge and understanding of this work will be assessed during the first week of the A Level History course.

1. As with other subjects you need to demonstrate a knowledge and understanding of a range of key terms. These terms form the basis of the historical language that you will become familiar with over the course of Year 1, and you will become experienced in using this language in essays and short answer questions.
2. You are required to work your way through the following tasks, completing them by the end of the summer holiday, and submitting them before the first lesson of Year 1.
3. This booklet contains tasks for you to complete, the tasks should give you a flavour of some of the areas we will be looking at over the course of the Autumn Term. Read carefully!
4. Don't forget - you will sit a short test near the beginning of the Autumn Term, so don't think this summer project doesn't matter - IT DOES!!!!!!!!!!!!
5. This is a detailed and comprehensive assignment. Don't rush it. Break it down into small tasks and PLAN how you are going to spend your time over the coming weeks. This will provide you with the opportunity to develop excellent study skills in preparation for your Year 1 studies in September.
6. You are about to embark upon an exciting stage of your learning - and in two short years will be heading off to University, so EXPECT to be challenged, EXPECT to scratch your head, EXPECT to take longer over these tasks than you may have been used to in your last year at school. Don't forget, you will now be spending ALL your time doing 3 or 4 subjects - so at first it may seem strange to be spending so long on one thing - but you'll get used to it. It's all part of the learning process and moving you on to be confident independent learners.



Study and examination skills

Differences between GCSE and A Level History

The amount of factual knowledge required for answers to A Level History questions is much more detailed than at GCSE. Factual knowledge is used as supporting evidence to help answer historical questions. Knowing the facts is important, but not as important as knowing that factual knowledge supports historical analysis.

- ❖ Extended writing is more important in A Level History. Students will be expected to answer either structured questions or essays. You will be required to produce a written coursework essay of approximately 3-3,500 words.
- ❖ Reading is absolutely vital - if you don't enjoy reading this is not the subject for you!
- ❖ You will be assessed through Formal Progress Points throughout the year. Please ensure that you thoroughly revise for these assessments as you may not be able to continue onto the second year if you have not made sufficient progress.

Similarities with GCSE:

Source analysis and evaluation

The skills in handling source historical sources, which were acquired at GCSE, are developed at A Level. In Year 1, sources have to be analysed in their historical context, so good factual knowledge of the subject is important.

Historical interpretations

Skills in historical interpretation at GCSE are also developed further. The ability to analyse different historical interpretations is very important. Students will also be expected to explain why different historical interpretations have occurred.



Transition Project Tasks: The first module taught in September will be *The American Revolution and the Birth of the USA, 1760-1801 (AQA)*



First task:

Research the background to the **13 Colonies** that made up British Empire by answering the following questions:

- ❖ When were the colonies founded?
- ❖ The colonies were grouped into three categories: e.g. The New England Colonies. What were the other 2 groups? Which states belonged to each category?
- ❖ What was the population growth of the colonies by 1760?
- ❖ How many Americans lived in each colony?
- ❖ Where did the colonists originate from?
- ❖ What was life like in the colonies: economic; culture; religion; politics and society (e.g. what was life like for women by 1760?)
- ❖ What was life like for black Americans by 1760?
- ❖ What was the relationship between American Natives and the Colonists like by 1760?

Second Task:

Having completed your research, please answer the following question:

To what extent did equality, liberty, and self-government exist in the American colonies in the period 1700-1760?

- ❖ Argue for or against the claim in the question. Either equality or self-government did exist or it didn't. You can acknowledge both sides of the argument but emphasise your own argument throughout the essay.
- ❖ PEEL paragraphs can help you write a persuasive essay.
- ❖ Back up your assessment with as many specific facts as possible.
- ❖ Your essay must be a **minimum of 1000 words**

Helpful books/websites to get you started:

- ❖ Alan Farmer, *The American Revolution & the Birth of the USA, 1740-1801* (This is our set text that you need for the start of the course)
- ❖ G B Tindall, D E Shi, *America, A Narrative History*, W. W. Norton, 2004

<http://www.earlyamerica.com/>
<http://www.archives.gov/historical-docs/>
<http://founders.archives.gov/>