**History A Level – Haberdashers’ Aske’s Crayford Academy**

**Paper 1 – Option 1F**

**Overview**

This option comprises a study of the dramatic political, economic and social transformation of the USA in the twentieth century, an era which saw the USA challenged by the consequences of political, economic and social inequalities at home while maintaining its position as a world superpower.

In 1917, the USA entered the First World War as the fastest growing economy in the world and with the potential to become a leading world power. By the end of 1918, America had ended the war as the world’s ‘top nation’. Until the outbreak of the Second World War in 1941, the USA was reluctant to become the world’s policeman — the policy of isolationism — but was more willing to encourage the spread of its political, economic and cultural values: democracy, capitalism and mass popular entertainment. After 1945, as the USA and the USSR pursued the Cold War, the USA aggressively promoted these values as one of the world’s two superpowers. The USA was, and is, a country of contradictions. Radical revolutionaries had fought for independence from Britain in the 1770s but conservative conformity was the prevailing political attitude. The ‘American Dream’ was of security and prosperity but equality of opportunity often meant ‘rugged individualism’: sorting out one’s own problems. Meanwhile ethnic minorities, women, the poor, social minorities and radicals often struggled to be heard in the ‘land of the free’. The history of the USA in the twentieth century can be seen as the history of ordinary Americans trying to come to terms with these contradictions.

In the 1920s, America experienced both ‘boom’ and ‘bust’. Non-interventionist Republican presidents allowed the economy to expand with little regulation. Many Americans flourished but few farmers, African Americans and immigrants prospered. After the Wall Street Crash in 1929, most Americans were hit by a decade of the Great Depression and those who were already poor suffered most. The majority of voters put their trust in President Roosevelt, who promised a New Deal to save the country, but it was probably his decision to enter the Second World War that bailed America out.

Post-1945 America experienced an unparalleled prosperity which saw the creation of an affluent white middle-class. In the 1960s, this led to resentment from those who were excluded — the search for civil rights — and, perhaps most surprisingly, backlash from the youth who had benefited most: counter-culture. President Johnson’s ‘Great Society’ programme did try to help the poor but he was undermined by the disaster that was the Vietnam War.

Many Americans hoped that the 1970s would bring greater stability. However, despite continued superpower status and the advance of American popular culture, it only brought further challenges. Conservative America hoped that President Nixon would bring stability but he resigned amid scandal and corruption. Neither Republican nor Democrat presidents were able to deal effectively with either social tensions or economic downturn.

In the next decade the tensions did not go away, but 1980 ushered in 12 years of more confident Republican rule. Ronald Reagan’s presidency (1980–88) was just as controversial as Margaret Thatcher’s in Britain but President Clinton’s first term in office (1992–96) was heavily influenced by its political and economic conservatism. However, social and cultural values continued to polarise even more. Even today, ‘Obama-care’ may have introduced health insurance for more Americans than ever before, but ultra-conservative republicanism is also thriving.

The option is divided into the following four themes, though students need to appreciate the linkages between themes, as questions may target the content of more than one.

Theme 1: The changing political environment, 1917–80

Theme 2: The quest for civil rights, 1917–80

Theme 3: Society and culture in change, 1917–80

Theme 4: The changing quality of life, 1917–80

The historical interpretations focus is: What impact did the Reagan presidency (1981–89) have on the USA in the years 1981–96?

Paper 2, Option 2F.2: South Africa, 1948–94: from apartheid state to ‘rainbow nation’

Overview

This option comprises a study of South Africa during its transition from white minority rule in 1948 to the free elections of 1994; a long, and at times, dramatic process in which South Africa was transformed from an apartheid state into a multi-racial democracy: a ‘rainbow nation’.

The years 1948–94 saw the emergence of one of the great figures of the twentieth century: Nelson Mandela. His story of discrimination, resistance and imprisonment, followed by release and election as the President of South Africa in many ways mirrors the story of South Africa itself. However, the history of South Africa is a complicated one.

South Africa covers an enormous territory: from the Cape of Good Hope in the south to the Limpopo River in the north and the Atlantic Ocean to the west and the Indian Ocean to the east. Consequently, the indigenous African population is made up of a wide variety of ethnic and tribal groups, including the San, the Xhosa and the Zulus, with many different languages. Added to this there are three other recognised major racial groups: whites, coloureds (mixed ethnic origin) and Asians/Indians.

In 1652 when the first Dutch settlers arrived at the Cape, their attempts to force the local African communities to work for them failed. This led both to an aggressive campaign against indigenous Africans as the Dutch moved inland and to the importation of slaves from the Far East (in the nineteenth century, labourers would also be brought over from India). This in turn led to discrimination and the beginnings of a society based on racial divisions.

British involvement in India led to a desire to take over the Cape from the Dutch. At the end of the Napoleonic Wars in 1815, they were formally given control. This led to another layer of tension, between the British and the descendants of the original Dutch settlers: known as Boers or Afrikaners. In 1834, after the British had abolished slavery, groups of Boers began to move north — *trek* — into territory as yet unclaimed by Europeans.

This would begin 70 years of conflict in which the British, the Boers and various African tribes would all fight each other for control of the territory. When diamonds, and then gold, were found inland as well, a further dimension was added to the conflict. By 1902, the British were the predominant power but the events of the Second Boer War (1899–1902) led to compromise with the Afrikaners and the continuation of discrimination against ‘non-whites’.

In 1910, the white population was given self-determination: the right to control their own domestic matters. In 1948, as Africans across the continent clamoured for independence and majority rule, the white minority Afrikaner National Party won control of the country, promising to enforce ‘apartheid’. Apartheid was a policy of systematic racial discrimination and segregation in every area of life: work, education, health, public transport, shopping and entertainment, even sitting on a beach. This was a system so complex that each racial group mentioned above was treated in a different way; a system which continued in some form until 1994.

This is why the history of 1948–94 being studied in Option 2F.2 is not just the straightforward progression that the story of Nelson Mandela may at first seem. It explains why the struggle to gain majority rule took nearly 50 years, why African nationalists were often bitterly divided, why the years 1990–94 were particularly traumatic and why the ‘rainbow nation’ still has many political, social and economic problems today.

The option is divided into the following four topics, though students need to appreciate the linkages between topics, as questions may target the content of more than one topic.

Topic 1. The response to apartheid, c1948–59

Topic 2. Radicalisation of resistance and the consolidation of National Party power, 1960–68

Topic 3. Redefining resistance and challenges to National Party power, 1968–83

Topic 4. The end of apartheid and the creation of the ‘rainbow nation’, 1984–94

**Rebellion and disorder under the Tudors, 1485–1603**

**Overview**

This option gives students the opportunity to explore the ways in which a turbulent period of English history was brought to an end, and rulers and ruled began a process whereby good governance and the rule of law gradually became the order of the day. However, the process was not smooth and the outcomes rarely certain.

The Plantagenets had ruled England for some 300 years before, divided against themselves, Lancastrian and Yorkist factions fought each other for the throne of England in a series of civil wars that were later called the Wars of the Roses. The mental fragility of the Lancastrian Henry VI created divisions within the nobility as they vied to control a vulnerable ruler. His breakdown in 1453 led to the protectorate of Richard, Duke of York, but despite Henry’s recovery in 1455, civil war broke out between the Lancastrian and Yorkist factions resulting in the first reign of the Yorkist King Edward VI (1461–70). Rallying under the leadership of Henry’s queen, Margaret of Anjou, the Lancastrians re-grouped and by 1470, Henry was back on the throne. He was back, however, for only a year. The Battle of Tewkesbury saw the death of his only son and opened the way for his own murder in the Tower of London. The second reign of Edward VI (1471–83) proceeded without challengers and was able to achieve an unprecedented level of political and societal stability. However, his sudden death in 1483 precipitated yet more turbulence, with the disappearance of his two young sons and the coronation of their uncle as Richard III.

Henry Tudor claimed the throne in August 1485 by virtue of the death of Richard III in battle on Bosworth Field. This was an accepted way, in the late medieval period, of gaining a crown and a kingdom; had Richard survived the battle and lived to fight another day, the final outcome might have been very different. As it was, nobles, clergy and people would have wondered whether Bosworth was simply another battle in the civil war that had riven England for 30 years. Yet, in less than 100 years, a potentially rebellious people had become, mostly, loyal subjects of one of the most powerful dynasties England had seen: The Tudors.

The ways in which, and the reasons why, this happened will be explored throughout this option. The breadth study has as its focus central and local government. Students will explore the ways in which central government expanded and developed in order to include powerful families in the decision-making process, and at the same time enabling talented men of humbler origins to rise and participate. This will involve an understanding, too, of the ways in which solid citizens in the localities were drawn into governance. The five main challenges to Tudor authority will be studied in depth. They reveal social, economic, political and religious grievances that troubled the powerful and the common people. That none of them was successful is a tribute to the under-pinning theme of growing good governance and Tudor confidence. When the last Tudor, Elizabeth I, died in 1603, her legacy to the Stuart James VI of Scotland was that of a peaceful and prosperous kingdom that was a force to be reckoned with in the developing world scene.

This option comprises two parts: the *Aspects in breadth* focus on long-term changes and contextualise the *Aspects in depth*, which focus in detail on key episodes and give students the opportunity to develop skills in analysing and evaluating source material.

Together, the breadth and depth topics explore the nature of rebellion and disorder under the Tudors, and the ways in which the state gradually brought those likely to join rebellions into partnership and participation in governance and hence respectability. Despite a shaky start, the Tudors established their dynasty as one of the most powerful England has seen. They did this by providing, over time, a potentially rebellious people with what they demanded: better governance and justice.

**Aspects in breadth: controlling a fractious nation – changes in Tudor government, 1485–1603**

1 Changes in governance at the centre

2 Gaining the cooperation of the localities

**Aspects in depth: challenges to authority**

1 Challenging the succession, 1485–1499

2 Challenging religious changes, 1533–37

3 Agrarian discontent: Kett’s rebellion 1549

4 Queen takes Queen? The revolt of the northern earls, 1569–70

5 Troublesome Ireland: Tyrone’s rebellion, 1594–1603

**Reading List, A Level History**

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| --- | --- | --- | --- |
| Edexcel as/A Level History, Paper 1&2: Searching for Rights and Freedoms in the 20th Century Student Book. | Hodder |  1447985338 |  |
| **Paper 1, Option 1F: In search of the American Dream: the USA, c1917-96** |
|  Edexcel AS History, Unit 1: Pursuing Life and Liberty: Equality in the USA, 1945–1968  | R Bunce | 1846903068 |  |
| Prosperity Depression and the New Deal Third Edition, Access to History | P Clements, | 0340965886 |  |
| American Dream: Reality and Illusion, 1945-1980 | V Sanders | 978 1471838910 |  |
| Debating the Reagan Presidency | J Ehrman |  0742561402 |  |
| **Paper 2, Option 2F.2: South Africa, 1948-94: From apartheid state to ‘rainbow nation’.** |
| South Africa: The Rise and Fall of Apartheid | N Clark | 1408245647 |  |
| The Long Walk to Freedom | N Mandela | 0349106533 |  |
| Mandela for beginners | T Pinchuk | 1874166226 |  |
| South Africa 1948–1995: a depth study | C Culpin | 0719574765 |  |
| **Paper 3: Rebellion and disorder under the Tudors 1485-1603** |
| Edexcel A Level History, Paper 3: Rebellion and disorder under the Tudors 1485-1603 | A Chapman | 9781447985433 |  |
| **Paper 4: Coursework** |
| Who Rules the World? | N Chomsky | 0241189446 |  |
| Fiasco: The American Military Adventure in Iraq  | [T E Ricks](https://www.amazon.co.uk/Thomas-E.-Ricks/e/B000AP9JRU/ref%3Ddp_byline_cont_book_1) | 0141028505 |  |
| Failing Intelligence: The True Story of how we were fooled into going to war in Iraq | [B Jones](https://www.amazon.co.uk/Brian-Jones/e/B003XMJGCU/ref%3Ddp_byline_cont_book_1)  | 190644711X |  |
| Broken Vows: Tony Blair the Tragedy of Power | [T Bower](https://www.amazon.co.uk/s/ref%3Ddp_byline_sr_book_1?ie=UTF8&text=Tom+Bower&search-alias=books-uk&field-author=Tom+Bower&sort=relevancerank)  | 0571314228 |  |
| Hubris the Inside Story of Spin, Scandal & the Selling of the Iraq War | [M Isikoff](https://www.amazon.co.uk/Michael-Isikoff/e/B001IQXAQ6/ref%3Ddp_byline_cont_book_1)  | 030734682X |  |
| IRAQ WAR 2003: What Really Happened Behind the Scene, |  [C E Coyote](https://www.amazon.co.uk/Charles-Edmund-Coyote/e/B00BJ1VMBA/ref%3Ddp_byline_cont_book_1) | 0991004701 |  |