



# PiXL Gateway: Progression

## History

### A Transition Unit of Work

The beginning of your journey to becoming an  
A Level Historian

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## Introduction

Welcome to A Level History. You will quickly learn that history is the interpretation of human affairs. Current affairs today will soon be history one the current affairs of the past are now history.



Ideas and interpretation lie at the heart of history. Great individuals have influenced history *greatly* - or have *not* - depending on *who* you are, *where* you are, or from *what perspective* you base your evidence upon. In Year 12 you will study two topics simultaneously: *The USA: Searching for the American Dream 1917-96* and *From Apartheid State to Rainbow Nation 1948-94*. Both topics will help understand the process of change and the extent of change within the different aspects of what constitutes a nation. They will teach you to critically assess the political, social and economic factors that events, organisations, and individuals are influenced by and in turn, influence. You will learn to make consistent and credible judgements of history based on evaluation of evidence.

This booklet is designed to help you to start thinking as an A Level History student and includes tasks which will support you throughout your studies, including assisting you in preparing for your final exams.

### **Route F - Searching for rights and freedoms in the twentieth century**

#### **Overview**

The twentieth century saw the expectations and aspirations of ordinary people increase tremendously. In particular, the experience of two world wars led people to question the political, social and economic environment around them. Alongside this, technological advancements and the development of mass communication provided the means to experience a better quality of life and to the rapid spread of political, social and cultural ideas. In some countries this would lead to communist-inspired revolution from below — as in Russia and China — although not necessarily ending in the equality and security originally envisaged. In others, existing political and social structures attempted to adapt to these desires. In the USA, and indeed in Britain, the quest for political, social and economic advancement saw reforms to existing structures. In those countries which had become subject to the rule of nineteenth-century European empires, people sought to overthrow political domination and discrimination, bringing an end to imperial rule in India and apartheid in South Africa. Route F focuses on the experiences of people fighting for rights and freedoms in the USA, India or South Africa.

The options in Route F are linked by the common theme of a search for rights, freedoms and greater equality during the twentieth century. In the USA, the quest for political, social and economic advancement mainly looked to reform existing structures. In India and South Africa, this quest led to more radical outcomes, bringing an end to imperial rule in India and the apartheid regime in South Africa.

Studying two different countries allows students to develop a greater understanding of both similarities and differences in the search for greater rights, freedoms and equality in the twentieth-century world (although

students will not be required to answer comparative questions that link the breadth and the chosen depth option).

In this route, **students at Norwood School** study:

In search of the **American Dream: the USA, c1917–96 and South Africa, 1948–94: from apartheid state to ‘rainbow nation’.**

### **Paper 1, Option 1F: In search of the American Dream: the USA, c1917–96**

#### **Themes**

The four themes identified require students to have an overview of political, social and economic change and aspects of cultural change across the time period.

Students need to have knowledge of the specified themes and be able to analyse and evaluate cause, consequence, key features and change and make comparisons over and within the period studied in dealing with factors which brought about change.

#### **Theme 1: The changing political environment, 1917–80**

In studying Theme 1 students will need to understand the changing political climate from US entry into the First World War to Reagan’s election. Detailed knowledge of individual presidential policies is not required but students should have an understanding of general policy initiatives undertaken by presidents and their underlying political influences. Students should be aware of the changing styles of presidential leadership across the period. They should also understand the effect that American involvement in war had on the general political environment and presidential government.

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

In studying Theme 2 students will consider the struggle for minority rights in the years 1917–80, with particular reference to African-American civil rights. Students should understand the political, social and economic situation for African Americans across the period. They should be aware of the changing nature and pattern of campaigning and be able to identify relevant examples. Students should have knowledge of major federal civil rights legislation and an

understanding of their impact, but do not need detailed knowledge of their passage or specific clauses. They should be aware of the influence of the African-American struggle on the search for non-African-American minority rights, but also understand the distinct reasons for campaigning by other minorities.

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

In studying Theme 3 students will study selected aspects of society and culture which were both transformed and transforming in the years 1917–80. Students should also be aware that experiences of women and migrants were part of the quest for rights and freedoms studied in Theme 2. Students should understand the patterns of change across the period and that women had differing experiences. They should be aware of both the extent to which the USA was a migrant nation and the diversity of the immigrant experience. Students should have an understanding of the extent to which popular culture and broadcast news both reflected and influenced society, and be able to identify relevant examples.

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

In studying Theme 4 students will consider the extent to which the quality of life in the USA in the years 1917–80 was affected by the economic environment and increasing aspiration. Detailed knowledge of economic policies and measures are not required but students should be aware of the patterns of economic change and their effects on living standards. They should also be aware of the benefits and gains across the period and that different social groups had differing experiences. Students should have an understanding of the extent to which developments in leisure and travel affected the quality of life, and identify relevant examples.

**Historical interpretations:** What impact did the Reagan presidency (1981–89) have on the USA in the years 1981–96?

This topic focuses on the debate concerning the nature and effect of Ronald Reagan's presidency from 1980 to 1988, and the consequences of his two terms in office to the presidential election of 1992. Students will need to know the main features of Reaganomics and his aims to reduce the role of federal government. They will need to be aware of his conservative social values and

the influence of the Religious Right in the 1980s. Students will need to consider the extent to which Reagan's economic policies were successfully implemented and the extent to which economic problems were overcome. They should also be aware of Reagan's economic legacy in the years to 1996. Students will need to consider the extent and impact of cutbacks in federal government and the extent and effectiveness of deregulation policies. Students should also consider the extent to which Reagan's social values influenced social change and affected the advancement of women and of African Americans and other minority groups. They should understand the extent to which Reagan's policies affected both the nature of US electoral politics and the public perception of the role of the President up to 1996. Students should understand the nature of the debate on the extent to which Reagan's presidency changed US politics. They should be aware of the impact of the 'Iran-Contra affair' on attitudes towards the Reagan presidency. Students should be aware of the impact of the Reagan legacy on the period 1989–96 with regard to continuity and change in policies and general trends.

## **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

### Overview

The focus of this unit is primarily on the nature and success of political resistance to the Afrikaner apartheid regime, and the reasons for the gradual demise of this regime in the years 1948–94. Students need to understand that, although the majority of opponents were supporters of African nationalism, the complex racial politics of South Africa meant that political opposition was not exclusively African or nationalist.

Students will be required to place documentary extracts in their historical context, but the knowledge they will need to have will be central to that specified in the topics.

Although the unit topics are clarified separately below, students need to appreciate the linkages between them since questions, including document questions, may be set which target the content of more than one topic. For example, students might draw on elements from Topics 3 and 4 to show understanding of the reasons for the failure of the National Party to maintain power or they might draw on content from Topics 1, 2, 3 and 4 to consider the changes in the resistance methods used by political opponents across the whole period.

### **Topic 1: The response to apartheid, c1948–59**

The topic covers the introduction of the apartheid regime after the election of the National Party in 1948 and the initial development of organised peaceful



resistance. Students should understand the complex racial make-up of South African society and be aware that apartheid was the codification and extension of discriminatory policies initially established under direct British rule. They should be aware of the relationship of the Union of South Africa with Britain in 1948.

Students should understand the social, economic and political impact of the Second World War on support for the National Party and the 'laager' mentality created by international pressure for reform and growing anti-colonialism in the post-war period.

Students do not need detailed knowledge of individual apartheid laws but should be aware of how key laws collectively created official segregation of the different races in South Africa politically, socially, economically, culturally and territorially.

Students should be aware that there were a variety of political organisations resisting apartheid throughout the period of which the African National Congress, although the most significant, was just one. They should also understand the role played by women and youth in resisting apartheid throughout the period of the whole option.

### **Topic 2: Radicalisation of resistance and the consolidation of National Party power, 1960–68**

The topic covers the period in which Afrikaner Nationalists broke away from British influence completely with the creation of a republic and extended their control further, and African nationalism responded with the move towards an armed struggle.

Students should be aware that from 1961 most non-white political parties were banned and of the consequence of this on their ability to organise politically. Students should also be aware of the extent of government control and political suppression, and the limitations on guerrilla activity within South Africa, despite the commitment to an armed struggle by the ANC and PAC.

### **Topic 3: Redefining resistance and challenges to National Party power, 1968–83**

The topic covers a period of apparent decline for traditional African nationalism and the strength of Afrikaner nationalism. However, students should

understand the impact of the demise of Black Consciousness and the death of Steve Biko and the reasons for the revival of the African National Congress. They should also be aware of the effects of external and domestic pressures on National Party power.

Students should be aware that Black Consciousness was a key feature of African nationalism in the early 1970s and understand the role of Steve Biko in mobilising young people.

Students should be aware of both the economic and psychological costs to white South Africa of the commitment to defend the borders of South Africa against African nationalism to the north. They should be aware of the impact of the collapse of Portuguese rule in southern Africa in 1974 and the independence of Zimbabwe in 1980.

#### **Topic 4: The end of apartheid and the creation of the 'rainbow nation', 1984–94**

The topic covers the period in which a concerted effort to destabilise the townships and the internal economy combined with international pressure resulted in the collapse of apartheid and the creation of a non-racial constitution and government for South Africa. Students should understand the relationship between the United Democratic Front and the ANC. Students should understand that the UDF used a variety of protest strategies, including economic.

Students should be aware of the economic cost to South Africa of international isolation and the impact of sporting and cultural boycotts on different elements of South African society.

The period from the release of Nelson Mandela to the elections of 1994 is one of complex political activity. Students do not need to have detailed knowledge of either the constitutional negotiations or the divisions within African nationalism, but should be aware of the extent to which these delayed and influenced the final agreement.

Students should be aware of the intensity and extent of violence experienced both as a result of government action and political disagreement during the years

1990–94.

## Building Block 1: Chronology

Students **MUST** complete this work to study History at Norwood:

During your A Level studies you will be exploring new time periods, topics and themes in both breadth and depth. Understanding the key chronology of your units will be central to your ability to both analyse sources in their context and engage critically and meaningfully with essay questions.

**Step 1:** Identify which two examination units you will be completing as part of Y12 History. For you this will be:

- *The USA: Searching for the American Dream 1917-96*
- *From Apartheid State to Rainbow Nation 1948-94*

**Step 2:** Create a timeline on A3 paper which spans the **entire time period** you will be studying for each of your Y12 topics.

**Step 3:** On your timeline, plot on the **key events** with **full dates** and **titles**.

**Step 4:** For each event, can you write a **brief description** of what happened and the **consequences of it?**

**Step 5:** In a **separate colour**, draw and annotate arrows explaining the connections between the events in your timeline – how are **key events/changes connected?**

**Step 6:** Counterfactual analysis is a key component of A Level study. **For 5 of the events on your timeline**, can you explain how history would have been different if this event **had not occurred?** Can you predict how your timeline might have looked different? What does this tell you about the importance of this event within this unit of work?

**Challenge:** Can you now begin to explain the strengths and limitations of timelines? How far, and in what ways, will they be useful to you in studying the past?

## Building Block 2: Causation and Consequence

Students **SHOULD** complete this work to study History at Norwood:

A majority of the essays you write throughout Year 12 and Year 13 will address the conceptual focuses of causation and consequences – why do events happen, and what are the implications of them?

**Step 1:** From your timeline for each of your examination units, identify **5 key events** (if in doubt, double check with your History teacher for Year 12 to see if the events you have chosen are suitable!).

**Step 2:** Create a **mind map**, with the event in the middle, divided into two sections – causes and consequences.

**Step 3:** On the left hand-side, identify between **5-10 causes** as to why this event happened. For each event use the “**shades of likelihood**” scale to explain how far, and in what ways, this cause led to the event occurring:

1	2	3	4	5
Partially	Noticeably	Dramatically	Certainly	

**Step 4:** For your causes, now categorise your factors into the following themes: **political; social; economic; long-term cause; and short-term cause.**

**Step 5:** From your causation map, can you now identify what you think is the most important cause behind this event, and justify your decision?

**Step 6:** On the right hand-side, identify between 5-10 consequences that occurred as a result of this event.

**Step 7:** For your consequences, now categorise them into the following themes: political; social; economic; long-term consequence; and short-term consequence. Can you explain the links between your consequences?

**Step 8:** Can you identify what you think is the most important consequence of this event, and **justify your decision?**

## Building Block 3: Significance

Students **SHOULD** complete this work to study History at Norwood:

One of the central recurring themes in A Level History is the role and significance of individuals in shaping events. Why is it that some individuals are more significant than others? In what ways, if at all, can the contributions of some individuals to the past be unprecedented? In what ways are some events in the past inevitable, unaffected by human agency?

**Step 1:** From your timeline, identify **5 key individuals (for example Martin Luther King Jr or President Ronald Reagan)** from each of your examination units (if in doubt, double check with your History teacher for Year 12 to see if the people you have chosen are suitable!).

**Step 2:** For each of your individuals, complete the grid below, explaining the ways that they are significant:

In what ways was this individual's actions or ideas remarkable, both at the time and since?

Why are the actions of this person remembered today and in the past?

What do the actions and ideas of this individual reveal to us about the values and concerns of the time period in which they lived?

In what ways did the actions or ideas of this individual result in short or long term consequences?

**Step 3:** Based upon your grids, which of your individuals do you think was most significant and why? If you had to rank them into an order of significance, what would your criteria be for what makes an individual significant in the past?

## Building Block 4: Interpretation

Students **COULD** complete this work to study History at Norwood:

A Level History will not only require you to study the past, but also to engage critically with the interpretations of different historians about the past: historiography.

**Task 1:** Select one of the texts from the reading list at the end of this booklet. You might want to select something that will help you prepare for your A Level units in Year 12, or explore something new – speak to your teacher for advice!

**Task 2:** Write a book review of your text, addressing the questions below:

- What are the key arguments of this historian?
- How convincing do you find these arguments, and why?
- What surprised you about this historian's interpretation of the past, and why?
- What did this text reveal to you about the nature and the challenges of studying History?

**Optional:** Students **COULD** complete this work to study History at Norwood:

The killing of African-American man George Floyd by a white American police officer has incensed the African-American community, and other Americans alike, at the fact that the issue of police brutality and mistreatment of African-Americans is *still* occurring in 2020. This situation has led to the largest race related riots since the assassination of Martin Luther King Jr in 1968. President Trump responded to looting with “when the looting begins, the shooting begins”. This was originally said by a Floridian policeman in response to 1967 race related riots.

You will study African-American civil rights from 1917 to 1980 (and again from 1980-96) under President Ronald Reagan. As you can see, this issue has sadly not gone away and as African-American actor Will Smith said: “Racism is not getting worse. It’s getting filmed.”

**Task:** Produce a response to this question “to what extent has the African-American experience with police improved between 1917 and 2020”? This should be a commentary/essay and should explore decade by decade examples of police brutality towards African-Americans. Pick a case from each decade. Consider how the police were treated by the government - were the police investigated? If so by who? The NAACP? The state? The federal government? The president? Were the police punished? How so?

Also include how and when African-Americans began to *enter* the police service. What percentage of America’s policemen are African-American (in relation to their local population) - how many are senior policemen - chiefs for example? Have African-Americans



made progress *within* the police service between 1917-2020 - has police brutality increased or decreased during this period?

David Abulafia, *The Great Sea: A Human History of the Mediterranean*, 2011

R.J.B Bosworth, *Mussolini*, 2002

C.Browning, *Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland*, 1992

David Cannadine, *What is History Now?*, 2000

D.Carpenter, *The Struggle for Mastery: Britain 1066-1284*, 2003

E.H.Carr, *What is History?*, 2001

William H.Chafe, *The Unfinished Journey: America since World War II*, 1999

Peter Clarke, *Hope and Glory: Britain 1900-2000*, 2004

D.Crouch, *The Normans: The History of a Dynasty*, 2002

Frank Dikotter, *The Cultural Revolution: A People's History 1962-1976*

R.J.Evans, *In Defence of History*, 2001

R.J.Evans, *The Coming of the Third Reich*, 2003

R.J.Evans, *The Pursuit of Power: Europe 1815-1914*, 2016

N.Ferguson, *War of the World: History's Age of Hatred*, 2006

N.Ferguson, *The Pity of War: Explaining World War I*, 1998

Orlando Figes, *A People's Tragedy: The Russian Revolution 1891-1924*, 1996

Shelia Fitzpatrick, *The Russian Revolution 1917-32*, 1994

E.H.H.Green, *Thatcher*, 2006

Yuval Noah Harari, *Sapiens: A Brief History of Humankind*, 2015

E.J.Hobsbawm, *Age of Extremes: The Short Twentieth Century*, 2006

E.J.Hobsbawm, *The Age of Revolution 1789-1848*

Simon Jenkins, *A Short History of England*, 2012

T.Judt, *Postwar: A History of Europe since 1945*, 2005

D.Kynaston, Austerity Britain: 1945-51, 2007

M.Mazower, Dark Continent: Europe's Twentieth Century, 1998

Andrew Marr, The History of Modern Britain, 2017

John Morrill, Oxford Illustrated History of Tudor and Stuart England, 1996

D.Reynolds, One World Divisible: A Global History since 1945, 2000

J.M.Roberts, Penguin History of the Twentieth Century: The History of the World, 1901 to the present, 2004

Edward Said, Orientalism, 1978

D.Sandbrook, Never had it So Good, 2005

Robert Service, Stalin: A Biography, 2004

Mike Sewell, The Cold War, 2002

Jonathan Sperber, Revolutionary Europe 1780-1850, 2000

David Starkey, The Reign of Henry VIII, 1985

Robert Tombs, The English and Their History, 2014

Stephen Tuck, We Ain't What We Ought To Be: The Black Freedom Struggle from Emancipation to Obama, 2010

Gordon Wood, Empire of Liberty: A History of the Early Republic 1789-1815, 2011



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