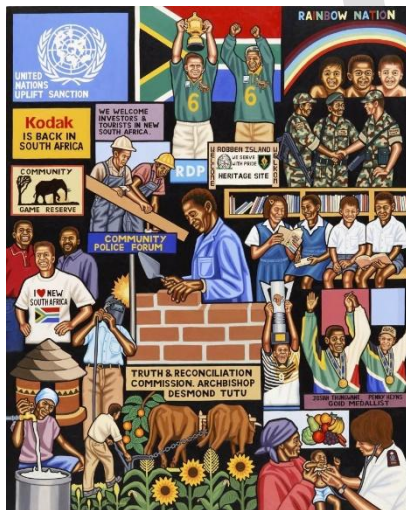


Progression - History



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Thinking of studying A Level History at Worcester Sixth Form College?

At WSFC we offer two History Courses:

- (1) **Early Modern History** (OCR): The Early Stuarts and the Origins of the Civil War 1603–1660 (Enquiry topic: The Execution of Charles I and the Interregnum 1646–1660), The American Revolution 1740–1796 and Rebellion and Disorder under the Tudors 1485–1603 with Coursework on the Witchcraze in the 16th and 17th centuries.

Or

- (2) **Modern History** (Edexcel): This covers In Search of the American Dream; the USA 1917 – 1996 ; South Africa 1948 - 1994; from Apartheid to 'Rainbow Nation', The British Experience of Warfare c1790 – 1918 and Coursework on the Holocaust.

Students opt for either Early Modern **or** Modern History.

This booklet covers tasks for the **Modern History course**.



A Level Modern History

We are proud to continue delivering our A Level History curriculum through **Edexcel Route F: *In Search of the American Dream and South Africa – From Apartheid to Rainbow Nation.***

This course remains a cornerstone of our offer, combining academic rigour with globally relevant and thought-provoking content. These topics explore two of the most significant stories of the twentieth century – the development of modern America and resistance to apartheid in South Africa – enabling students to engage deeply with themes such as civil rights, leadership, protest, and political change.

The curriculum provides students with a broad and diverse historical understanding, alongside meaningful connections to the modern world, including ongoing debates around race, democracy, and global influence.

We can't wait to explore these stories with you when you join us in September!

You will do three examination units and a piece of coursework as part of your A Level studies. These are:

- **Component 1:** In Search of the American Dream; the USA 1917 - 1996
- **Component 2:** South Africa 1948 – 1994; from Apartheid to 'Rainbow Nation.'
- **Component 3:** The British Experience of Warfare c1790 – 1918
- **Component 4:** Coursework on Historical Interpretations: the origins of the Holocaust

2. Tasks to complete before September

This year, we're thrilled to introduce a brand-new A Level History curriculum as we move to **Edexcel Route F: *In Search of the American Dream and South Africa – From Apartheid to Rainbow Nation.***

This is an exciting change that reflects our commitment to offering a curriculum that is not only academically rigorous but also globally relevant, thought-provoking, and engaging for students. These new topics explore two of the most significant stories of the 20th century – the rise of modern America and the struggle against apartheid in South Africa – allowing students to study civil rights, leadership, protest, and the power of political change in real depth.

We believe this shift will give students a broader, more diverse historical understanding and provide powerful links to the modern world – including debates about race, democracy, and global influence.

We can't wait to explore these stories with you when you join us in September!

The following tasks are designed to develop your **contextual knowledge**, **source skills**, and **historical curiosity** ahead of A Level study. Complete the tasks over the summer to build a strong foundation for both courses.

Task 1: Timeline Foundations

USA (1917–1996):

Create a **double-page illustrated (if you want to) timeline** of key events in 20th-century US history. Your timeline should include:

- Major Presidents (from Wilson to Clinton)
- Key domestic events (e.g. 1929 Wall Street Crash, Civil Rights Acts)
- Major foreign policy events (e.g. WWI, WWII, Cold War, Vietnam)
- Changes in culture and society (e.g. Prohibition, Moon Landing, Reaganomics)

★ *Challenge:* Add colour-coding to show change in political, social, and economic areas.

South Africa (1948–1994):

Create a **timeline of South African history** focusing on:

- Key apartheid laws (1948–1980s)
- Major opposition movements and turning points (e.g. Sharpeville, Soweto Uprising)
- International responses and sanctions
- Key individuals (e.g. Mandela, Verwoerd, Botha, Tambo)

📌 *Tip:* Use BBC Bitesize and South African History Online (SAHO) for structure.

Task 2: Who's Who? Key Figures Research

Create **character profiles** (one flashcard size) for the following:

USA:

- Franklin D. Roosevelt
- Martin Luther King Jr.
- Malcolm X
- Richard Nixon
- Ronald Reagan

South Africa:

- Nelson Mandela
- Hendrik Verwoerd
- Steve Biko
- F.W. de Klerk
- Winnie Mandela

Each profile should include:

- Background
- Key beliefs or actions
- Historical significance

Task 3: Modern Parallels – Making Connections

Write a short reflection (300–400 words) on **both of the following prompts:**

Option A (USA):

“How far do the issues faced in 1960s America – civil rights, political division, media influence – still shape the USA today?”

Option B (South Africa):

“Has South Africa achieved the 'rainbow nation' dream envisioned in 1994? What legacies of apartheid still exist?”

Extension Task: Significance – (Optional)

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 from both 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?

Please bring your work with you to your first lesson.

Resources to help:

Website	Description
PBS American Experience	Excellent documentaries on U.S. history topics, including civil rights, presidents, and economic change.
History Learning Site – US History	Concise summaries of key events and figures.
Stanford History Education Group (SHEG)	Excellent source evaluation materials (search: “Civil Rights Movement” or “Great Depression”).
Crash Course US History (YouTube)	Fast-paced, student-friendly video overviews.
Our Documents (US National Archives)	Primary source collection with key 20th-century documents and analysis.
Website	Description
South African History Online (SAHO)	Comprehensive, well-organised resource for apartheid laws, biographies, protests, and turning points.
BBC Bitesize: South Africa	Introductory overview ideal for starting points on apartheid.

Facing History and Ourselves – South Africa	High-quality articles and resources for studying moral and political questions in SA history.
Nelson Mandela Foundation	Information on Mandela's life, legacy, and key moments.
Truth and Reconciliation Commission archive (Justice.gov.za)	Official archive of South Africa's TRC reports and findings.

Link to the Edexcel History Specification:

https://qualifications.pearson.com/content/dam/pdf/A%20Level/History/2015/Specification%20and%20sample%20assessments/9781446914366_GCE_2015_A_HIST.pdf

WJEC