

RIVERS TRANSITION CHALLENGE 2025

SUBJECT: History

Course details: AQA exam board. Tudors and Germany 1919-1945

Qualification: A level

Minimum entry requirement is: Grade 5 in History or English

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Teacher for Tudors: Mrs Heales **hheales@ormistonriversacademy.co.uk**

YOUR CHALLENGES:

**Challenge 1:**

Read through the ppt called the Problems in the Second Reich, about Germany before WW1. This is before the period of study we will be looking at, but it is important to understand what Germany was like before to understand what happened in Germany after the war.

Make some notes, clearly outlining the key problems in Germany. Use what you know or research to explain how these problems were addressed in Weimar Germany after 1918.

**How this links to the specification:** Background to the Germany course so that you are aware of why the Germans think the way they do. What has happened in the past which will impact on their future decisions. Also because Germany was a new nation and to give geographical and political understanding to what went before the era studied.

**Time guide: 5 hrs**

**Assignment deadline: 1st September**

**EXEMPLARS: GRADES A-E: See grade descriptors after the three challenges**

**SUPPORT:** Use the PowerPoint provided and the internet if you need further clarification and depth to your research so that you have a clear understanding of what the situation was like in Germany and its impact. Read the material on how to read and write in the support section of the google classroom.

**Challenge 2:**

Read through the ppt called: What was the impact of WW1 on Germany 1914-1918?

Make notes and do the activities to understand how WW1 affected Germany and why it led to the abdication of the Kaiser and the establishment of a new Government – the Weimar Republic.

Do you think this was a fair resolution to the problems faced by Germany before and during WW1?

**How this links to the specification: This links into unit 1 which examines all the fallout of World War 1 and the transition from the Monarchy to the Weimar republic**

**Time guide: 5 hrs**

**Assignment deadline: 1st September**

**EXEMPLARS: GRADES A-E: See grade descriptors after the three challenges**

**SUPPORT:** Use the PowerPoint provided and the internet if you need further clarification and depth to your research so that you have a clear understanding of what the situation was like for Germany because of World War 1 and its impact. Read the material on how to read and write in the support section of the google classroom.

**Challenge 3:**

1) Research the Wars of the Roses and create fact file with as much detail as possible.

a. Must include:

i. A timeline of events

ii. What was it, When, Where, who was involved? Why, Consequences & impact on people, peasants, nobles, England.

iii. Feel free to add extra information that you find interesting.

iv. This must be at least 2 pages in length.

2) Create an A4 information sheet, with facts and images, of the following British monarchs: Edward IV, Richard III and Henry VII.

a. Must include:

i. Background, upbringing, family life, marriages, children

ii. How did they become king?

iii. Three key events from their reign

iv. Two historians views on the Kings-what do historians have to say about them?

**How this links to the specification:** Background to the first unit looking at the struggles in England over the crown and laying out the issues which Henry VII needed to face as he took the throne in 1485.

**Time guide: 5 hrs**

**Assignment deadline: 1st September**

**EXEMPLARS: GRADES A-E: See grade descriptors after the three challenges**

**SUPPORT:** Use the internet / Library to help you build the picture that you need. Remember that the ability to research is a key skill for an historian. Read the material on how to read and write in the support section of the google classroom.

**EXEMPLARS:**

**A Level History**

**Grade Descriptors**

**A\***

**To achieve grade A\*, students’ evidence will show that they have securely met**

**all the statements within the grade A descriptor, with stronger performance**

**in most or all aspects of the grade A statements.**

**A**

**To achieve grade A, candidates will be able to:**

**• Recall, select and deploy accurate, relevant and precise historical**

**knowledge appropriately with arguments that are well organised and**

**communicated with clarity.**

**• Show understanding through analysis and explanation and reach**

**substantiated and mostly sustained judgements about key concepts.**

**• Show understanding through analysis and explanation and reach**

**substantiated and mostly sustained judgements about the**

**relationships between key features/characteristics of the historical**

**period.**

**• Analyse and evaluate source material in its historical context with**

**insight and discrimination.**

**• Analyse and evaluate how, in relation to the historical context,**

**aspects of the past have been interpreted in different ways.**

**Use interpretations appropriately to substantiate arguments.**

**B**

**Characteristics that differentiate a grade B from a grade A:**

**• More likely to contain descriptive passages. May lack some of the range**

**or depth of knowledge demonstrated in A Grade answers. Has less**

**support for judgements.**

**• Has less support for analysis and evaluation**

**• Has less sustained analysis, substantiation of judgement is less secure**

**and linkage to the historical context is less well developed.**

**C**

**To achieve grade C, candidates will be able to:**

**• Recall, select and deploy mostly relevant historical knowledge**

**appropriately in an answer that is generally well organised.**

**• Show evidence of understanding through some analysis and**

**explanation and reach appropriate judgements with limited**

**substantiation about key concepts.**

**• Show evidence of understanding through explanation and analysis**

**and reach appropriate judgements with limited substantiation**

**about the relationships between key features/characteristics of the**

**historical period**

**• Comprehend and select information from a range of sources. Analyse**

**and evaluate the source material, making inks to the historical**

**context.**

**• Show awareness that aspects of the past have been interpreted in**

**different ways and offer some analysis and evaluation of these in**

**relation to the historical context. Use interpretations to support some**

**arguments.**

**D**

**To achieve grade D, students’ evidence will show that they have securely met**

**all the statements within the grade E descriptor, with stronger performance**

**in most or all aspects of the grade E statements. However, their evidence does**

**not meet the minimum requirements of most of the grade C statements.**

**E**

**To achieve grade E, candidates will be able to:**

**• Recall, select and deploy some relevant historical knowledge**

**appropriately in an answer showing some organisation**

**• Show evidence of understanding through limited analysis and**

**explanation and reach some judgements with limited substantiation**

**about key concepts**

**• Show evidence of understanding through explanation and analysis**

**and offer some judgements with limited substantiation about the**

**relationships between key features/characteristics of the historical**

**period.**

**• Comprehend, identify and select information from a range of sources.**

**Offer limited analysis and evaluation of the source material making**

**tentative links to the historical context.**

**• Show awareness that aspects of the past have been interpreted in**

**different ways and offer limited analyses and evaluation of these. Use**

**interpretations to support arguments, although these may be limited**

**in places.**

HOW DO I HAND IN:

Your work must be handed in as paper copies on the first class in September

HOW AM I MARKED?

You are graded using A-E grades based on AQA History mark scheme levels. The tasks are tricky because it’s Sixth Form and KS5 study and there is a big jump. You will need to spend significant time learning the concepts and techniques and then organise them into solid answers to questions

HOW AM I MARKED?

We would expect new students to any course to be sitting at the bottom of the grading structure, BUT! There are certain activities that you will be familiar with and will do better with even though it's just the start of the course. Please don't worry if you receive Us and Es. Even to get an E at A Level is given credit by universities.

WHAT IF I GET STUCK?

Then email me, my email is in the title of this sheet, we know some things are tricky and are here to help!

WHAT IF I MISS A DEADLINE OR DON’T HAVE I.T?

THEN YOU NEED TO LET ME KNOW WAY IN ADVANCE SO WE CAN SUPPORT YOU, IF YOU JUST MISS THE DEADLINE YOU ARE RISKING YOUR COURSE OFFER.

SUPPORTING MATERIAL

Look in the pack. All the documents you might need to support you are there. That does not mean all the information is, that you will need to read and research yourself.

**THAT’S IT! Good luck and don’t miss your deadlines!**