

A Level History

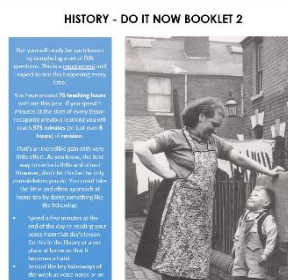
Stepping-Up to Year 13 Information

Where can I find lesson materials?

You will find the PowerPoints and accompanying resources in **Teams**. You have a physical copy of the 'Do It Now' booklet to use each lesson but this is also available in Teams.

You have personal learning checklists for the different units. These are also available digitally in Teams. Use these to check your learning is complete and evaluate your revision needs.

You also have access to past papers, mark schemes and examiner feedback on Teams.



USA, Boom, Bust and Recovery, c.1920-1955

Do It Now Booklet

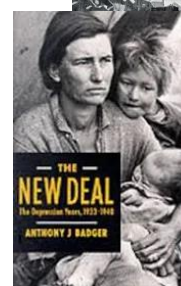
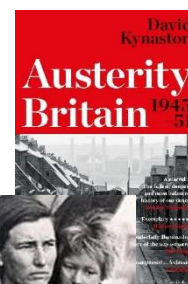
Unit 1

1. Reasons for Economic Boom 1920's	
What was the maximum unemployment statistic during the 1920's?	
By what percentage did the 'real wages' of workers increase?	
Which Act in 1922 introduced high tariffs on the importation of goods?	
What French word typified the approach of the Republican government during this time and resulted in a hands-off approach?	
What process did Henry Ford develop which enabled the huge growth in product output?	

What does homework look like?

Homework this year is in the form of **exam-style questions** and **wider reading**. Reading the work of academic historians is important for developing a wider, more nuanced understanding of the topics and supports your own writing skills. You are of course, encouraged to read, listen, watch resources beyond those given to you in class. Homework is set on **Class Charts**.

When you receive **feedback** in class, you will have the **opportunity to add detail**, and look at **example answers**, to help you to improve your **exam technique**.



What does Guided Learning look like?

You have **Guided Learning booklets** that require you to plan answers to exam questions. This encourages regular analytical thinking and about the content and practises the essential skill of planning! It also supports you to revise material for application in an exam setting.

You will also need to use Guided Learning to create revision materials including flashcards and mindmaps of key topics. This will help you to have the information at hand for planning essay responses and practicing writing.



Revision Guidance:

1. **Evaluate your own learning.** What topics do you feel confident about? Which areas need consolidation? Use your personal learning checklists and Do It Now booklets to help work this out.
2. **Plug any gaps.** Have you missed any sections due to absence? Use the resources on Teams to help plug gaps. Ask your peers for support too.
3. **Check your knowledge**
 - a. Use your flashcards/mindmaps to test your knowledge by asking others to test you on it or recall it onto blank sheets. Regular recall will enable you to have a plethora of information available at your fingertips for selection when writing essays
4. **Base revision around exam questions.**
 - a. What is the question asking you to do? What topic, time period and second-order concepts are you being examined on?
 - b. What is your initial opinion on the issue given in the question? How easily could you answer this question now? This could then guide your revision – spend more time revisiting the areas you feel uncertain about. Force yourself to have enough knowledge to comfortably answer the question.
 - c. If you're still not sure, make sure you have understood any key definitions and can articulate their meanings in your own words. Check with a friend and work together on what could be included. Download indicative content/student answers from Teams.
5. Revise the content in the **opposite direction to that in which you learned it.**
 - a. If we studied something in chronological order try revising it via themes instead. Where we have studied something in themes, try to draw out the overarching narrative. An example of this might be to revise the political success/limitations of the Conservative Party from 1918 through to 1979, rather than looking at all the parties in one go for each time period.
 - b. Consider the experiences of certain groups e.g. how has education changed/stayed the same for working class children through time.
6. One more thing to consider is **building your revision around the second order concepts** (change and continuity, similarity and difference, causation, consequence, and significance). Apply each of these to the topic you are revising. How might you explain the topic in relation to these concepts? You could create tables for this with the topics in the left column and the concepts running along the top.

Why does this work? It forces you to apply your knowledge and actively forge those pathways rather than passively reading notes. It also gets you engaged with question design and essay planning which are easy to leave until the end of revision and therefore do in a rush. Use a variety of methods to stop you losing momentum and getting bored!