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**History: Revolutions and Rebellions**

A Level History

**Course Handbook**

**NAME:**

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**Introduction**

Welcome to History A-level. We hope that you enjoy your time in the department and find the process of studying History a challenging and rewarding one.

The purpose if this guide is to provide you with a range of information and advice to help you organise your programme of study, learn independently outside of the classroom and prepare for the final exams. This guide is split into two sections: the first provides information on the structure and assessment of History, the second study advice and resources. Please place this guide at the start of your folder and keep checking it regularly for help and support.

History at Godalming College is part of the **History and Politics Department** located in the 200s. This is one of the largest departments in college having over 600 students studying courses within it at any time. The History and Politics office is located in room **214** and there are pigeon holes outside the office where work can be left.

**History Staff:**

* Laurie Huggett-Wilde
* Anthony Kirby
* Ruth Nixon
* Trish Shepherd
* Imogen St George
* Ed Sylvester
* Alex Winfrow

**Head of History and Politics:**

* Laurie Huggett-Wilde

**Director of Faculty (Humanities and Social Sciences):**

* Deborah Haggar

Along with the names above, the following departments and places will be useful during your time in History:

**The ILC** – your go-to place to complete work and independent study outside of lessons. The Silent Study area provides an area to work individually, whilst the library contains an excellent selection of wider reading. Make sure that you have familiarised yourself with the ILC when you start the course

**The Exams Office** – for any questions you have about your exam entries, exam timetable or remarks and script requests.

**Learning Support** – for any extra support or advice you need to help you study in general. If you are struggling to organise and manage your workload; need help refining your essay-writing technique; help with revision; or if you think you might be entitled to any exam concessions, learning support are the people to talk to.

**Careers** – when you start to think about your options after college and possibly applying for a history-related degree, careers can give you advice on where to apply and help in producing a personal statement.

**Expectations**

**What is expected of students?**

1. **Attendance and punctuality** – learning cannot begin if you are not in lessons or if you arrive late to them and miss important content. Students should maintain full attendance and punctuality. Any unavoidable and legitimate absences should be accounted for properly, meaning that students get a parent or a guardian to contact college and then email their teacher(s) to catch up on missed work
2. **To maintain a mature and respectful learning environment** – this means behaving in and out of lessons in a way expected of a Sixth-Form student: listening carefully to the views of others and offering constructive contributions in class
3. **To stay up-to-date** – you will be set weekly structured homework tasks and it is essential that these are completed on time and in the required level of detail. We use structured homework to consolidate particular content or to set up lessons to come. If work is incomplete your understanding will be incomplete and you will under-perform. If you arrive at a lesson having not completed preparation work then your teacher may also ask you to leave and complete this elsewhere.
4. **To stay organised** – managing the demands of a minimum of three subjects is challenging, especially when you are being taught more than one unit in each. You need, therefore, to stay organised. This means preparing a folder for each of your units, bringing the correct materials to each lesson and recording homework in the same place every time (whether this is your planner or the homework grids at the back of lesson materials)
5. **To meet the 50/50** – students are expected to conduct 4.5 to 6 hours of independent study a week. This will include structured homework tasks set by your teachers along with proactive tasks you complete yourself to consolidate and extend your understanding. See the advice late in this booklet for more help on doing this.
6. **To make the most of feedback and support** – you will get a lot of feedback during your time on the course. This will come as written feedback on assessed work, verbal feedback on general class or homework, and targets set at formal 1-1s. Feedback needs to be recorded carefully by you and acted upon. When you get back assessed work, for example you will be asked to record two targets of your own and also to update your progress log
7. **To be resilient** – any A-level subject will at times be very challenging. At times you will not do as well as you want or will struggle to understand a new topic or idea. You need to be prepared to spend more time on areas such as these and to seek out extra help when needed. These experiences of finding areas where you are not doing so well and improving them are what lead to A-Level success.

**What can you expect of your teachers?**

1. **To deliver structured and engaging lessons** – the backbone of your lessons will be the booklets you receive, one for each topic. Your teachers will deliver lessons designed to challenge your understanding whilst also helping you to gradually build up your knowledge and skills
2. **Regular assessment and feedback** – in addition to your benchmark assessments (four in the first year and three in the second) your teachers will regularly set you exam-style questions to give you opportunities to practice and improve. Feedback will be given on standardised sheets which include the relevant mark scheme and clear developmental targets
3. **Structured weekly work** – you should expect to be given a significant amount of work to do by your teachers each week. You will be given guidance on how long this should take and completed work will be checked and/or taken in
4. **Additional support** – your teachers will be happy to provide extra help outside of lessons either informally, by responding to emails, or more formally through departmental workshops

**HIstory: Revolutions and rebellions – Overview**

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| **YEAR ONE** | **Unit 1: Y113 Britain 1930-1997** | * **One 30-mark primary source essay**
* **One 20-mark knowledge essay from a choice of 2**
 | **25% of A Level** |
| **Unit 2: Y213 The French Revolution and the Rule of Napoleon** | * **One 10-mark comparison question and one 20-mark knowledge essay, from a choice of 2**
 | **15% of A Level** |
| **Unit 4: Y100 Topic-Based Essay** | * **Choice of 8 questions based on different topics**
* **A 3,000-4,000 word essay using primary and secondary sources**
 | **Coursework****20% of A Level** |
|  |  |  |  |  |
| **YEAR TWO** | **Unit 4: Y100 Topic-Based Essay** | * **Choice of 8 questions based on different topics**
* **A 3,000-4,000 word essay using primary and secondary sources**
 | **Coursework****20% of A Level** |
| **Unit 3: Y319 Civil Rights in the USA 1865-1992** | * **One 30-mark passage-based question (compulsory)**
* **Two 25-mark thematic essays (choice from 3)**
 | **40% of A Level** |

**The Exams**

At the end of your second year you will take three exams in History:

* **Unit 1: Y113 Britain 1930-1997 (1.5 hours / 50 marks / 25%)**
* **Unit 2: Y213 The French Revolution and the Rule of Napoleon (1 hour / 30 marks / 15%)**
* **Unit 3: Y319 Civil Rights in the USA 1865-1992 (2.5 hours / 80 marks / 40%)**

**Coursework**

From the May half term of your first year through to the October half term of your second year, you will also complete a 3,000-4,000 word essay which will form 20% of your A Level grade. You will be given a list of pre-approved questions based on a range of topics and will answer one of them.

 **HIstory – The Four Components**

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| **Y113: Britain 1930-1997**  |
| *TOPIC* | *CONTENT* |
| *ENQUIRY TOPIC:* **Churchill 1930–1951**  |
| **1** | **Churchill’s view of events 1929–1940**  | Why Churchill was out of office 1929–1939; his attitude to the Abdication Crisis; his views about Empire and India and clashes with his party; attitude towards Germany after 1933; his views about rearmament and appeasement; why Churchill became PM. |
| **2** | **Churchill as wartime Prime Minister**  | Why Churchill became Prime Minister; stance in 1940 and style of leadership; relations with his generals and his impact on strategic decisions in the Mediterranean, bombing of Germany and the war in Europe 1944–1945; plans for reconstruction and loss of 1945 election.  |
| **3** | **Churchill and international diplomacy 1939–1951**  | Churchill’s view on Britain’s world and imperial role; relations with other wartime leaders (Roosevelt, Stalin and de Gaulle); contribution to international conferences; plans for post-war Europe; Iron Curtain speech; attitude to Empire, Europe after 1945.  |
| *BRITISH PERIOD STUDY:* **Britain 1951–1997**  |
| **4** | **Conservative domination 1951–1964**  | Reasons for the Conservative victory 1951; social changes, immigration, unrest, social mobility and tensions, education, living standards, housing, prosperity and unemployment; Conservative economic policies, Butskellism, industrial growth and stagflation; Conservative leadership of Churchill, Eden, Macmillan and Home; scandals including the Vassall affair, Philby, Argyll and Profumo; reasons for Conservative decline; Labour leadership, divisions and electoral failures of the Labour Party.  |
| **5** | **Labour and Conservative governments 1964–1979**  | Labour victory 1964, Wilson as leader 1964–1970; economic problems and policies; relations with the Trade Unions; Labour party divisions; 1970 election, Heath as party leader and Prime Minister; aims and policies of Heath’s government; industrial relations, miners’ strike; Wilson and Callaghan 1974–1979, problems and policies 1974–1979.  |
| **6** | **Thatcher and the end of consensus 1979–1997**  | Election victories; Thatcher and her ministers; reasons for support and opposition; social and economic policies including monetarism, free-market, supply-side economics and privatisation; social policies and unrest; unemployment and the Trade Unions, the Miners’ Strike; fall of Thatcher and replacement with Major; Conservative divisions under Major and electoral defeat 1997. |
| **7** | **Britain’s position in the world 1951–1997** | Relations with and policies towards the USA and the USSR; Britain’s influence at the UN; role in Europe; nuclear policy; response to crises: Korean War, Suez, the Falklands War, First Gulf War; decolonisation and changing attitudes to the Commonwealth. |

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| **Y213: The French Revolution and the Rule of Napoleon 1774-1815** |
| *TOPIC* | *CONTENT* |
| **1** | **The causes of the French Revolution from 1774 and the events of 1789**  | The structure of the Ancien Régime; qualities of Louis XVI as King of France; financial problems and attempts by Turgot, Necker and Calonne to deal with them; the ideas of the Enlightenment and the impact of the American Revolution and the War of Independence; social discontents; economic problems from 1787; the Assembly of Notables and the political developments 1787–May 1789; the Estates General, events in Paris in 1789; the ‘Great Fear’; the October Days.  |
| **2** | **The Revolution from October 1789 to the Directory 1795**  | The attempts to establish a constitutional monarchy; reforms in church and state; the significance of riots and direct political action 1789–1792; the Jacobins; the flight to Varennes; the overthrow of the monarchy; the Convention and the Terror; the destruction of the Girondins; the ascendancy and fall of Robespierre; the establishment of the Thermidorian Regime; the constitution of the Directory.  |
| **3** | **Napoleon Bonaparte to 1807**  | The career of Bonaparte to 1799: early life and character; his military leadership and reasons for success to 1799 including Toulon, the Italian Campaign, Egypt, the weaknesses of the Thermidorian regime and the coup of Brumaire in 1799; Napoleon’s reforms as Consul, including the constitutional, legal, financial, educational changes; the establishment and nature of the Empire in France; nature of and reasons for military successes and failures after 1799: Marengo and the War of the Third Coalition, including the battles of Ulm and Austerlitz, Trafalgar.  |
| **4** | **The decline and fall of Napoleon 1807–1815**  | The Continental System and the war against Britain; the war in Spain; the Russian Campaign; Napoleon’s rule in France after 1807; the campaigns of 1813–1815 and abdication; the Hundred Days; personal failings and reasons for fall. |

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| **Y319: Civil Rights in the USA 1865–1992** |
| *TOPIC* | *CONTENT* |
| *THEMES* |
| **1** | **African Americans** | Their position in 1865, Reconstruction, white reaction and discrimination; the role of African Americans in gaining civil rights (e.g. Booker T Washington, Dubois, Martin Luther King, the Black Panthers); the roles of Federal (Presidents, Congress and Supreme Court) and State governments in the struggle; the role of anti and pro-civil rights groups; the Civil Rights Movement to 1992.  |
| **2** | **Trade Union and Labour Rights** | Union and Labour rights in 1865; the impact of New Immigration and industrialisation on union development; the role of Federal governments in supporting and opposing union and labour rights; the impact of the World Wars on union and labour rights; the significance of the 1960s; Chavez and the UFW; significance of the Reagan era.  |
| **3** | **Native American Indians**  | Their position in 1865; the impact of the Plains Wars (1854–1877); the impact of the Dawes Act 1887, of the acquisition of US citizenship 1924, of the New Deal, of the American Indian Movement in the 1960s and 1970s; Native Americans and the Supreme Court; Native American pressure groups.  |
| **4** | **Women** | Their position in 1865; the impact on women’s rights of the campaign for prohibition; the campaign for women’s suffrage; the New Deal; the World Wars; the rise of feminism and its opponents, Roe v Wade 1973, the campaign for the Equal Rights Amendment; changing economic and employment opportunities. |
| *DEPTH STUDIES* |
| **1** | **Civil rights in the ‘Gilded Age’ c.1875–c.1895**  | Nature and extent of progress in civil rights in this era; the varied impact of industrialisation on women, African-Americans and workers, and the nature and effectiveness of their responses; nature and effectiveness of government policy towards civil rights issues including varying attitudes of Presidents, Congress and Supreme Court and State governments; the impact of Westward Expansion on civil rights: Native American Indians, women, workers and African Americans; nature and extent of north-south and east-west divides as they relate to civil rights.  |
| **2** | **The New Deal and civil rights**  | Situation of women, African Americans, Native American Indians and workers and trade unions by 1932; Roosevelt and the New Deal – motives as regards minority groups; how far the New Deal improved economic status and civil rights for women, African Americans, Native American Indians and workers and trade unions; nature, extent and effectiveness of opposition to relevant parts of the New Deal especially the Second New Deal and workers’ rights.  |
| **3** | **Malcolm X and Black Power**  | Malcolm X as a civil rights leader: aims and motivations, methods, extent of success, and nature and extent of change in these over time; reasons for the rise of Black Power; development of the Black Power movement and impact on other civil rights groups and approaches, such as Non-Violent Direct Action; extent of success of the Black Power movement and its impact on civil rights for African Americans; relationship of Black Power with other civil rights causes, including women and workers. |

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| **Y100: Topic-Based Essay** |
| *DESCRIPTION* | *CONTENT* |
| Learners will complete a 3000–4000 word essay on a topic of their choice, which may arise out of content studied elsewhere in the course. This is an internally assessed unit group.  | Questions will be set from one of the following 4 topic areas:* The Crusades
* The Tudors
* The Background to the Civil Rights Struggle in the USA
* The Cold War
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**Assessment**

When starting History it is important to know how the course is assessed. All assessed work is marked around what are known as **‘assessment objectives’** (AOs) which have been set by the exam board. You need to understand what each of these is and how many marks it carries for each type of question. If you can do this then you will know what skills to demonstrate and to what extent for each question on the exam.

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| **AO1** | Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.  | **60%** |
| **AO2** | Analyse and evaluate appropriate source materials, primary and/or contemporary to the period, within its historical context.  | **20%** |
| **AO3** | Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted. | **20%** |

***What do these mean?***

***AO1 –*** using your knowledge and understanding of the periods studied to support judgements. This means using specific examples to back up or illustrate your points whilst also showing a general understanding of events or ideas to explore different concepts. ‘Analyse’ means to examine something to find its strengths and weaknesses, and to help you explain it. ‘Evaluate’ means reaching a judgment about the value or importance of something.

***AO2 –*** analysing the information that primary source material can provide us about the past. To do this you will test the views of source material provided with your own knowledge and analyse their provenance - this means looking at who wrote it, why and when it was written, and whether the source has an agenda, which makes it more or less reliable.

***AO3 –*** understanding the views of modern historians on a particular historical debate; weighing the view to find its strengths and weaknesses; reaching judgements about how convincing it is based on your own knowledge and your understanding of the sources.

***How do the Assessment Objectives apply to each exam?***

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| **Paper** | **AO1** | **AO2** | **AO3** | **Total** |
| **Unit 1****Britain 1930-1997** | 10% (1 x 20-mark essay) | 15% (1 x 30-mark source question) | - | 25% |
| **Unit 2****French Revolution and Napoleon** | 15% (1 x 20-mark essay and 1 x 10-mark comparison question) | - | - | 15% |
| **Unit 3****Civil Rights in the USA** | 25% (2 x thematic essays) | - | 15% (1 x interpretation question) | 40% |
| **Topic Based Essay (Coursework)** | 10% | 5% | 5% | 20% |
| **Total** | 60% | 20% | 20% | 100% |

**Some Key Points:**

* The Topic-Based Essay (Coursework) is the only unit which assesses all 3 Assessment Objectives
* AO1 is assessed across all 4 components
* You will be assessed on your primary source skills (AO2) through Unit 1 as well as the Coursework
* You will be assessed on your secondary source skills (AO3) through Unit 3 as well as the Coursework

**A-Level Mark schemes**

**AO1:** *Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.*

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| **Mark Scheme for Unit 1 & 2 Essay [20]** |
| **Level 6 (17-20 marks)** | There is a consistent focus on the question throughout the answer. Accurate and detailed knowledge and understanding is demonstrated throughout the answer and is consistently evaluated and analysed in order to reach substantiated, developed and sustained judgements. There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated. |
| **Level 5 (13-16 marks)** | There is a mostly consistent focus on the question. Generally accurate and detailed knowledge and understanding is demonstrated through most of the answer and is evaluated and analysed in order to reach substantiated judgements, but these are not consistently well-developed. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated. |
| **Level 4 (10-12 marks)** | The question is generally addressed. Generally accurate and sometimes detailed knowledge and understanding is demonstrated through most of the answer with evaluation and some analysis, and this is used appropriately to support the judgements that are made. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence. |
| **Level 3 (7-9 marks)** | The question is partially addressed. There is demonstration of some relevant knowledge and understanding, which is evaluated and analysed in parts of the answer, but in places knowledge is imparted rather than being used. The analysis is appropriately linked to the judgements made, though the way in which it supports the judgements may not always be made explicit. The information has some relevance and is presented with limited structure. The information is supported by limited evidence. |
| **Level 2 (4-6 marks)** | The focus is more on the topic than the specific demands of the question. Knowledge and understanding is limited and not well used, with only limited evaluation and analysis, which is only sometimes linked appropriately to the judgements made. The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear. |
| **Level 1 (1-3 marks)** | The answer relates to the topic but not the specific question. The answer contains only very limited relevant knowledge which is evaluated and analysed in a very limited way. Judgements are unsupported and are not linked to analysis. Relevant knowledge is limited, generalised and poorly used; attempts at argument are no more than assertion. Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence. |

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| **Mark Scheme for Unit 2 Comparison Question [10]; *Which of the following?*** |
| **Level 6 (17-20 marks)** | Both factors are thoroughly analysed and evaluated using accurate and detailed knowledge and understanding of key features of the period, in order to reach a developed and substantiated judgement in relation to the question. |
| **Level 5 (13-16 marks)** | Both factors are analysed and evaluated using generally accurate and detailed knowledge and understanding of key features of the period, in order to reach a substantiated judgement in relation to the question. |
| **Level 4 (10-12 marks)** | Both factors are analysed and evaluated using relevant knowledge and understanding of key features of the period, however treatment of factors may be un-even with analysis and evaluation of one of the two being only partial. Analysis and evaluation is used to support a reasonable judgement in relation to the question. |
| **Level 3 (7-9 marks)** | Both factors are analysed and evaluated in a partial way, using some relevant knowledge of key features of the period, in order to make a basic judgement in relation to the question. |
| **Level 2 (4-6 marks)** | Limited and generalised knowledge of the period is used to attempt a limited analysis or evaluation of both factors, and this is linked to a very simplistic judgement. |
| **Level 1 (1-3 marks)** | Very limited and generalised knowledge of the period is used to attempt a very limited analysis or evaluation of one of the factors. The other factor is either not considered or there is very limited information or description of the factor with no attempt to use this knowledge. If there is a judgement, this takes the form of assertion. |

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| **Mark Scheme for Unit 3 Thematic Essay [25]** |
| **Level 6 (17-20 marks)** | The answer has a very good focus on the question. Detailed and accurate knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a fully developed synthesis supporting a convincing and substantiated judgement. There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated. |
| **Level 5 (13-16 marks)** | The answer has a good focus on the question. Generally accurate and detailed knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a developed synthesis supporting a substantiated judgement. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated. |
| **Level 4 (10-12 marks)** | The answer is mostly focused on the question. Relevant knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a synthesis supporting a reasonable judgement. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence. |
| **Level 3 (7-9 marks)** | The answer has a partial focus on the question. Some relevant knowledge and understanding is used to analyse and explain key features of the period studied in order to attempt an undeveloped synthesis, which is linked to a judgement, though the supporting explanation may lack detail and clarity. The information has some relevance and is presented with limited structure. The information is supported by limited evidence. |
| **Level 2 (4-6 marks)** | The answer has only a limited focus on the question. Limited relevant knowledge and understanding is used to give a limited explanation and analysis of key features of the period studied. There is a judgement but this may not be clearly linked with the supporting explanation. The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear |
| **Level 1 (1-3 marks)** | The answer has a limited focus on the topic, but not the specific question. The answer is largely descriptive, with only very generalised knowledge of the period studied being used to attempt basic explanation and very limited analysis. Judgements are unsupported and are not linked to analysis. Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence. |

**AO2:** *Analyse and evaluate appropriate source materials, primary and/or contemporary to the period, within its historical context.*

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| **Mark Scheme for Unit 1 Source Question [30]; *How far do the sources support the view?*** |
| **Level 6 (17-20 marks)** | The answer has a very good focus on the question throughout. The sources are fully evaluated, using both provenance and detailed and accurate knowledge of their historical context in a balanced way, in order to engage with the sources and reach a convincing, fully supported analysis of them in relation to the issue in the question. |
| **Level 5 (13-16 marks)** | The answer has a good focus on the question. The sources are evaluated, using both provenance and relevant knowledge of their historical context, in order to engage with the sources and reach a supported analysis of them in relation to the issue in the question. There may be some imbalance in the analysis between use of provenance and use of knowledge. |
| **Level 4 (10-12 marks)** | The answer is mostly focused on the question. The sources are evaluated, using both provenance and generally relevant knowledge of their historical context, in order to engage with the sources and produce an analysis of them in relation to the question. The use of provenance may not be developed. |
| **Level 3 (7-9 marks)** | The answer is partially focused on the question. There is partial evaluation of the sources, with use of some knowledge of their historical context, in order to engage with the sources and produce a partial analysis of them in relation to the question. |
| **Level 2 (4-6 marks)** | The answer has only limited focus on the question. Evaluation of the sources is very general. There is limited use of generalised knowledge of historical context to engage with the sources and produce a basic analysis of them in relation to the question. |
| **Level 1 (1-3 marks)** | This answer is on the wider topic area, but not on the detail of the question. The sources are evaluated in a very basic way, primarily being used as a source of information with understanding of them being only partial. A very generalised knowledge of historical context is used in a very limited way to engage with the sources and to attempt a very simple analysis of them in relation to the question. |

**AO3:** *Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.*

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| **Mark Scheme for Unit 3 Interpretations Question [30]** |
| **Level 6 (17-20 marks)** | The answer has a very good focus on the question throughout. It has thorough and sustained evaluation of the interpretations, using detailed and accurate knowledge of the historical context and the wider historical debate around the issue, in order to produce a convincing and supported analysis of them in relation to the question. |
| **Level 5 (13-16 marks)** | The answer has a good focus on the question throughout. It has good evaluation of the interpretations, using relevant knowledge of the historical context and the wider historical debate around the issue, in order to produce a supported analysis of them in relation to the question. |
| **Level 4 (10-12 marks)** | The answer is mostly focused on the question. It has evaluation of the interpretations based on generally relevant knowledge of the historical context and the wider historical debate around the issue, in order to produce an analysis of them in relation to the question. |
| **Level 3 (7-9 marks)** | The answer is partially focused on the question. It has partial evaluation of the interpretations based on some knowledge of the historical context and the wider historical debate around the issue. There may be some use of information from one of the two interpretations to support the evaluation of the other, but the evaluation will not rely on this. There is a limited analysis of the interpretations in relation to the question. |
| **Level 2 (4-6 marks)** | The answer has a limited focus on the question. Parts of the answer are just description of the interpretations, with evaluation in relation to historical context and the wider historical debate around the issue being weak, and evaluation relying heavily on information drawn from the other interpretation. There is a very limited analysis of the interpretations in relation to the question |
| **Level 1 (1-3 marks)** | The answer has some relevance to the topic, but not the specific question. The answer consists mostly of description of the interpretations with very limited evaluation based on very generalised knowledge of historical context and minimal or no reference to the wider historical debate. Analysis of the interpretations in relation to the question is either in the form of assertion or lacking. |

**TOPIC-BASED ESSAY (COURSEWORK) MARK SCHEME**

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|  | **AO1** | **AO2** | **AO3** |
| **Level 6** | **(17-20 marks)*** Consistent focus on the question
* Detailed and fully relevant knowledge
* Knowledge used to analyse and evaluate key features
* Clear, well-supported argument/convincing judgement
 | **(9-10 marks)*** Excellent evaluation of a fully appropriate *range* of *different* sources
* Detailed and accurate knowledge used to analyse the sources in their historical context
 | **(9-10 marks)*** Excellent evaluation of a fully appropriate range of different interpretations of the issue chosen
* Detailed and accurate knowledge used to produce well-supported analysis of the interpretations
* Interpretations are located in the wider historical debate around the issue
 |
| **Level 5** | **(13-16 marks)*** Focus on the question throughout
* Generally detailed and relevant knowledge
* Knowledge used to analyse and evaluate key features
* Supported argument and reasonable judgement
 | **(7-8 marks)*** Very good evaluation of an appropriate *range* of *different* sources
* Relevant knowledge used to support analysis of the sources in their historical context
 | **(7-8 marks)*** Very good evaluation of an appropriate range of different interpretations
* Relevant knowledge used to produce a supported analysis of the interpretations
* Interpretations located within the wider historical debate on the issue
 |
| **Level 4** | **(10-12 marks)*** Majority focused on the question
* Generally accurate and relevant knowledge
* Some analysis and evaluation of key features
* An argument is present with a supported judgement
 | **(5-6 marks)*** Good evaluation of an appropriate *range* of *different* sources
* Generally relevant knowledge used to analyse the sources in their historical context
 | **(5-6 marks)*** Good evaluation of a range of different interpretations
* Generally relevant knowledge used to produce an analysis of the interpretation
* Interpretations located within the wider historical debate on the issue
 |
| **Level 3** | **(7-9 marks)*** Partially focused on the question
* Some accurate and relevant knowledge
* Some analysis and evaluation of key features
* An argument is present and reaches a partially supported judgement
 | **(3-4 marks)*** Some evaluation of a range of sources
* Some knowledge is used to analyse the sources in their historical context
 | **(3-4 marks)*** Some evaluation of a range of interpretations
* Some knowledge used to produce analysis of the interpretation
* Interpretation is linked to the wider historical debate on the issue
 |
| **Level 2** | **(4-6 marks)*** Focused on the general topic more than the specific question
* Limited knowledge which lacks detail
* Limited analysis and evaluation of key features
* A basic argument reaching a limited judgement
 | **(2 marks)*** Limited evaluation of several sources
* Limited knowledge is used to attempt a basic analysis of the sources in their historical context
 | **(2 marks)*** Limited Evaluation of several interpretations
* Limited knowledge used to produce limited analysis of the interpretation
* Attempt to consider the interpretation in the wider historical debate
 |
| **Level 1** | **(1-3 marks)*** Limited focus on the topic but not the question
* Generalised, sometimes inaccurate knowledge
* Very limited analysis of the key features
* Very basic argument reaching a simplistic argument
 | **(1 mark)*** Very limited evaluation of *at least two sources*
* Very generalised knowledge used to give very *simplistic* analysis of the sources
 | **(1 mark)*** Very limited evaluation of at least two interpretations
* Much description of the interpretation
* Analysis is largely asserted
* Simplistic links to the wider debate
 |

**Godalming College, History and Politics Department**

**Assessment and Predicted Grade Policy**

***(This is an abridged version of the assessment policy – see Godalming online for the full version covering History, Politics and Ancient History)***

**The Importance of Feedback**

Learning will not happen instantly and takes time; attending lessons is not enough, you also need to be working outside of class, to learn new information and consolidate learning. In the process, you will make mistakes but hopefully feedback will enable you to learn from these mistakes. Better to make a mistake during the year and correct it, than make your first mistake in the actual exam! Feedback is essential for your learning and will consist of written (teacher marking), peer (where you feedback on someone else’s work in the class) and self (where you assess yourself).

**Weekly Independent Tasks (Homework)**

Homework does not necessarily need to be completed at home. You should use free periods during the day to complete these tasks outside of lessons. To keep a good work/life balance, you might like to treat College as an 0845 to 1615 day and use your free periods in the library completing tasks. This will minimise the work you need to complete at home and might make you more productive.

The classes are shared equally between two teachers for 2.25 hours, with each teacher delivering one of the two units. Each week, homework will be set and could take up to 5 hours in total. Each teacher therefore could set you up to 2 ½ hours homework per week. If the homework only takes you 1 hour for a week, then you will have a further 1 ½ hours to conduct further reading and consolidate learning. Each week, therefore, you should be completing between 4.5 to 6 hours of independent study in History. This will consist of:

* **Structured homework** - tasks set by your teachers to help consolidate work done in class or prepare for future lessons
* **Proactive work** – these are tasks that you complete independently to improve your understanding of a topic, revise material in preparation for an assessment, or to extent your knowledge. See the History and Politics ‘50/50 Support Sheet’ displayed around the department and available on Godalming online for more ideas.

When work is taken in to be assessed (practice essays, revision sheets, consolidation tasks etc.) it will be returned to students within 10 working days. If work receives a formal mark then it will be accompanied by a departmental feedback sheet outlining the different levels of the appropriate mark scheme.

Students can expect their work to be returned within an appropriate timeframe and with clear developmental targets. In return it is expected that students will meet the deadlines set by teachers and remain up to date. To help students do this they need to record homework carefully in a diary or planner, and organise their study periods each week to spread their workloads out evenly. The department also offers a range of weekly workshops to provide extra support to students. See the posters displayed around the department for more information.

If work is not submitted on time then the student will be spoken to by their subject teacher to find out the reason for this. If appropriate, the student will then be given a warning and a revised deadline set. The department may also place a student on an action plan to give them a 3-5 week window to improve their performance, after which, if they have failed to do so, they will enter the college’s disciplinary system.

The department also reserves the right to not mark any work which is handed in after the set deadline.

**Benchmark Assessments**

Benchmark assessments are substantial, exam-style questions that are set, completed, and assessed during a two-year A level course. The History and Politics department gives students four benchmarks in their first year and three benchmarks in their second.

Benchmark assessments are marked consistently across the department using OCR or Edexcel mark schemes and feedback is given on standardised feedback sheets. Results on these assessments are then recorded centrally using the college mark book. The size of each benchmark is set in advance but the specific question may differ depending on what individual teachers think is most appropriate.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Benchmark** | **Date** | **History** |
| ***Lower Sixth*** | **1** | **08.11.21** | 20 mark essay question (U2) |
| **2** | **20.01.22** | 30 mark source question (U1) |
| **3** | **21.03.22** | 20 mark essay question (U1) |
| **4** | **23.06.22** | Unit 1 & 2 exams |
| ***Upper Sixth*** | **5** | **11.10.21** | 30 mark interpretation question (U3) |
| **6** | **09.12.21** | U1 and U2 mocks |
| **7** | **17.03.22** | U3 mock |

Benchmarks are extremely important and should be treated like the actual exam. They are an ideal point to see how you are progressing and to get valuable feedback. You will make mistakes in the benchmarks and so the follow up work is to test whether you have learned from those mistakes to become better at the subject and exam technique. When completing benchmarks you will receive some or all of the following:

* WRITTEN FEEDBACK: Each benchmark assessment will receive substantial written feedback in the form of comments on a cover sheet that relate directly to the assessment criteria of the exam board. Alongside this, symbols (representing comments) and questions will be posed about how to improve).
* VERBAL FEEDBACK: 1-2-1’s with your teachers will be held throughout the year. These may take the form of brief discussions following the return of benchmarks, or more general discussions in the build-up to student reviews and following end of year exams
* These benchmark assessments will feed directly into the student reviews (‘reports’) which get sent home to your parents.
* REFLECTION AND TARGET SETTING: After each assessment, students will be expected to reflect on the written feedback from their teacher and set themselves targets for improvement in the period in question.
* FOLLOW UP WORK: After each benchmark, work will be set to consolidate students’ understanding such as revision sheets. The idea is to learn from the mistakes in your written work. Students who perform particularly badly are encouraged to rewrite the assessment and submit to the teacher for another grade.

**Predicted Grades**

* The predicted grade for full A-level students moving from their first to their second year, will be based on the combined result of their two mock exams. These exams are used to produce an Annual Review Grade (ARG) for students.
* Students will have a full mock exam in both their Unit 1 and Unit 2 courses once the content of these courses has been completed.
* It is essential therefore that students approach these mock exams as significant assessments and revise accordingly. Failure to do so will not be seen as a reason to change the predicted grade.
* If a student has underperformed substantially in the mock exams then their benchmark results will be taken into account when deciding on their predicted grade.

Students will have a 1-1 in the summer term of their first year to discuss their predicted grade. It is essential that these grades are accurate reflections of a student’s performance and are based on the evidence of achieved results. It is the college’s policy that a predicted grade can only be one level higher than an ARG.

**Mock Exams**

A level students will sit a full mock exam in each of the units studied in the first year:

These exams will be sat in formal timed conditions and any students entitled to extra time or to word-process will be able to do so. Students will be expected to conduct substantial revision to prepare for these exams and will be supported with revision materials and revision sessions (either during lunchtimes or after college).

Completed mock exams will be marked using the full OCR/Edexcel mark schemes and feedback will be given using standardised feedback sheets.

**Plagiarism**

Plagiarism is submitting another person’s written work as one’s own original work or using someone else’s idea without referencing the source or using pictorial work without permission or referencing the source. If there is a suspicion of plagiarism, the Head of Department and Senior Tutor will be informed and a meeting will take place. If a student is found guilty, they will be subject to disciplinary action by the College and the awarding body will be informed. Students should be aware that the College is subscribed to software designed to detect plagiarism.

**Effective Revision in history**

When preparing for your final exams it is important to think about how you are going to revise to make sure it is as effective as possible, both to arrive at the exams with as good an understanding of the content and source as you can, but also to ensure that you use your time effectively when balancing History revision with other subjects. Below is a suggested approach to revision to help structure or tweak what you are doing.

1. **Organisation and Structure**

A second year A-level student has to complete the topic-based essay and also prepare for three examined components. This is a lot but is perfectly achievable if your revision starts early enough and is clearly structured to allow you cover the topics systematically.

***How much time should you spend revising?***

*Suggested minimums*

* February – April = 1.5-2 hours per week
* Easter Holiday = 10-15 hours per week
* April – May = 4.5 hour per week
* May – June (study leave) = 15 hours per week

***How should you organise your time?***

Start by working out a **weekly schedule** – when will you do the suggested time above? Will it be at college or at home? The best advice is to set aside a minimum of one free period a week (1.5 hours) to revise History at the start and then increase this over time. In addition to this, you can use the support offered (lunchtime workshop) to top-up your revision, gain 1-1 help or work in groups.

Once you know when you are going to revise then use the course **checklists** to divide you time between the topics. Revise topic-by-topic and try to follow the same routine for each (see below). You might decide to complete one component at a time before moving onto another or to alternate between components – one week on one, one on another. Choose an approach and stick with it.

Finally have a **target** for when you want to have completed sections of your revision. An obvious one would be to finish the first-round of first-year revision by the start of the Easter holiday to then focus on Second Year content in preparation for mock exams when you return.

For more advice on structuring your revision and on sample revision timetables, go to the Learning Support page on Godalming Online and then ‘Tips for Starting Revising’ <https://online.godalming.ac.uk/mod/page/view.php?id=12737>

1. **Content Revision**

This is revision of the ‘own-knowledge’ content of the course. Select the topic you want to revise and then follow you preferred method of revision. The aim of all of these is to take the content and reduce it into a more focused and revisable summary. Think about some of the following ideas

* Flash-cards
* Mind-maps around the point on the checklist or specification
* Condensed notes based on the ‘lesson aims’ on the front of each booklet
* Timelines – templates available on GoL
* Quizlet – an online way to make flashcards, tests, timelines and other revision resources

You will know what your preferred way of revising content is but make sure it is more than just reading notes. Stick with a method that works but prepared to do specific revision within this. Also try to add in documentaries, podcasts and articles to give your revision greater depth.

1. **Question Practice**

|  |  |
| --- | --- |
| **20 mark essay (U1 & 2)** | **40 minutes** |
| **10 mark comparison (U2)** | **20 minutes** |
| **30 mark primary sources (U1)** | **50 minutes** |
| **25 mark thematic essay (U3)** | **45 minutes** |
| **30 mark interpretations (U3)** | **60 minutes** |

Having revised the content of a topic you need to bring this together by looking at a past question. You can find questions in the following places:

* First-year question – go back to questions you may have forgotten or where you under-performed. Look at the feedback you we given and then re-write
* Revision sections of Godalming Online
* The OCR textbook – example questions are the end of every chapter
* Old-specification questions on Godalming Online
* The question summary you have been given

Produce detailed plans to questions based on your content and source revision and then write them up in timed conditions to practice being question-focused. Make sure you use a variety of question-types and don’t just pick questions that look straight-forward. Once you have written a question, self-assess it using the mark schemes at the end of each set of lesson materials or bring it to the Wednesday support session/Friday revision group to get some feedback on it.

**Some Common Mistakes to Avoid**

***Starting too late* –** if you try to cram your revision from Easter or when you go on study leave it will be overwhelming. Start early and you have the time to revise in a structured way that also gives you time to do other things

***Focusing on topics you like or find easier –*** All of the units are weighted equally and so your time needs to be divided likewise. In fact, if you know you struggle with the sources in Churchill unit, for example, give more time to it.

***The “what should I do today…?” approach –*** your revision needs structure and to be planned at the start. Equally don’t spend a week on a revision timetable and think you have revised

***Just reading through notes –*** revision needs to be an active thing that reinforces your understanding of content. See the suggestions above on how to revise content and sources

***Not making the most of help and support –*** the support sessions and resources are there to assist your revision. Be proactive in getting questions marked and problems resolved.

**What you have to revise – A Reminder**

**The 20 mark Essay Questions (UNITS 1 AND 2) – A Guide**

**General**

* You will answer one 20-mark essay question from a choice of two in **Section B of your Unit 1 paper** and one 20-mark essay question from a choice of two on your **Unit 2 paper**. Approximately **40 minutes** are available for you to write a 20-mark essay on both papers.
* The marks for the question come from AO1.

**AO1**– *Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.*

**Planning**

You should aim to spend a minimum of 5 minutes planning each of your essay answers. This should start with you carefully reading the question and highlighting any key terms. You should identify what the specific issue in the question is and any date range you are given to answer within. Then:

* Bullet-point the 3-5 main points you want to make in your essay making sure that this would give you a balanced answer with arguments supporting and challenging the issue in the question
* List any important examples or pieces of evidence that will be crucial in answering the question (do this before writing as you are less likely to then forget to include them)

**Structure**

**Main Paragraphs:**

* Start each paragraph with a signpost sentence which introduces the point you are going to make and how it links to the question
* Develop the point with a range of evidence and own knowledge
* Provide developed analysis of the point – how is it a strong argument and does it have any limitations?
* Sum up your overall judgement on the issue in the paragraph and link it directly to the question

**Conclusion:**

* Briefly re-read the question before writing then answer the question directly, providing a full explanation of your judgement
* Make sure there is balance in your conclusion – consider both sides of the argument and explain why one is stronger than the other

**Introduction:**

* Reword the question to show an understanding of it and of the issue it is asking about
* Outline the points/arguments your essay will consider
* Provide a brief overall judgement that your answer will be able to sustain

**Introduction**

**Point/Argument 1**

**Conclusion**

**Point/Argument 2**

**Point/Argument 3**

**Point/Argument 4**

**The 30 mark PRIMARY SOURCE Questions (UNIT 1) – A Guide**

**General**

* There will be one compulsory 30-mark primary source question on **Section A of your Unit 1 paper**.
* You will be given four primary sources to analyse and you will have **approximately 50 minutes** to answer the question.
* The marks for the question come from AO2.

**AO2** - *Analyse and evaluate appropriate source materials, primary and/or contemporary to the period, within its historical context.*

**Planning**

You should aim to spend at least 10 minutes reading the sources and planning your answer. Read the question carefully: you will be asked how far the sources support a particular view in the question. During the reading and planning stage you should:

* Read the sources and highlight evidence that supports the view in the question and evidence that challenges it. You could group the sources into those that support the question and those that do not
* Consider and write down any evidence you have that either supports or challenges what the sources say.
* Look carefully at the provenance of the sources (the origins of the source) and consider how far this means we should question its evidence (more on this below).

**Structure**

This is not an essay question and there is no set way to structure this answer. The below is the most straightforward approach, but you may choose to structure your answer by grouping the sources into those that support & those that contradict the view in the question.

**Introduction:**

* Very briefly outline what the issue in the question is and which sources support & contradict the view in the question
* Overall the introduction should be very short – you may even omit it entirely.

**Introduction**

**Source A**

**Source B**

**Conclusion**

**Main Paragraphs:**

* Analyse the evidence in each source that supports and/or contradicts the view given in the question. Use succinct quotes
* Each source needs to be tested against your own knowledge – does your knowledge support or contradict the evidence in the source?
* You must evaluate the provenance of each source

**Source C**

**Conclusion:**

* This is a very Important part of this answer and needs to be developed in full. Reach a judgement about whether the sources, on balance, support or contradict the view in the question
* You may use the sources’ provenance to explain your judgement further. E.g. the sources that contradict the view in the question are unreliable so this lends further weight to the view in the question

**Source D**

**Writing**

Follow this flow chart when writing about each of the sources:

**How to evaluate the views of the sources in your essays (AO2)**

The term provenance simply means ‘where did the source come from’. You need to use your understanding of the provenance to explain why a source has a certain view or whether it makes it more or less reliable. The following are things to examine the source for:

***PURPOSE*** – why has the source been written and what is it trying to achieve?

***AUTHOR*** – who wrote the source and what do you know about their role/views? Does this change your understanding of the content of the source?

***NATURE*** – what kind of source is it? You will get no credit for simply stating this but it could help to explain why a source has a particular view

***DATE –*** When was it written and what was happening at that time?

***AUDIENCE*** – Who was the source written for and does this explain what it does or doesn’t say?

***TONE*** – What is the tone of the author and does this make the content of the source more or less useful?

When using sources you will need to evaluate why an author or source has a particular view, or how reliable the view is. There are two main ways of doing this and you should do both when writing about the sources:

1. Use your knowledge of the ***period*** to support or challenge the views or claims in the source – *does your own knowledge of the period the source describes back up what it is saying or challenge it?*
2. Use your knowledge of the ***provenance*** of the source to support or challenge its views – *think* **PANDA(T)** ***P****urpose* ***A****uthor* ***N****ature* ***D****ate* ***A****udience* ***T****one. Does this help to explain why a source has a particular view and does it make it more or less reliable?*

**Mistakes to avoid**

* **Simply describing the source(s) –** this is very easy to do without realising. Concentrate on offering clear judgements about how far the source supports the view in the question and ensure you use succinct quotes to help keep you focused
* **Giving unsupported judgements** – this means stating that a point from the source supports or contradicts the view in the question without explaining and supporting this judgement
* **Not testing the sources against your own knowledge** – you must use your detailed own knowledge to assess whether each source is accurate or not. However, knowledge will not be credited unless it is used to directly evaluate a source
* **Making superficial comments about the provenance of a source** – e.g. stating that it is a private letter so it is reliable, without explaining why
* **Not answering the question directly** – ‘How far’ requires a supported judgement e.g. ‘to a large extent’, ‘to a small extent’, etc.

**THE 10 MARK COMPARISON QUESTION (UNIT 2) – A GUIDE**

**General**

* You will answer one 10-mark comparison question from a choice of two on your **Unit 2 paper**. Approximately **20 minutes** are available for you to write a 10-mark comparison question.
* The marks for the question come from AO1.

**AO1**– *Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.*

**Planning**

Read the question carefully and highlight any key terms. You should identify what the specific issue in the question is and any date range you are given to answer within.

**Structure**

**Introduction:**

* This should be simply one sentence stating which factor out of the two given is more important.
* If you struggle with time you may omit this

**Main Paragraphs:**

* Explain the impact and significance of each factor
* Ensure you have specific evidence to support your points
* Evaluate the significance of the factor – does it have any limitations?
* Try to compare the significance of the factor to the other factor

**Conclusion:**

* Briefly re-read the question before writing then answer the question directly, providing a full explanation of your judgement
* Make sure there is balance in your conclusion and refer to both factors – explain clearly why one factor is more important than the other

**Introduction**

**First Factor**

**Conclusion**

**Second Factor**

**Mistakes to avoid:**

* **Describing the factors, without evaluating them** – you are being asked to weigh up which of the two given factors is more significant or had greater impact. Make sure you consider any limitations of each factor to help you evaluate
* **Not comparing the two factors** – you need to clearly which of the two factors is more important and comparing them is an essential part of this
* **Not leaving enough time for a conclusion** – timing is tight and you must reach a developed conclusion and supported judgement.

**The 30 mark interpretations question (UNIT 3) – A Guide**

**General**

* This will be **Section A** on the Unit 3 Civil Rights Exam.
* 30 marks are available and you should spend approximately **60 minutes** planning and answering the question
* The question will come from one of the three **‘depth studies’** on the Civil Rights Paper:
	+ Civil rights in the ‘Gilded Age’, c.1875-c.1895
	+ The New Deal and civil rights
	+ Malcolm X and Black Power

The marks for the question come from AO3:

**AO3** - *Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.*

**Planning**

You should aim to spend a minimum of 10 minutes reading the passages and planning your answer. You should not expect the interpretations to be immediately obvious or easy to understand – you are being tested on your ability to understand them.

1. Start by summarising the **general view** of both passages – what is the overall argument the historians are making? Write this clearly at the top of each passage. Note that the passages should contain clearly different arguments.
2. Read each passage carefully and break it into **3-4 separate arguments** it makes. Highlight and number these in the passage.
3. List any key evidence which you will use to either support or challenge the arguments that each passage makes.

**Structure**

This is not an essay question and there is no set way to structure this answer. A suggested approach is:

**Introduction:**

* Summarise the overall arguments each passage is making
* Provide an overall judgement as to which is the more convincing

**Introduction**

**Strengths of Passage A**

**Weaknesses of Passage A**

**Conclusion**

**Main Paragraphs:**

* Analyse the strengths and weaknesses of each interpretation by outlining the arguments made and then supporting or challenging them with your own knowledge
* Make sure you have specific evidence which is NOT in either interpretation to evaluate the passages – remember this is a depth study so you are expected to know the topic in detail
* Aim to analyse a range of points from the passage (3 to 4 arguments from each passage – these can be a mix of strengths and weaknesses) – you should have numbered the different arguments in your planning

**Strengths of Passage B**

**Weaknesses of Passage B**

**Conclusion:**

* Very important to include – provide a direct and fully explained answer as to which interpretation you find stronger
* Ensure you make reference to both the interpretations in order to explain why one is more convincing than the other

**Writing**

When analysing arguments from the interpretations try to follow this pattern:

**Some useful critical vocabulary: *Convincing,* *Limited, Valid, Invalid, Insightful, Limited, Narrow, Broad, Doubtful*, *Correct,* *Persuasive, Appreciates, Fails to Appreciate***

**Mistakes to avoid**

* **Losing focus on the issue in the question** – you are not being asked to evaluate the interpretation generally but in relation to the specific issue in the question. Make sure you highlight this when reading the question
* **Adding in own knowledge for the sake of it** – knowledge will only be credited if it is used to analyse or support judgements about the interpretation and the question
* **Making unsupported judgements –** these are called assertions by the mark scheme and need to be backed up with evidence to gain marks
* **Simply describing what the passage says** – very few marks if you do this; focus on introducing a clear argument from the passage and then on evaluating it. Using critical vocabulary stops you describing
* **Trying to ‘pass off’ evidence from one of the interpretations as own knowledge to support the evaluation of the other** – you are expected to ADD something to the passages in order to evaluate them
* **Not answering the question** - make sure you have a direct and explained answer to the ‘how convincing’ part of the question. Re-read the question before writing your conclusion and refer to the wording of the question directly

**The 25 mark thematic essay (unit 3) – a guide**

**General**

* In Section B of your Unit 3 exam you will write **two 25 mark thematic essays** (from a choice of 3)
* You should spend approximately 45 minutes planning and then writing each essay.
* It is important to approach this essay in the correct way. It is not the same as the 20-mark essay on the Unit 1 and 2 papers which focuses on a specific issue or controversy. Instead, the thematic question will focus on one of the four themes (African Americans, Women, Native Americans, Labour) by asking a question that covers the full period, 1865-1992.
* The marks for this question will come from AO1.

**AO1**– *Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.*

* Particularly relevant to the thematic essay are addressing concepts of **change and continuity**, **similarity and difference**.

**Planning**

You should aim to spend a minimum of 5 minutes planning each of your essay answers. This should start with you carefully reading the question and highlighting any key terms. You should identify what the specific issue in the question is. Then:

* Bullet-point the 3 themes you want to address in your essay, making sure that this would give you a balanced answer with arguments supporting and challenging the issue in the question
* List any important examples or pieces of evidence that will be crucial in answering the question. Ensure that your range of evidence covers the full 1865-1992 period.
* You should approach the question with a **‘helicopter’ view**. This means taking a broad overview of the question and the period rather than focusing on individual events or going through the question chronologically. One of the most important skills to demonstrate in this essay is **synthesis:** this means linking ideas and evidence from across the period to support your own arguments.
* Work out what your overall argument is going to be before you start writing your answer. Signpost this argument in your introduction.
* Think about trends and patterns across the period. Did a factor become more or less important? Did the pace of change accelerate or decelerate in certain periods? Was there a turning point in the development of that factor?

**Structure**

**Conclusion:**

* Briefly re-read the question before writing then answer the question directly, providing a full explanation of your judgement
* Make sure there is balance in your conclusion – consider both sides of the argument and explain why one is stronger than the other
* Ensure you refer to the three themes you have addressed

**Main Paragraphs:**

* Start each paragraph with a signpost sentence which introduces the theme you are going to address and how it links to the question
* Answer the question with reference to this theme – each paragraph should be a ‘mini-essay’.
* Develop the theme with a range of evidence– from different periods across 1865-1992 (you do not need to cover the entire period in every theme)
* Sum up your overall judgement on the issue in the paragraph and link it directly to the question
* Ensure you use words which clearly indicate synthesis

**Introduction:**

* Reword the question to show an understanding of it and of the issue it is asking about
* Outline the themes your essay will consider
* Provide a brief overall judgement that your answer will be able to sustain

**Introduction**

**Theme 1**

**Conclusion**

**Theme 2**

**Theme 3**

**Some useful vocabulary to show synthesis: *similarly, this is similar to, this is akin to, in the same way, likewise, this is comparable to, this is different from, in contrast to, by comparison***

**Mistakes to avoid:**

* Trying to include every relevant piece of evidence or possible factor in your answer. You will need to be **selective** with your use of evidence and select the information that best supports your arguments
* Answering the question **chronologically**. Do not start in 1865 and work in order up to 1992 – you will not have time and will not be able to show the skills of synthesis or evaluation needed in this essay
* Write your essay as a list of dates. You do not need to ‘start at the beginning and finish at the end’.

**History and Politics Department**

**50:50 Help and Advice**

Key to your success whilst studying in the History and Politics Department is the level of effort and work you put into your subjects outside of lessons. The college’s expectation is that you match every hour of class time with an hour of independent study – **50:50**. This will include completing **structured homework** tasks set by your teachers but will also require you to **work independently**; finding ways to consolidate and extend your understanding. To help you to do this, the list below gives some ideas or activities to consider each week.

**Consolidate your weekly work *(Suggested time = 1.5 hours per week)***

Go over your lesson materials and handouts from that week making sure that all activities have been finished in detail. If you have been reading articles or sources, go over these highlighting key points and adding annotations to the margins. When you have looked at a new concept or period, produce a simple mind-map to summarise the key information ready for future revision.

**Read an Extension article/chapter *(Suggested time = 1-2 hours per week)***

Log on to History Today, Modern History Review, Politics Review or Dawsonera and find an article or chapter that supports what you have been doing in class - reading lists are provided for each course to help you choose. Print out the article, create a set of sub-headings and then take detailed notes. Help with logging on to all of these websites can be found on the ILC’s page of Godalming Online under ‘Websites, Links, Subscriptions’.

**Listen to a MASSOLIT LEcture *(Suggested time = 15 minutes per week)***

Using the list of relevant lectures on Godalming Online, listen to a lecture from the website [www.massolit.io](http://www.massolit.io). This is a collection of lecture courses from leading academics on a range of History topics. As you listen, treat the lecture like an article – draw up a set of sub-headings or questions and take detailed notes under these. Help logging on can be found on the History and ILC pages of Godalming Online.

**Watch a documentary *(Suggested time = 45 minutes per week)***

Estream has a wide selection of History, Ancient History and Politics documentaries which support your courses or extend your understanding. You may often find yourself watching part of a documentary in class and can then also finish this off at home. Make sure that you are ‘actively’ watching e.g. create a basic spider-diagram with the issue you are investigating in the middle and then record brief notes around it.

**Revision *(Suggested time = 1 hour per week)***

It is never too early to start the process of revision, particularly if you are on a linear A-Level course. Go back to topics and lesson materials you completed earlier in the year and start to produce revision notes e.g. flashcards, mind-maps, typed notes, glossaries, key-dates timelines etc.. Starting your revision early will make it much easier when you come to revise for your end of year or final exams fully.

**Past-Question practice *(Suggested time = 1.5 hours per week)***

Use the selection of past questions from the department’s Godalming Online pages (or straight from the exam board: History and Ancient History = OCR; Politics = Edexcel) to practice structuring and writing exam-style answers. Once you have chosen a question revise its contents by going over your notes, prepare a detailed plan, and then write it under timed conditions. You can then bring this to one of the weekly support sessions to get feedback.

