



# AS Level

## History

**History  
'A' level**

# General Introduction

Welcome to your 'A' level history course.

This General Introduction aims to give you all the background information you need to make a satisfactory start on your studies. More detailed information about many aspects of your studies is to be found in the first lesson of each of the modules which make up the course.

## The Specification (or Syllabus)

This course has been designed to give you a full and thorough preparation for the AS level or A level History A 2040 specification, set by the Assessment and Qualifications Alliance (AQA). This specification includes coursework at A2 level.

The **Subject Code** for entry to the AS only award is **1041**.  
The **Subject Code** for entry to the A2 (A level) award is **2041**.

It is essential that you should study the syllabus itself (which can be obtained from the AQA website at the address below) and bear in mind its requirements at all times.

<http://www.aqa.org.uk/qual/gce/pdf/AQA-2040-W-SP-10.PDF>

Some of the salient points are set out below, but there are a number of details and alternatives to consider if you are to give yourself the best chance.

Please be aware that the A level examination includes **coursework**. Although the coursework is supervised by Oxford Open Learning and marked by AQA, you **must** ensure that your exam centre makes the appropriate **examination entry** for your coursework unit(s) in addition to the written paper entries. Without this you will not be graded.



Oxford Open Learning

## What's in the Course?

The Oxford Open Learning course is divided into four modules. Those modules are as follows:

### AS Course

#### AS Module One: Britain, 1906-1951

Introductory Lesson: Making History

1. The 1906 Liberal Landslide
2. New Liberalism
3. Social Reforms 1906-1914 **TMA A**
4. The Political and Economic Impact of WW1 1914-18
5. The Effects of the First World War on the Political Parties
6. The Effects of the First World War on British Society
7. Women and the War **TMA B**
8. Lloyd George
9. Problems of the Economy and Industrial Relations 1923-1929
10. The Development of the Trade Unions
11. The General Strike
12. The Govt Response to Economic Problems 1923-29 **TMA C**
13. The Decline of the Liberal Party
14. The Origin and Development of the Labour Party
15. Ramsay MacDonald and the Economic Crisis 1929-31
16. The Impact of the 1931 crisis on the Labour Party to 1940
17. The Work of the National Government in dealing with Economic Crisis
18. The National Government and Political Extremism **TMA D**
19. Neville Chamberlain and Appeasement
20. The Policies and Personalities of the Wartime Coalition
21. The Impact of Total War on Society and Attitudes
22. The Labour Landslide, 1945
23. Economic Crisis and Recovery 1945-51
24. The Achievements of the Attlee Government and the Birth of the Welfare State **TMA E**

#### AS Module Two: The USA and Vietnam, 1961-1975

25. Vietnam Background and The Cold War
26. President Kennedy and President Diem **TMA F**
27. The Personality and Politics of President Johnson **TMA G**
28. The Gulf of Tonkin
29. The Tet Offensive
30. 'Rolling Thunder': The US Mass-Bombing Campaign
31. The Viet Cong and the US attempt to win South Vietnamese Support
32. The Truong Son Trail **TMA H**
33. The My Lai Massacre

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|-----|---|--------------|
| 34. | Growing Anti-War Protests during the 1960s                | <b>TMA I</b> |
| 35. | Political Divisions in the US Presidential Campaign, 1968 |              |
| 36. | The Failure of the Paris Peace Negotiations               | <b>TMA J</b> |
| 37. | The Watergate Affair                                      |              |
| 38. | The Widening of the War into Laos and Cambodia            |              |
| 39. | US Withdrawal from Vietnam, 1975                          | <b>TMA K</b> |

## A2 Course

### A2 Module Three: Aspects of International Relations, 1945-2004

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|-----|---|--------------|
| 40. | Peace and War (USA, Soviet Union and Europe, 1945-49) |              |
| 41. | The Long 1950s  | <b>TMA L</b> |
| 42. | The Soviet Union in Eastern Europe                    |              |
| 43. | The Cold War in Asia and America                      | <b>TMA M</b> |
| 44. | Détente and the 1970s                                 |              |
| 45. | The 1980s: Reagan and Gorbachev                       | <b>TMA N</b> |
| 46. | The Collapse of the Soviet Union                      |              |
| 47. | The post-Cold War world                               | <b>TMA O</b> |

### A2 Module Four: Representation and Democracy in Britain, 1830-1931 - Chartism and Later Struggles

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|-----|---|--------------|
| 48. | The Right to Vote: A Historical Review                |              |
| 49. | The pre-1832 Electoral System and the 1832 Reform Act |              |
| 50. | The Emergence of Chartism and its Leaders             |              |
| 51. | Chartist Membership and Activity                      |              |
| 52. | Robert Peel and the Chartists                         |              |
| 53. | The Collapse of Chartism                              | <b>TMA P</b> |
| 54. | The Police and Public Order                           |              |
| 55. | Parliamentary Reform in the mid-Victorian Period      | <b>TMA Q</b> |
| 56. | Late Victorian Reform                                 |              |
| 57. | Votes for Women, 1880-1907                            |              |
| 58. | Votes for Women, 1907-1918                            | <b>TMA R</b> |
| 59. | Twentieth-century Reform                              | <b>TMA S</b> |

## Required Supporting Texts

History, more than any subject, requires you to read far more than a single supporting text like this one. The most essential books linked to this course are as follows:

### Unit 1

Michael Willis, *Britain 1851-1918: A Leap in the Dark?* (Schools History Project) (Hodder Murray, ISBN: 978-0719574894)

Derrick Murphy, Graham Goodlad and Richard Staton, *Britain 1895-1951: WITH Women and Suffrage c.1860-1930* (Flagship History) (Collins Educ., ISBN: 978-0007268726)

## **Unit 2**

Mitchell K Hall, *The Vietnam War (Seminar Studies In History)* (Longman, ISBN: 978-1405824705)

## **Unit 3**

Steve Phillips, *The Cold War: Conflict in Europe and Asia* (Heinemann, ISBN 978-0-4353-27-36-1).

## **Unit 4**

*Britain 1783-1918* (Flagship History) by Derrick Murphy, Richard Staton, Patrick Walsh-Atkins and, Neil Whiskerd (Collins Educ., ISBN: 978-0007150786)

(The Willis text for Unit 1 will also be useful for Unit 4)

Each module suggests additional reading using books which are not compulsory, but which can be purchased or borrowed from your local library

Unfortunately, history texts tend to go out of print very quickly. If you can't get hold of these books in a library or book shop, don't panic. There are plenty of books containing roughly the same information. You will just have to use your own judgement in deciding which ones will be most useful to you.

## The AQA 2040 Specification: Exams

Here is the specification at a glance, including the modules which have been chosen by OOL:

<b>AS Examinations</b>
<p><b>Unit 1: Britain 1906-1951 (Unit code: HIS1L)</b></p> <p><b>Change and Consolidation</b></p> <p>50% of AS, 25% of A Level            1 hour 15 minutes written examination            72 marks            Available for examination January and June</p>
<p><b>Unit 2: The USA and Vietnam 1961-1975 (Unit code: HIS2Q)</b></p> <p><b>Historical Issues: Periods of Change</b></p> <p>50% of AS, 25% of A Level            1 hour 30 minutes written examination            90 marks            Available for examination January and June</p>
<b>A2 Examinations</b>
<p><b>Unit 3: Aspects of International Relations, 1945-2004 (HIS3N)</b></p> <p><b>The State and the People: Change and Continuity</b></p> <p>30% of A Level            1 hour 30 minutes written examination            90 marks            Available for examination in June only</p>
<p><b>Unit 4:</b></p> <p><b>Coursework: Historical Enquiry (Unit code: HIS4X)</b></p> <p>20% of A Level            Coursework unit            60 marks            Approximately 3500 words on an analysis of a historical issue            Available in June only</p>

# Overview of Subject Content

## Unit 1: Change and Consolidation

This unit:

- promotes an understanding of change over time, usually at least 50 years
- develops in students, a strong sense of historical perspective, enabling them to understand the key features of a period, its particular characteristics and the forces of change, conservatism and consolidation
- focuses on change and consolidation; how governments establish themselves and respond, with varying degrees of success, to the need for change
- develops students' understanding of the relationships between key features and characteristics of the period of study
- develops students' understanding and awareness of cause and consequences, and of continuity, within a broad historical context, enabling them to reach conclusions based on an appreciation of longer term developments and the interplay between the long term and the short term causes of change and consolidation

## Unit 2: Historical Issues: Periods of Change

This unit:

- promotes the study of significant periods of history in depth
- promotes an understanding of the complexity of the historical process, allowing students to study in detail the interrelationship between ideas, individuals, circumstances and other factors contributing to change and development
- provides an important contrast with the understanding of change and continuity in a longer period, as offered in Unit 1
- develops students' understanding, and awareness, of cause and consequence and of continuity within short periods of significant change, enabling them to reach conclusions based on an appreciation of the dynamics of change as it occurred.

### Unit 3: The State and the People: Change and Continuity

This unit:

- promotes an understanding of change and continuity over approximately 50 years
- focuses on the relationship between the state and the people and the forces which influenced this relationship
- builds on skills and attributes and an understanding of the historical process, as developed in Units 1 and 2, in that the unit will require an understanding both in depth and breadth, as reflected in the assessment arrangements
- develops students' understanding of how a particular issue, such as the impact of religious belief, interacted with other issues in a short period and how this issue changed in significance over the 50-year period

### Unit 4: Historical Enquiry

This unit:

- requires students to produce a piece of coursework which tests understanding of change over 100 years
- requires students to identify an issue and undertake an enquiry, demonstrating some awareness of historiography. A range of sources will be consulted and evaluated
- enables students to demonstrate how skills and understanding developed through the study of the other three units can be brought together in a single extended enquiry.

## The Examination

The 'A' level examination requires candidates to take four units (or exam papers) in total. The first two represent the AS level (usually the first year of study) and the remainder are at A2 level (the second year).

The syllabus offers a broad range of options for each of these four units. Inevitably, this course has already made most of the necessary choices for you. You will need to study the syllabus for yourself but brief details are to be found below.



the period as a whole, candidates will be able to demonstrate how issues, ideas and other factors changed during the period.

The continuity of the Cold War within a framework of shifting intensity is particularly evident in this period of study. The impact of nuclear technology and economic strength are both primary elements in understanding the nature of international relations in the second half of the twentieth century and into the beginning of the 21st century. This unit enables students to understand the key forces which have driven international relations and will enable them to place future developments in a meaningful context.

#### **Unit 4: Coursework (Historical Enquiry) Representation and Democracy in Britain, 1830-1931 - Chartism and Later Struggles**

Candidates will be required to submit a Historical Enquiry, based on the investigation of a historical issue. The principal characteristics of this are that:

- The work is that of an individual working within a framework that is specified by AQA
- The work is based on a historical investigation and demonstrates some awareness of historiography
- A range of sources is considered and evaluated
- The topic chosen must arise from the study of, and be placed in the context of, 100 years
- Synoptic understanding is demonstrated by studying an issue over 100 years
- The enquiry is presented in essay format and written in continuous prose.

Candidates must consider a range of sources which may include some of the following: textbooks, biographies, diaries, TV programmes, films, paintings, newspapers, museums and the internet. While it is not essential that primary/archival sources are used, where available and relevant to the issue, they should be considered for use. A Historical Enquiry based on a range of appropriate secondary sources will be equally acceptable.

It is a requirement of the Specification that the topic chosen must be set on either a country or period different to that studied in Unit 3. If the enquiry chosen covers part of the chronological period studied in either Unit 1 or Unit 2 then the focus of the Enquiry must be on significantly different material.

The module in this course, 'Representation and Democracy in Britain, 1830-1931' has been negotiated as an appropriate choice with AQA with one proviso – that the specific final study should not *focus* on the period 1906-1931 (because this might overlap with topics on the selected Unit 1 exam, Britain 1906-51). Students will still need a fairly detailed knowledge of events, in relation to representation, etc, in the 1906-31 period as this will provide contextual background to their specific study of an issue or event prior to 1906.

As Historical Enquiry titles have to be approved by 15 February each year and preferably earlier, *Module Four: Representation and Democracy in Britain*, may be completed before *Module Three: Aspects of International Relations, 1945-2004*. Tutors may offer advice on the best approach to time-management.

## The AS level and A-Level System

Recent changes to the structure of A-Level courses have seen a reduction in the number of Modules from 6 to 4.

### The Advanced Subsidiary (AS) Level

Advanced Subsidiary (AS) courses may be used in one of two ways:

- As a final qualification, allowing candidates to broaden their studies and to defer questions about specialism;
- As the first half (50%) of an Advanced Level qualification, which must be completed before an Advanced Level award can be made.

Advanced Subsidiary is designed to provide an appropriate assessment of knowledge, understanding and skills expected of candidates who have completed the first half of a full Advanced Level Qualification.

### The Advanced Level (AS + A2)

The Advanced Level examination is in two parts:

Advanced Subsidiary (AS) - 50% of the total award;  
A second examination, called A2 - 50% of the total award

Most Advanced Subsidiary and Advanced level courses are modular. The AS level normally comprises three teaching and learning modules and the A2 comprises a further three teaching and learning modules. These modules generally match the Units of Assessment (or Exam Papers).

## Examination Flexibility

The new style 'A' levels allow for more flexibility in the taking of exams:

- Assessment units may be taken at stages throughout the course, at the end of each year or at the end of the total course;
- AS may be completed at the end of one year and A2 by the end of the second year;
- AS and A2 may be completed at the end of the same year.

All these options are open to students following this course as it is divided into two halves and follows the same modular sequence as the syllabus.

Each assessment unit may be re-sat once only. The better result will count towards the final award.

## Grading and Shelf-Life

For AS level, there is a 5-grade scale: A, B, C, D and E. For the full 'A' level qualification, a top grade of A\* (A starred) is also possible. Candidates who fail to reach the minimum standard for Grade E will be recorded as U (unclassified).

The **shelf-life** of individual unit results, prior to the award of the qualification, is limited only by the shelf-life of the specification. As long as the syllabus stays in its present form, grades can therefore be carried forward indefinitely.

## Studying the Syllabus

You should be sure to acquire your own copy of the syllabus, either via the AQA Publications Dept or from the website [www.aqa.org.uk](http://www.aqa.org.uk).

We advise that you obtain a copy of the syllabus so that you can assess which topics you have covered in the most detail and which ones you will feel happiest about in the exam.

## Aims of the AQA Specification

AS and A Level courses based on this specification are designed to encourage students to:

- develop their interest in and enthusiasm for history and an understanding of its intrinsic value and significance
- acquire an understanding of different identities within society and an appreciation of social, cultural, religious and ethnic

diversity through the study of aspects of British and non-British history

- build on their understanding of the past through experiencing a broad and balanced course of study
- improve as effective and independent learners and as critical and reflective thinkers with curious and enquiring minds
- develop the ability to ask relevant and significant questions about the past and to research them
- acquire an understanding of the nature of historical study, for example, that history is concerned with judgements based on available evidence and that historical judgements may be provisional
- develop their use and understanding of historical terms, concepts and skills
- make links and draw comparisons within and/or across different periods and aspects of the past
- organize and communicate their historical knowledge and understanding in different ways, arguing a case and reaching substantiated judgements

## Using the Internet

All students would benefit from access to the Internet. You will find a wealth of information on all the topics in your course. As well as the AQA website ([www.aqa.org.uk](http://www.aqa.org.uk)), you should get into the habit of checking the Oxford Open Learning site ([www.ool.co.uk](http://www.ool.co.uk)) where you may find news, additional resources and interactive features as time goes by. If you have not already done so, you may register for your free copy of *How to Study at Home*, our 200-page guide to home learning, or enrol on further courses. Put it on your Favourites list now!

## How to Use this Course

Many people, when they think of history, think of long dry books which they have to read word for word and lists of meaningless facts which they have to memorise. This course will take you away from that kind of studying and show you how to learn efficiently.

Learning efficiently — for the purposes of an 'A' level examination — means gathering in as little time as possible enough information and ideas to tackle the various exam papers — *and no more*. That is

learning efficiently. If you want to daydream over your books or see every event from the point of view of Queen Victoria's coachman or write a brief treatise on plumbing in Victorian England — alongside your basic 'A' level work — that's fine. But this must be a choice you make, not an accident. What we don't want is for you to spend three months reading about Victorian plumbing thinking it's going to help you with every question on the exam paper when in fact it'll only give you a couple of sentences in one essay.

The key to learning efficiently is to be conscious of what you are doing. That's why it's hard, that's why it's fascinating and that's why meeting this challenge will help you with every other thing you try to do for the rest of your life.

Before you read a chapter of a text book you need to ask yourself, "What do I want to find out from this chapter?" The answer to this question might be quite specific, for example: "I want to list the main laws passed by parliament in this period." So you will read and note down the laws as you come to them. But it might be more general: "I want to know what the most important changes were in this period." In this case you will wait till you have read the whole chapter and then write down from memory the big changes.

But then you must also ask yourself: "Is this the quickest way to obtain the information I need?" Do you really need to read a text book or could you just use a datelist? Can you find a shorter chapter in another book that covers the same topic?!

This course helps you by giving you a broad introduction to a topic so that you have some understanding of what the issues are before you come to the more detailed material in your text book. The Activities in each lesson of the course give you questions to ask of your text book so that you note down the useful facts and skip the less useful parts — although the activities in a later lesson may require you to go back to that same bit of your text book to ask a new question. Following the activities will also help you to see where the text book isn't telling you enough and where you need to find another book to give you more information.

You may find sometimes that none of it — course book, text book, supplementary book — makes any sense to you because there's something you simply don't understand. For example, you might read three authors writing about working class protest and none of them tell you why the working classes were unhappy in the first place or who the working classes were. Every student has basic questions like this that bother them and prevent them from understanding what they are reading. *Do not ignore these questions.* These are the most important ones. Following up on these questions, making sure you understand what's at the heart of the events — this is what makes a good historian. You are now conscious — aware of what you don't know and what you need to know.

To follow up on a question of your own you can try going back to an earlier chapter or reading the introduction to the whole book. Or try a different book — but just read for the answer to your particular question. Use contents pages, indexes, encyclopaedias, children's books — whatever it takes. If it's a single word that you don't understand, try the dictionary.

## Written Work

You will find that there are several tutor-marked assignments with each part of the course. Your answers should normally be submitted to your tutor for marking. When the marked script is returned, you should receive a "Suggested Answer". More on the Suggested Answers later.

Besides the tutor tests, there are a number of Activities and Practice Tests to be found at certain points in the course. Activities are usually located in mid-lesson and you will see that they are ruled off from the rest of the lesson. This is an indication that you should stop your reading at this point and attempt the activity, which may involve pondering on a problem or producing a set of notes on a particular topic. That topic may well be considered in the next part of the lesson so it is a way of getting you to think about and research the problem for yourself. Most activities are open-ended and there are no suggested answers provided.

Practice tests are generally located at the end of those lessons where there is no tutor-marked assignment. But they take the same form as the TMAs and you should attempt them with the same formality and seriousness before comparing your answers (usually in essay form) with the suggested answers given at the end of the module. Only after you have done what is asked to the best of your ability should you look at the Suggested Answers provided.

Probably the single most important thing about History 'A' level is that you should form your own judgments on what you study. It is no use regurgitating somebody else's opinion, even if you have found it in these lessons! It is difficult to argue a point well unless you have thought of it for yourself and believe in it. Have the courage to form your own opinions.

You can see that there is plenty of work to be done before you will be in a position to take the examination. See how many months are available to you and how much you have to manage in that time. Divide the time available into smaller segments and work out what ground you are going to cover and which assignments you will submit each month. It is only by sticking to a disciplined plan that you can hope to succeed.

## Reading

This course introduces you to the important issues and events of the periods you are studying. But the more you know already the easier it is to read any piece of historical writing. So we advise you to find the most basic, easy, readable introduction possible as preparation for this course. Browse around in libraries and pick up whatever appeals to you that touches vaguely on modern British (and US/world) history. Read bits of books that seem interesting - shocking or sad or funny, etc - whatever you personally like. Children's history books are a good starting point. At this stage it doesn't have to be relevant to the exam paper. You are getting a feel for the period.

Then start at Lesson One, assuming you have decided to follow the course through in the order of lessons (rather than, say, chronologically). We imagine that you will work through a lesson as it is laid out, reading the text and doing the activities in the order you find them.

Text book reading comes after OOL course reading. We suggest a variety of text books because it is often hard to get hold of a particular book. On some topics you may want to consult more than one text book. Text books are written for students so they have the right amount of detail and they cover core topics.

We also offer suggestions for supplementary reading. These books may be more detailed than your text book or more full of ideas and opinions; or they might be written by men and women of the time and so are useful as evidence. These extra books are optional. You can use them if you feel your text books have not answered your questions or if you need a broader view on something or if you want to follow an interest. You may come back and use them when you are further on in the course. One easy way of acquiring accompanying textbooks is through the Oxford Open Learning website ([www.ool.co.uk](http://www.ool.co.uk)).

You are allowed to disagree with anything you read. The historian may be wrong because he hasn't considered all aspects of the situation or because his facts have been proved false by a later historian. Perhaps what he says isn't based on facts at all. It may be a value judgement which you feel he shouldn't be making. Why are you right and he wrong? Give your reasons. In an exam you don't have to be right but you must have reasons for what you think.

## A History Essay

You have been given a question. Your essay answers that question. It must provide an answer to the question. It must do absolutely nothing else.

Try writing essays in the following way:

Paragraph 1: my answer

Paragraphs 2, 3, 4 etc: Why my answer is right

Last Paragraph: So for this, this and this reason (2, 3, 4, etc.), this is my answer.

*For example:*

Question: To what extent did British imperial policy change in the period 1815 to 1880?

Paragraph 1: British foreign policy changed very little in the period 1815 to 1880. In every area of the world in which Britain had influence she sought to promote British trade without taking over governments.

Paragraph 2: In the Far East..(chief events 1815-1880 showing Britain anxious to support trade without taking over governments)

Paragraph 3: In Africa.....(similar to paragraph 2)

Paragraph 4: In South America.....(")

Paragraph 5: In Australia and Canada..(")

Paragraph 6: Britain's dealings with the European powers also demonstrate that she was not looking to build a political empire but merely to protect her trade.

Last Paragraph: So looking at Britain's behaviour in the Far East, in Africa, in South America, Australia, Canada and in Europe we can see that British imperial policy changed very little in the period 1815 to 1880. It was always to promote British trade without extending political control.

- N.B: (1) The wording of the question is repeated.  
(2) The question word 'to what extent' is answered with 'very little'.  
(3) The answer keeps strictly within the period of the question and uses material from the whole of that period.  
(4) The introduction defines British imperial policy before going on to see whether it changed in this period.

### Complications

You could make your essay more complicated by building in an exception to your general rule like this:

Paragraph 7: We do, however, see an exception to this with British behaviour in India.....

Or you might want to expand on your phrase 'very little' like this:

Paragraph 1: British foreign policy changed very little in the period 1815 to 1880. In every area of the world in which Britain had influence she sought to promote British trade without taking over governments. Towards the end of the period, however, we can notice a slight change in British policy: Britain becomes more willing to take control of governments of countries which could threaten her trade routes.

Paragraph 2: In the Far East..(chief events 1815-1880 showing Britain anxious to support trade without taking over governments but growing more willing to take over governments towards the end of the period)

Paragraph 3: In Africa.....(similar to paragraph 2)

Paragraph 4: In South America.....(")

Paragraph 5: In Australia and Canada..(")

Paragraph 6: In India.....(")

Paragraph 7: Britain's dealings with the European powers also demonstrate that she was not looking to build a political empire but merely to protect her trade. Towards the end of the period however

Last Paragraph: So looking at Britain's behaviour in the Far East, in Africa, in South America, Australia, Canada and in Europe we can see that British imperial policy changed very little in the period 1815 to 1880. It was always to promote British trade without extending political control. *Towards the end of the period, however, she becomes more willing to take control of governments that threatened her trade routes.*

## Tricky Questions

### Comparisons

How important is economic distress as a factor in working class protest in the period 1815 to 1850?

Paragraph 1: It is the most important factor because....But there were other factors — x, y, z

Paragraph 2: factor x

Paragraph 3: factor y

Paragraph 4: factor z

Paragraph 5: Nevertheless economic distress was the most important factor.....(Explain)

Paragraph 6: Various factors contributed to working class protest in the years 1815 to 1850..(list them). However, economic distress was the biggest single cause....(give the reason why you say that).

## Putting Both Sides of the Case

Who was the more successful politician, Gladstone or Disraeli?

Paragraph 1: In some ways Gladstone was the more successful politician (list the ways). But if you look at x, y, z Disraeli was more successful than Gladstone.

Paragraphs 2, 3, 4 (or more): the ways in which Gladstone was successful

Paragraphs 5, 6, 7 (or more): the ways in which Disraeli was successful

Last Paragraph: If you look at these aspects (2, 3, 4 etc.), Gladstone was the more successful politician. If on the other hand you look at these aspects (5, 6, 7), Disraeli was the winner.

You don't have to give a balanced answer like this one. You could go through each aspect and show that Gladstone was the winner every time.

There's no magic to writing a history essay. You have to make up your mind what the answer is to the question. Then you have to give evidence to back up your answer. So you have to know some key facts and to have thought about them. This course will help you to do that.

## Evidence

What is evidence? Evidence shows something. If you see shoe prints in the snow the chances are that someone has walked there. The shoe prints are *evidence* that someone has walked there. If you go to the East End of London you will find a string of nineteenth century docks — Jamaica wharf, Tobacco wharf, Canary wharf. Their names indicate the different regions from which boats came. These docks are *evidence* that in the nineteenth century Britain traded on a grand scale all round the world.

The fact that factory workers always made political protests in times of low wages or high unemployment is *evidence* that economic needs influenced their thinking about political matters (such as having the vote). If you used the last sentence in an essay you would have to back it up with facts: "In the first half of the nineteenth century, factory workers always made political protests in times of low wages or high unemployment." What times? You have to go through the main instances of political protest from factory workers and say what the economic problem was at each time. Then you can say: "This is evidence that economic needs influenced their thinking about political matters."

It is not sufficient evidence, however. Because if factory workers were making protests at times of prosperity as well, then economic problems perhaps don't have much to do with it. So you would have to say: "On the other hand, they also protested in times of relative prosperity, for example...."

Every paragraph of your essay should begin with a clear statement. The rest of the sentences in that paragraph give *evidence* for the first statement. This sounds heavy going but it's not really. It'll come naturally to you because it's common sense.

## Spelling

The examiners report that, as a rule, those who cannot spell exhibit other signs of incompetence in writing. This suggests that many spelling errors could easily be eradicated by greater concentration on the word attempted. Allowances are made for occasional errors in general spelling, but there is little or no sympathy for the four following types of error:

- (a) Ignorance of basic grammatical usage like the confusion of 'there' and 'their', 'its' and 'it's', 'were' and 'where'.
- (b) Failure to think about the sound of a word, which leads to errors like 'dinning room' or 'opion' (for 'opinion').
- (c) Evidence that words which might be expected to be part of the vocabulary of an 'A' level student have been half-heard from speech, but not encountered visually in reading. This gives rise to erroneous associations like 'co-inside' (for 'coincide) or eye queue' (for 'I.Q.').
- (d) Failure to spell correctly the names of historical figures or words forming part of the examination question.

Examiners tersely remark that such errors are very frequent and count heavily against a candidate.