

**History
A-level**

General Introduction



The Great Exhibition of 1851

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 specifications, set by the Assessment and Qualifications Alliance (AQA). This specification includes coursework in the second year of the A-level course.

The **Subject Code** for entry to the AS award is **7041**.

The **Subject Code** for entry to the A level award is **7042**.

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/subjects/history/as-and-a-level>

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** (also called non-exam assessment or NEA). The coursework is supervised and marked by Oxford Open Learning.



Oxford Open Learning

What's in the Course?

The Oxford Open Learning course is divided into six modules, including a short introductory module. Those modules are as follows:

Introductory Module: How to Study History at A-level

1. Making History
2. History in the Age of the Internet

1st Year/AS Course

1G Challenge and Transformation: Britain, c1851–1964

Module 1, AS level: Victorian and Edwardian Britain, c1851–1914

Lesson	Shepley & Byrne reading refs	Fortune reading refs
3. Britain in 1851: Pride and Uncertainty	1.1	Ch. 1
4. Social Challenges	2.2	4
Tutor-marked Assignment A		
5. Ireland 1845-1886	1.3	6
6. Mid-Victorian Boom – and Flight	2.1	3
7. The Working Classes and Self-Help	2.3	5
8. Party Politics 1851-1886	1.2	2
Tutor-marked Assignment B		
9. Play the Game: Victorian Sport	-	10
10. Education	4.2, (4.3)	-
11. Waning Power	4.1	9
Tutor-marked Assignment C		
12. The Working Class: Organisation and Representation	3.3	11
13. Ireland, 1886-1914	3.4	12
14. Politics 1886-1906	3.1-2, 4.4	7, (8)
Tutor-marked Assignment D		
Tutor-marked Assignment E (Mock Exam Paper AS Unit 1G)		

2Q: The American Dream: Reality and Illusion, 1945–1980

Module 2, AS level: Prosperity, Inequality and Superpower Status, 1945–1963

Lesson	Stacey reading refs
15. The USA in 1945	Ch. 1
16. The USA as a Superpower	2
17. Reconstruction and McCarthyism	3
18. Racial Tensions and Civil Rights 1945-52	4

19. Eisenhower	5
Tutor-marked Assignment F	
20. The US Economy in the 1950s	6
21. USA and the Cold War 1952-60	7
Tutor-marked Assignment G	
22. Racial Tensions and Civil Rights (2) 1952-60	8
23. JFK and the 1960 Election	9
24. Challenges to US Authority internationally, early 60s	10
25. JFK and Civil Rights	11
26. The USA by 1963	12
Tutor-marked Assignment H	

Please note that the 1st Year (AS) course only really represents two-fifths of your A-level, so you may wish to schedule some 2nd Year work into the middle summer of a two-year course. Please ask your tutor for advice on this.

2nd Year Course

1G Challenge and Transformation: Britain, c1851–1964

Module 3, 2nd Year: The World Wars and their Legacies: Britain, 1914–1964

Lesson	Shepley & Byrne reading refs	Fortune reading refs
27. Edwardian Twilight: Liberal Britain, 1906-1914	4.3, 4.4	Ch. 8
Tutor-marked Assignment I		
28. The Impact of World War One	5.1, 6.1	13
29. Post-War Challenges, 1919-1929	5.2, (6.1)	14
30. The Rise of Labour	(4.2, 5.2)	15
31. The Role of Women, 1906-1939	4.3, (6.2)	16
32. Social and Cultural Change during the Inter-War Period	6.2-3	17
Tutor-marked Assignment J		
33. The Changing Political Landscape in the Inter-War Period	(5.2)	(14)
34. The Work of the National Government in dealing with Economic Crisis	(6.3)	(15)
35. The Policies and Personalities of the Wartime Coalition Government	7.1	19
36. The New Jerusalem: Labour 1945-51	(7.1), 8.1-3	(19)
Tutor-marked Assignment K		
37. Ireland, 1914-1964	5.3, 7.3	18, 24
38. 'Never Had it So Good'? Britain, 1951-1964	7.2, (8.1- 3)	20-23
Tutor-marked Assignment L		
TMA M (Mock Exam Paper A-level Unit 1G)		

2Q: The American Dream: Reality and Illusion, 1945–1980

Module 4, 2nd Year: Challenges to the American Dream, 1963–1980

Lesson	Stacey reading refs
39. LB Johnson as President	Ch. 13
40. Vietnam and US Foreign Policy	14
41. Racial Tensions and Civil Rights (3)	15
42. Social divisions and protest movements	16
Tutor-marked Assignment N	
43. The 1968 Presidential election and its aftermath	17
44. The restoration of conservative social policies	18
45. Vietnam and the limits of American world power	19
Tutor-marked Assignment O	
46. The Watergate Affair	20
47. The Ford and Carter Presidencies	21
48. The position of the USA as a world power in the 1970s	22
49. Racial Tensions and Civil Rights (4)	23
50. The USA in 1980	24
Tutor-marked Assignment P	
Tutor-marked Assignment Q (Mock Exam Paper A-level Unit 2Q)	

Module 5, Coursework Module: Black American Inequality in the United States, c1780-1900

51. The Founding Fathers and Slavery
52. Black Americans before the Civil War
53. Causes of the American Civil War
54. The Civil War and the End of Slavery
55. Presidential Reconstruction
56. Congressional or Radical Reconstruction

Tutor-marked Assignment R

57. The Development of Jim Crow
58. The Supreme Court and Jim Crow
59. Black Agency

Tutor-marked Assignment S

60. Working on your Historical Investigation

Tutor-marked Assignment T

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:

Module One

Nick Shepley & Mike Byrne, *AQA A-level History: Britain 1851-1964: Challenge and Transformation* (Hodder Educ.; ISBN: 978 1471837593)

Although excellent, please note that this text follows topics in a very different sequence from your course, so quite a bit of movement to and fro is required. As an alternative, we also recommend a second book linked to the AQA specification:

Ailsa Fortune, *Oxford A level History for AQA: Challenge and Transformation: Britain c1851-1964* (OUP; ISBN-13: 978-0-1983-5466-6)

Module Two

Mark Stacey, *Oxford A level History for AQA: The American Dream: Reality and Illusion 1945-1980* (OUP, ISBN-13: 978-0-1983-5455-0)

Module Three

As for Module One.

Module Four

As for Module Two.

Module Five

Alan Farmer, *United States Civil War: causes, course and effects, 1840-77*, Hodder, 2012. This is a valuable overview.

(optional) Jonathan Bean, ed., *Race & Liberty in America: The Essential Reader*, Kentucky, 2009. This is a useful collection of contemporary sources.

Detailed references to Farmer and Bean are given within the lessons. 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.

AS level or A-level?

Will you sit the AS or the full A-level examinations? There is nothing to stop you sitting both (the AS level at the end of the 1st year and the A-level after two years). But you should be aware that the marks in your AS examinations can *not* be carried forward towards your A-level examinations – it's a wholly separate qualification.

The AS level is a valuable qualification in its own right, useful for university entry, etc, so some students may wish to stop when they have completed the AS level, perhaps to concentrate on other subjects in their second year. Some students may take the AS as “practice” for their A-level the following year. But if you are planning to take the full A-level course, you may well want to ignore the AS specification and examinations. Brief details of both are given below.

Because some students may be uncertain at the outset how far they want to take their studies, we have endeavoured to construct a course which enables students to have it both ways until they are ready to decide.

The AQA AS 7041 Specification: Exams

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

Component 1: Breadth Study: 1G Victorian and Edwardian Britain, c1851–1914

The first part of the corresponding full A-level option. This involves the study of significant historical developments over a period of around 50 years and associated historical interpretations.

Assessed

- written exam: 1 hour 30 minutes
- Two questions (one compulsory)
- 50 marks, 50% of AS

Questions

Two sections

- Section A - one compulsory question linked to interpretations (25 marks)
- Section B - one question from two (25 marks)

Component 2: Depth Study: 2Q: The American Dream: Prosperity, Inequality and Superpower Status, 1945–1963

The first part of the corresponding full A level option. This involves the study in depth of a major historical change or development and associated primary evidence.

Assessed

- written exam: 1 hour 30 minutes
- Two questions (one compulsory)
- 50 marks, 50% of AS

Questions

Two sections

- Section A - one compulsory question linked to primary sources or sources contemporary to the period (25 marks)
- Section B - one question from two (25 marks)

A-level Specification (AQA 7042)

Component 1: Breadth Study: 1G Challenge and Transformation: Britain, c1851–1964

The study of significant historical developments over a period of around 100 years and associated interpretations.

Assessed

- written exam: 2 hours 30 minutes
- three questions (one compulsory)
- 80 marks, 40% of A-level

Questions

Two sections

- Section A – one compulsory question linked to historical interpretations (30 marks)
- Section B – two from three essays (2 x 25 marks)

Component 2: Depth Study: 2Q: The American Dream: Reality and Illusion, 1945–1980

The study in depth of a period of major historical change or development and associated primary evidence.

Assessed

- written exam: 2 hours 30 minutes
- three questions (one compulsory)
- 80 marks, 40% of A-level

Questions

Two sections:

- Section A – one compulsory question linked to primary sources or sources contemporary to the period (30 marks)
- Section B – two from three essays (2 x 25 marks)

Component 3: Historical Investigation (Coursework)

A personal study based on a topic of student's choice. This should take the form of a question in the context of approximately 100 years. It must not duplicate the content of options chosen for Components 1 and 2.

Assessed

- Length: 3,500-4,500 words
- 40 marks, 20% of A-level
- marked by teachers
- moderated by AQA

Detailed Subject Content

1G Challenge and Transformation: Britain, c1851–1964

This option allows students to study in breadth issues of change, continuity, cause and consequence in this period through the following key questions:

- How did democracy and political organisations develop in Britain?
- How important were ideas and ideologies?
- How and with what effects did the economy develop?
- How and with what effects did society and social policy develop?
- How and why did Britain's relationship with Ireland change?
- How important was the role of key individuals and groups and how were they affected by developments?

Part One: Victorian and Edwardian Britain, c1851–1914

Reform and Challenge, c1851–c1886

- The political system: parliament and the workings of mid-19th century democracy; ruling elites; prime ministers; parties and party realignment to 1867
- Political developments under Gladstone and Disraeli; liberalism, conservatism and the bases of their support; the extension of the franchise
- Economic developments: agriculture, trade and industry; economic ideologies; boom and 'the workshop of the world';

the onset of Depression

- Society and social changes: class and regional division; prosperity and poverty
- Social movements and policies; self-help; trade unions; education and social reform legislation
- The condition of Ireland and Anglo-Irish relations: land agitation and the political response; Home Rule

Challenges to the status quo, c1886–1914

- Political developments: the reasons for Conservative dominance to 1905; the problems of the Liberal Party; socialism, Fabianism and the emergence of the Labour Party
- Politics 1906–1914: the ideology of New Liberalism; political crises and constitutional change; development of the Labour Party
- Economic developments: the Great Depression and its aftermath; problems of British industry and agriculture; staples and new industries, foreign competition; invisible exports; debates over protectionism, tariff reform and free trade
- Social change; trade unions and new unionism; syndicalism; the issue of female emancipation; the growth of the urban population; the expansion of service industries; standards of living
- Social policies: government legislation and local initiatives; taxation and welfare reform by 1914
- The condition of Ireland and Anglo-Irish relations: the Home Rule movement, opposition and the Home Rule Bills

Part Two: The World Wars and their Legacies: Britain, 1914–1964

The Great War and its impact, 1914–1939

- The impact of war on British parties and politics: coalition government; the decline of the Liberals; position of Conservatives and influence of Labour
- Political developments in the interwar years: electoral reform; Conservative and Labour governments; National government; the abdication crisis and emergence of radical political movements, including the BUF and Communism
- Economic developments: increased state role in wartime; problems of the staple industries and mines; the General Strike; government finances and the Gold Standard; the Depression; economic realignment
- Social developments: changes in the role of women during and after war; the condition of the working classes; regional divisions; changing attitudes in the twenties and 'the hungry thirties'; the growth of the media
- Social policies: legislation and reforms in housing; education

and welfare

- The condition of Ireland and Anglo-Irish relations: the Easter Rising; the Anglo-Irish War; Government of Ireland Act and Anglo-Irish Treaty; divided Ireland before WW2

Transformation and change, 1939–1964

- The impact of the Second World War on British politics: Churchill as wartime leader; 'the Labour landslide' of 1945; Labour ideology and policies
- Political developments: Conservative dominance from 1951 and political consensus; division within the Labour Party; Conservatism and the Establishment; Labour victory in 1964
- Economic developments: mobilisation of resources in wartime; post-war boom; balance of payments issues and 'stop-go' policies; changes to British industry and trade; new technology
- Social changes and divisions: austerity and the impact of war; post-war boom and growth of affluence; consumerism and changes in position of women and youth; immigration and racial tensions
- Developments in social policy: the Beveridge Report; the Butler Act; the growth of the Welfare State, including the NHS; the growth of education
- The condition of Ireland and Anglo-Irish relations: continuing north/south friction including riots of September 1964; beginnings of civil rights campaign

2Q: The American Dream: Reality and Illusion, 1945–1980

This option provides for a study in depth of the challenges faced by the USA at home and abroad as it emerged from the Second World War as a Superpower. For many Americans, post-war prosperity realised the 'American dream' but the prosperity was not shared by all and significant problems at home and abroad challenged the extent to which the 'American dream' was a reality.

It explores concepts and ideas such as American identity at home and abroad, anti-communism, social equality, ethnic identities and federal versus states' rights. It also encourages students to reflect on the nature of democracy in a pluralist society, political protest and the power of the media.

Part One: Prosperity, Inequality and Superpower Status, 1945–1963

Truman and Post-war America, 1945–1952

- The United States in 1945 and the legacies of the world war: the powers of the presidency; the main political parties; post-war

prosperity; regional, ethnic and social divisions

- The USA as a Superpower: Truman's character and policies; post-war peace making; the Cold War and 'containment' in Europe and Asia; the response to the rise of Communism in Asia
- Truman and post-war reconstruction: the economy; political divisions and domestic problems; the rise of McCarthyism
- African-Americans in North and South: the impact of the Second World War; campaigns for Civil Rights; the responses of the federal and state authorities

Eisenhower: Tranquillity and Crisis, 1952–1960

- The presidency: Eisenhower's personality and the policies of 'dynamic conservatism'; Nixon as Vice-President; the Republican Party; the end of McCarthyism
- The growth of the American economy in the 1950s and the impact of the 'consumer society'
 - The USA and the Cold War: Superpower rivalry and conflict with the USSR; responses to developments in Western and Eastern Europe; reactions to the rise of Communism in Asia; responses to crises in the Middle East
 - African-Americans in North and South: the emergence of the Civil Rights Movement; the policies and attitudes of the main political parties; the responses of the state and federal authorities

John F Kennedy and the 'New Frontier', 1960–1963

- The presidential election of 1960 and reasons for Kennedy's victory; the policies and personalities of the Kennedy administration; the ideas behind the 'New Frontier'
- Challenges to American power: the legacy of crises over Berlin and relations with Khrushchev; the challenge of Castro's Cuba; deepening involvement in Vietnam
- African-Americans in North and South: the rise of the Civil Rights Movement; the opponents of Civil Rights, including within the Democratic Party; Kennedy's policies in response to the pressures for change
- The United States by 1963: its position as a world power; economic prosperity; the growing pressures for social change from women and youth

Part Two: Challenges to the American Dream, 1963–1980

The Johnson Presidency, 1963–1968

- Johnson as President: personality and policies; his pursuit of the 'Great Society'; the impact of the Kennedy legacy; economic developments

- Maintaining American world power: escalation of the war in Vietnam; relations between the USA and its Western allies
- African-Americans in North and South: developments in the Civil Rights Movement; Johnson's role in passing Civil Rights legislation; the impact of change including urban riots
- Social divisions and protest movements: education and youth; feminism; radicalisation of African-Americans; anti-war movements; the role of the media

Republican Reaction: the Nixon Presidency, 1968–1974

- The Presidential election of 1968 and the reasons for Nixon's victory: divisions within the Democratic Party; the personalities and policies of the Nixon administration
- The restoration of conservative social policies; the reaction to protest movements and forces of social change; economic change and the end of the post-war boom
- The limits of American world power: peace negotiations and the continuation of the war in Vietnam and Cambodia; the influence of Kissinger on US policies towards the USSR, Latin America and China
- The Watergate Affair and its aftermath: the role of Congress; the resignation of the President; Nixon's political legacy

The USA after Nixon, 1974–1980

- Ford and Carter as presidents: responses to social divisions; political corruption and the loss of national self-confidence
- The position of the USA as a world power: the final withdrawal from Vietnam; relations with the USSR and China; the response to crises in the Middle East; Iran and Afghanistan
- African-Americans in North and South: the impact of civil rights legislation; change and continuity in the 'New South'
- The USA by 1980: its position as a Superpower; the extent of social and economic change; the reasons for Reagan's victory in the presidential election.

Coursework (Historical Investigation)

Students will be required to submit a Historical Investigation based on a development or issue which has been subject to different historical interpretations. This is the non-exam assessment (NEA), also known as 'coursework'.

The Historical Investigation must:

- be independently researched and written by the student
- be presented in the form of a piece of extended writing of between 3,500 and 4,500 words in length (must not be longer but could be shorter; it is quality not quantity that counts!)

- draw upon the student's investigation of sources (both primary and secondary) which relate to the development or issue chosen and the differing interpretations that have been placed on this
- place the issue to be investigated within a context of approximately 100 years
- be an issue which does not duplicate the content of Components 1 and 2.

The Historical Investigation must be supervised in accordance with the requirements of Section 5.1 of this specification.

The title of the final module of this A-level course, Black American Inequality in the United States, c1780-1900, has been accepted by AQA, for teaching in combination with Units 1G and 2Q.

This is *not* the precise title of your NEA itself. Your title is expected to take the form: 'To what extent was/were ***** responsible for the changing situation of black Americans in the period c1780-1900?' Those asterisks could be a number of possible terms (e.g. 'presidents'). Further details will be given in the Introduction to the final module of the course and in the final lesson of the module.

While the specification allows candidates to choose a completely different topic altogether, it is strongly recommended that you should work within the chosen topic. If you opt for something else, it would be necessary to negotiate directly with AQA in order to get the title accepted (which may not be straightforward) and OOL and its tutors can offer no support for such research and coursework – you would be very much on your own!

Planning your Timetable

It is important to plan your studies effectively. You will see that the AS pack contains two modules and the A-level pack contains three. Depending on your start-date, it is probably a good idea to split your studies evenly between the two years, i.e. to get beyond the AS pack during the first year of a two-year course. You *could* make a start on Module Three but our recommendation would be to undertake some groundwork for the NEA (Module Five). You might complete an initial reading of the Module Five materials, explore the opportunities for further research and begin thinking about the particular area you will focus on. If you are very well ahead with your 1st year work, it may be possible both to start Module Three *and* introductory work on the NEA. Please consult your tutor about this.

Your tutor will expect to agree a title with you by 15th November of the year before your written examinations if this is a new title *not* on the approved list, so we can obtain approval from the AQA advisor. Otherwise, if you are choosing an approved title, tutors would expect to agree the title with you not later than mid-September.

Then, while you work through Modules Three and Four, your research can be bubbling away in the background. It is very important that you do not leave the NEA until too late in your studies – the more time you allow, the better.

The most important date for your diary is for the submission of the final version of your coursework to your tutor by **31st March** (of your exam-year) and there can be no extension beyond this. Please check in case there is any change to this deadline as time goes by. We would however very strongly advise that you submit the coursework by 1st March or earlier so that you also have adequate time for revision for the unseen exams in June.

NEA Administration

Although requirements may vary from year to year, the following arrangements are expected to apply:

1. The student makes their initial exam entry through Oxford Open Learning.
2. OOL is then responsible for supervising and marking the Historical Investigation. Marks will be subject to internal moderation.
3. AQA will apply its own moderation processes and marks *may* be adjusted.
4. Meanwhile, students find a local Examination Centre which is in a position to 'host' the written exam papers. Centres charge differing fees for this service.
5. OOL (the Primary Centre) is informed and the student is registered as a "Transfer" candidate in respect of the written papers.

Please note that OOL cannot host any written papers, nor can a local Centre authenticate NEA (without undertaking the rest of the teaching) – hence the necessity for this "dual" arrangement.

This information is correct at the time of writing but it is a new system and subject to change – please check with your Student Adviser.

Authentication of NEA

In order to be a valid submission, all NEA (coursework) *must* be authenticated. Authentication is the tutor's agreement that the submission is entirely your own work and consistent with the expected level of performance.

Tutors will authenticate NEA on the following basis:

- The student has submitted four or more TMAs prior to the submission of the draft NEA, *and*
- The student has submitted not simply a plan but also a draft of the NEA (otherwise the finished article won't be accepted).

In other words, you cannot have your NEA authenticated unless you go through the drafting process. At the planning stages, the tutor will be happy to discuss your project, partly to authenticate it and confirm its originality, but also to offer guidance on how to improve it and gain higher marks. Please allow plenty of time for this to happen.

Guidance from Tutors

Be aware that tutors are expected to make formal comments and offer guidance on one draft only. They are not permitted to offer comments on draft after draft, although there may be *some* informal guidance in the period between the first draft and the final version. However, at an early stage, they will be able to have some discussion with you about a draft outline plan. If time is available, it is a good idea to write a second draft, set it aside for a few days and then read through it carefully, trying to find ways to improve it further, then perhaps a third draft until you are happy to submit your completed piece.

If candidates insist on “excessive” help during the process of composition, the tutor has to take this into account in the marking process.

Marking and Moderation

Your NEA will be marked by your regular tutor or by one of your tutor’s colleagues.

When everyone’s NEA has been marked, there will be a process of moderation during which the Centre’s team leader ensures that all pieces have been marked fairly, according to exam board guidelines. When your mark has been agreed by Oxford Open Learning, you will be notified. If you feel that your NEA has been inappropriately marked, there is an opportunity for appeal at this stage and a fee will be required.

After this, AQA will also have the opportunity to scrutinise and moderate any or all of our internal marking during the period before the results are announced. Marks *may* be further adjusted at this stage, but we do not have any say in this.

Shelf-life of this specification and course

This A-level specification was examined for the first time in June 2017. It is anticipated that there will be few changes to the specification for at least the next three years.

Grading

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 AS level exam is a separate qualification from the A-level. Marks from the AS level cannot be “carried forward” by those who then seek to take the A-level.

A-levels are designed to be *linear*, not modular. This means that all units are assessed at the same sitting. It is important to note that you will be expected to reach the same standard for questions relating to both your 1st and 2nd year work in the final written examinations at the end of the course. If you wish to re-take your A-level at a later date, you will need to take all the units all over again – you cannot “carry forward” your marks for certain papers. The exception is NEA/coursework where marks *can* be carried forward to retakes.

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.

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

Courses based on this specification should 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 aspects such as social, cultural, religious and ethnic diversity, as appropriate
- build on their understanding of the past through experiencing a broad and balanced course of study
- improve as effective and independent students 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 are 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
- organise and communicate their historical knowledge and understanding in different ways, arguing a case and reaching substantiated judgements.

Assessment Objectives

Assessment objectives (AOs) are set by Ofqual and are the same across all A-level History specifications and all exam boards.

The exams will measure how students have achieved the following assessment objectives:

- 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.
- AO2** Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.
- AO3** Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

Weighting of assessment objectives for AS level History

Assessment Objectives (AOs)	Component weightings (approx. %)		Overall weighting (approx. %)
	Component 1	Component 2	
AO1	25	25	50
AO2	0	25	25
AO3	25	0	20
Overall weighting of components	50	50	100

Weighting of assessment objectives for A-level History

Assessment Objectives (AOs)	Component weightings (approx. %)			Overall weighting (approx. %)
	Component 1	Component 2	Component 3	
AO1	25	25	10	60
AO2	0	15	5	20
AO3	15	0	5	20
Overall weighting of components	40	40	20	100

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), you should get into the habit of checking the Oxford Open Learning site (www.ool.co.uk) where you

may find news, additional resources and interactive features as time goes by. Put it on your Favourites list now!

Copyright © Oxford Open Learning, 2020