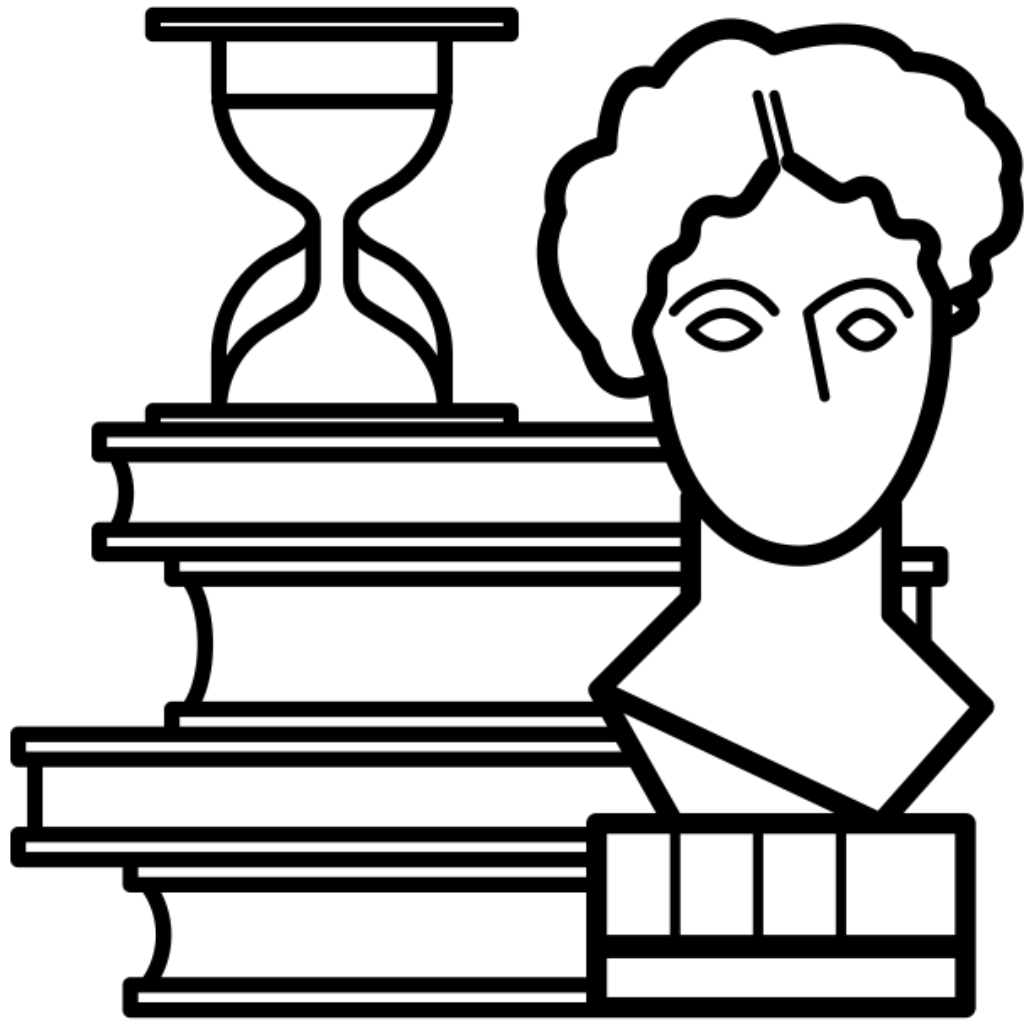




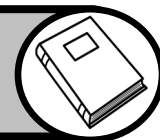
Tudor Grange
Academy Worcester Sixth Form



A-level History



Contents



1. **Assessment Objectives and weightings (Page 1)**
2. **Breakdown of Assessment Objectives (Page 1)**
3. **Breakdown of the course (Page 2)**
4. **Style of questions for each of the sections (Page 3)**
5. **Checklist for Paper 1 (Page 4)**
6. **Paper 1 - Generic Mark Scheme for Sections A and B (Page 5)**
7. **Paper 1 - Generic Mark Scheme for Section C (Page 6)**
8. **Paper 2 - Generic Mark Scheme for Section A (Page 7)**
9. **Paper 2 - Generic Mark Scheme for Section B (Page 8)**
10. **Paper 3 - Generic Mark Scheme for Section A (Page 9)**
11. **Paper 3 - Generic Mark Scheme for Sections B and C (Page 10)**
12. **Study Skills A (Page 11)**
13. **Study Skills B (Page 12)**
14. **Study Skills C (Page 13)**
15. **A-level textbooks (Page 14)**



Assessment Objectives and weightings

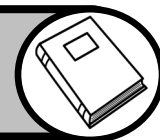
Students must:		% at GCE
AO1	Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance .	55%
AO2	Analyse and evaluate appropriate source material, 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.	25%
Total		100%

Breakdown of Assessment Objectives

Paper/component	AO1	AO2	AO3	Total for objective
Paper 1: Breadth study with interpretations	20%		10%	30%
Paper 2: Depth study	10%	10%		20%
Paper 3: Themes in breadth with aspects in depth	20%	10%		30%
Coursework	5%		15%	20%
Total for this qualification	55%	20%	25%	100%



The breakdown of the course



Paper 1, Option 1H: Britain transformed, 1918–97	Paper 2, Option 2H.2: The USA, 1955–92: conformity and challenge	Paper 3, The witch craze in Britain, Europe and North America, c1580–c1750	Coursework
This option comprises a study in breadth, in which students will learn about the extent to which Britain was transformed politically, socially, economically and culturally in the years 1918–79. They will consider responses to the challenges of war, fluctuations in the economy, technological advancement and the desire for greater social equality. The focus of study is on developments and changes over a broad timescale and so the content is presented as themes spanning a significant duration: 1918–79. This option also contains a study in depth of historical interpretations on a broad question, which is contextualised by, and runs on from, the themes: what impact Thatcher’s governments had on Britain, 1979–97.	This option comprises a study in depth of the USA in the years 1955–92, from post-1945 affluence, through racial and political protests in the 1960s, to the rise of right-wing groups in the 1980s and the development of bitter divisions between Democrats and Republicans. Students will gain an in-depth understanding of the challenges posed to the American political system by popular protests and different styles of leadership, and the effects on society of widespread economic, social and cultural change	This option comprises two parts: the Aspects in breadth focus on long-term changes and contextualise the Aspects in depth, which focus in detail on key episodes. Together, the breadth and depth topics explore the nature of the witch craze that took hold in the late sixteenth century and the changing attitudes to magic and sorcery that eventually contributed to its decline. Together, students will study the social, economic, political and dimensions of the phenomenon, and the broad intellectual changes that ushered in what is often called the Age of Reason.	The purpose of this coursework is to enable students to develop skills in the analysis and evaluation of interpretations of history in a chosen question, problem or issue as part of an independently researched assignment. The focus is on understanding the nature and purpose of the work of the historian. Students will be required to form a critical view based on relevant reading on the question, problem or issue. They will also be specifically required to analyse, explain and evaluate the interpretations of three historians. The coursework will be assessed using a centre-set assignment. Assignments must meet the requirements detailed below. An assignment framework is provided to support the development of individual assignments.



Paper 1, Option 1H: Britain transformed, 1918–97 (30% of the total qualification)	Paper 2, Option 2H.2: The USA, 1955–92: conformity and challenge (20% of the total qualification)	Paper 3, Option 33: The witch craze in Britain, Europe and North America, c1580–c1750 (30% of the total qualification)	Coursework (20% of the total qualification)
The examination lasts 2 hours 15 minutes and is marked out of 60. Students answer three questions: one from Section A, one from Section B and one from Section C. Section A comprises a choice of two essay questions that assess understanding of the period in breadth (AO1) and target content specified in the Themes for the relevant option. Questions may cross the Themes. Questions will normally cover periods of at least 10 years. Any AO1 concepts may be targeted (i.e. causation, consequence, change, continuity, similarity, difference, significance). Section B comprises a choice of two essay questions that assess understanding of the period in breadth (AO1) and target content specified in the Themes for the relevant option. Questions may cross the Themes. Questions will normally cover periods equivalent to at least a third of the timespan of the Themes. Any AO1 concepts may be targeted. Section C comprises one compulsory question that assesses the ability to analyse and evaluate interpretations (AO3) and targets content specified in Historical interpretations for the relevant option. Questions will be based on two extracts from historical interpretations totalling approximately 350 words.	The examination lasts 1 hour 30 minutes and is marked out of 40. Students answer two questions: one from Section A and one from Section B. Section A comprises one compulsory question for the option studied that assesses the ability to analyse and evaluate source material that is primary and/or contemporary to the period (AO2) and target content specified in one or more Key topics for the relevant option. Questions will be based on two sources that together total approximately 400 words. Section B comprises a choice of two essay questions that assess understanding of the period in depth (AO1) and target content specified in the Key topics for the relevant option. Questions may cross the Key topics. Any AO1 concepts may be targeted (i.e. causation, consequence, change, continuity, similarity, difference, significance).	The examination lasts 2 hours 15 minutes and is marked out of 60. Students answer three questions: one from Section A, one from Section B and one from Section C. Section A comprises one compulsory question that assesses the ability to analyse and evaluate source material that is primary and/or contemporary to the period (AO2) and targets content specified in the Key topics within the Aspects in depth for the relevant option. Questions will be based on a source that is approximately 350 words long, and students will be required to analyse and evaluate it in relation to two related enquiries. Section B comprises a choice of two essay questions that assess understanding of the period in depth (AO1) and target content specified in Key topics within the Aspects in depth for the relevant option. Questions may cross the Key topics. Any AO1 concepts may be targeted (i.e. causation, consequence, change, continuity, similarity, difference, significance). Section C comprises a choice of two essay questions that assess understanding of the period in breadth (AO1) and target content specified in Themes within the Aspects in breadth for the relevant option. Questions may cross the Themes. Questions will target change over periods of at least 100 years, focusing on: o the process of change (factors bringing it about) o the extent of change; or o the impact of change; or of patterns of change (turning points)	Students carry out an independently-researched enquiry requiring them to analyse and evaluate historical interpretations and to organise and communicate the findings (AO3, AO1) The assignment is set by the centre on a question, problem or issue that has generated disagreement among historians. The assignment is marked out of 40.

Themes	Content	Notes	Revised	Confident
1. A changing political and economic environment, 1918–79	A changing political landscape: changing party fortunes, 1918–31; the National government, 1931–45; Labour government, the rise of consensus politics and political challenge, 1945–79.			
	Responding to economic challenges: post-war boom, crisis and recovery, 1918–39; creating a managed economy, 1939–51; the response to economic challenges, 1951–79.			
	Change and challenge in the workplace: the reasons for, and consequences of, industrial change and changing industrial relations, 1918–39; changing working opportunities and conditions, 1939–79; industrial relations, 1939–1979, and the reason for their breakdown in the 1960s and 70s.			
2. Creating a welfare state, 1918–79	Providing social welfare: the extent, and nature of, social welfare provision, 1918–39; the impact of the Second World War, the Labour government and consensus, 1939–64; the reasons for increasing challenges to state welfare provision, 1964–79.			
	Public health: health provision, 1918–45; the creation and impact of the National Health Service (NHS), 1945–79, and the challenge of medical advances.			
	Education and widening opportunities: education policy, 1918–43; the significance of the ‘Butler Act’ 1944, and the development of comprehensive education to 1979; the growth and social impact of university education, 1918–79.			
3. Society in transition, 1918–79	Class and social values: class, social change and the impact of wars, 1918–51; the emergence of the ‘liberal society’, and its opponents, 1951–79.			
	The changing role and status of women: the right to vote and political advancement, 1918–79; changes in family life and the quest for personal freedoms, 1918–79.			
	Race and immigration: immigration policies and attitudes towards ethnic minorities, 1918–39; the impact of the Second World War and new Commonwealth immigration; racial controversy and the impact of government policies on race relations and immigration, 1958–79.			
4. The changing quality of life, 1918–79	Changing living standards: the impact of boom, crisis and recovery, and the significance of regional differences, 1918–39; the effects of ‘total war’ and austerity, 1939–51; the growth of a consumer society, 1951–79.			
	Popular culture and entertainment: the impact of mass popular culture, including cinema, radio and music, 1918–79; the influence of television from the 1950s and youth culture, 1955–79.			
	Leisure and travel: the growth of spectator sports from the 1920s; increased leisure time and the development of mass tourism from the 1930s; the impact of car ownership and travel developments, 1918–79.			
5. What impact did Thatcher’s governments (1979–90) have on Britain, 1979–97?	The effect of Thatcher’s economic policies.			
	The extent to which state intervention and the public sector were ‘rolled-back’.			
	The extent of political and social division within Britain.			
	The effect of Thatcherism on politics and party development.			

Themes	Content	Notes	Revised	Confident
1. The North Berwick witches in Scotland, 1590–91 and the aftermath to 1597	The origins of the persecution: Gilly Duncan's confession; the impact of James VI's voyage from Denmark; the extent to which Danish witch hunting influenced events in Scotland.			
	The widening net: the case of Agnes Sampson and John Fian; the role of the king and torture; the involvement of the Earl of Bothwell; impact of the confessions, trials and executions.			
	Reasons for the extent of persecutions in Scotland to 1597, including judicial procedures, lack of strong central control, the role of King James and significance of his Daemonologie.			
2. The Lancashire witches of 1604–13	The influence of social, economic and religious context of the area around Pendle in the early seventeenth century and the significance of the new witchcraft statute of 1604.			
	The origins of the case: Alizon Device and John Law; the investigations of Roger Nowell; Old Demdike and Old Chattox and their witchcraft families; the meeting at Malkin Tower.			
	The trial 1612: the Judges Bromley and Altham; the conduct and outcomes of the trial; impact of Thomas Potts's account.			
3. The Great Witch Hunt, in Bamberg, Germany, 1623–32	The economic, political and religious context: reclaiming territory for the Catholic Church; the impact of the Thirty Years War on Bamberg in these years; economic crises.			
	Numbers and social groups affected by the witch hunts; the use of torture and property confiscations; the roles of the Prince-Bishop von Dornheim and Frederick Forner.			
	The reasons for the ending of the craze: the influence of the Emperor Ferdinand II and the Imperial Chamber Court; the arrival of the Swedish Army.			
4. Matthew Hopkins and the East Anglian witch craze, 1645–47	Economic and political context: the impact of the breakdown of traditional authority and legal structures; economic crises.			
	Geography, numbers, class and gender of victims; the roles and methods of Matthew Hopkins and John Stearne and reasons for their influence and power.			
	The ending of the witch craze: the growing cost; the reestablishment of traditional authority; the role of John Gaule.			
5. Cotton Mather and the Salem witch hunt, 1692–93	The social, economic and political context of Salem: weakened authority following the 1688 Revolution; Indian threats and economic crisis; social tensions			
	The influence of Cotton Mather, including Memorable Providences relating to Witchcraft and Possessions; instigators, including the roles of Samuel Parris, children and Tituba; the nature of the victims; the trials and executions.			
	Reasons for the ending of the witch hunt: the roles of Cotton Mather's father and Governor Phips; the general pardon.			

Paper 1 - Generic Mark Scheme for Sections A and B

Generic Level Descriptors: Sections A and B

Target: 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.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	- Simple or generalised statements are made about the topic. - Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. - The overall judgement is missing or asserted. - There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	4–7	- There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the focus of the question. - Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question. - An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit. - The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	8–12	- There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included. - Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. - Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. - The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	13–16	- Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven. - Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. - Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. - The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.
5	17–20	- Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period. - Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands. - Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement. - The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.

Paper 1 - Generic Mark Scheme for Section C

Section C

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

Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	• Demonstrates only limited comprehension of the extracts, selecting some material relevant to the debate. • Some relevant contextual knowledge is included, with limited linkage to the extracts. • Judgement on the view is assertive, with little or no supporting evidence.
2	4–7	• Demonstrates some understanding and attempts analysis of the extracts by describing some points within them that are relevant to the debate. • Contextual knowledge is added to information from the extracts, but only to expand on matters of detail or to note some aspects which are not included. • A judgement is given, but with limited support and related to the extracts overall, rather than specific issues.
3	8–12	• Demonstrates understanding of the extracts and shows some analysis by selecting and explaining some key points of interpretation they contain and indicating differences. • Knowledge of some issues related to the debate is included to link to, or expand, some views given in the extracts. • A judgement is given and related to some key points of view in the extracts and discussion is attempted, albeit with limited substantiation.
4	13–16	• Demonstrates understanding of the extracts, analysing the issues of interpretation raised within them and by comparison of them. • Integrates issues raised by extracts with those from own knowledge to discuss the views. Most of the relevant aspects of the debate will be discussed, although treatment of some aspects may lack depth. • Discusses evidence provided in the extracts in order to reach a supported overall judgement. Discussion of points of view in the extracts demonstrates understanding that the issues are matters of interpretation.
5	17–20	• Interprets the extracts with confidence and discrimination, analysing the issues raised and demonstrating understanding of the basis of arguments offered by both authors. • Integrates issues raised by extracts with those from own knowledge when discussing the presented evidence and differing arguments. • Presents sustained evaluative argument, reaching fully substantiated judgements on the views given in both extracts and demonstrating understanding of the nature of historical debate.

Paper 2 - Generic Mark Scheme for Section A

Generic Level Descriptors: Section A

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

Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases. • Some relevant contextual knowledge is included, with limited linkage to the source material. • Evaluation of the source material is assertive with little or no supporting evidence. Concepts of reliability or utility may be addressed, but by making stereotypical judgements.
2	4–7	• Demonstrates some understanding and attempts analysis of the source material by selecting and summarising information and making undeveloped inferences relevant to the question. • Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concepts of reliability or utility are addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.
3	8–12	• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences. • Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry and explanation of utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria but with limited justification.
4	13–16	• Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion, although treatment of the two sources may be uneven. • Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn. • Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may be weakly substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.
5	17–20	• Interrogates the evidence of both sources with confidence and discrimination, making reasoned inferences and showing a range of ways the material can be used, for example by distinguishing between information and claim or opinion. • Deploys knowledge of the historical context to illuminate and/ or discuss the limitations of what can be gained from the content of the source material, displaying secure understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn. • Evaluation of the source material uses valid criteria which are justified and fully applied. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims.

Paper 2 - Generic Mark Scheme for Section B

Section B

Target: 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.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	- Simple or generalised statements are made about the topic. - Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. - The overall judgement is missing or asserted. - There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	4–7	- There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the focus of the question. - Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question. - An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit. - The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	8–12	- There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included. - Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. - Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. - The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	13–16	- Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven. - Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. - Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. - The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.
5	17–20	- Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period. - Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands. - Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement. - The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.

Paper 3 - Generic Mark Scheme for Section A

Generic Level Descriptors: Section A

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

Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases. • Some relevant contextual knowledge is included, with limited linkage to the source material. • Evaluation of the source material is assertive with little or no supporting evidence. Concepts of reliability or utility may be addressed, but by making stereotypical judgements.
2	4–7	• Demonstrates some understanding and attempts analysis of the source material by selecting and summarising information and making undeveloped inferences relevant to the question. • Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concepts of reliability or utility are addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.
3	8–12	• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences. • Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry and explanation of utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria but with limited justification.
4	13–16	• Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion, although treatment of the two enquiries may be uneven. • Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn. • Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may be weakly substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.
5	17–20	• Interrogates the evidence of the source in relation to both enquiries with confidence and discrimination, making reasoned inferences and showing a range of ways the material can be used, for example by distinguishing between information and claim or opinion. • Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying secure understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn. • Evaluation of the source material uses valid criteria which are justified and fully applied. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims.

Paper 3 - Generic Mark Scheme for Sections B and C

Sections B and C

Target: 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.

Level	Mark	Descriptor
	0	No rewardable material.
1	1-3	- Simple or generalised statements are made about the topic. - Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. - The overall judgement is missing or asserted. - There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	4-7	- There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the focus of the question. - Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question. - An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit. - The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	8-12	- There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included. - Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. - Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. - The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	13-16	- Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven. - Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. - Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. - The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.
5	17-20	- Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period. - Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands. - Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement. - The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.

Study Skills A



Reading and self-study - You will be expected to read more than was required at GCSE. You will also be expected to read around the subject. A range of material is available through your teacher and the Library.

Core Texts – You will be provided with a ‘core’ text books that contains information focused on the demands of each paper. You will need to bring this to every lesson, unless directed otherwise by your teacher.

Specialist Books – Each paper will have a recommended reading list, which will be regularly updated. .

Journals and magazines – You will be provided with selected articles from specialist journals. You might also want to develop your general history skills by purchasing specialist history magazines such as History Today and the BBC History magazine.

Newspapers – A good understanding of politics and economics will enhance your History studies. Try to take an interest in these subjects through current newspapers.

The Internet – You will be provided with a suggested list of web sites for each module, and can of course do your own searches. However be careful as the content of web sites is more difficult to verify than printed material.

TV, radio and podcasts – Watch specialist TV History documentaries such as Timewatch and those on channels such as Yesterday and the History Channel. Whilst these are not always on the exact topics you will be studying, watching them critically will help develop your skills as a historian. You may also find current events programs that involve people arguing a particular point of view very useful. Programs such as Question Time are not be on historical topics, but they could improve your ability to articulate and argue a particular point of view. Listening to podcasts on History, politics and current affairs can also be very useful – you can search for them online and your teacher can recommend some of the best. Radio 4 always has excellent history programmes – check the schedules and the BBC Radio Player app from time to time – a good place to start is the back catalogue of the ‘In Our Time’ programme.



Study Skills B



Hints on how to get the most from your reading:

- Make yourself familiar with the author: when did he/she write the book? Might the author be biased? Read the introduction. Study the index and chapter headings to see which parts of the book will be useful to you.
- Be aware of the variety of opinion. Historians often disagree over historical problems so consider why historians might disagree.
- Be alert, responsive and critical in your reading. Ask yourself questions, query what is being said, and reflect on points made in the text. Do not uncritically accept what you read – reading should be a dialogue between the reader and the historian. Try to work out the historian's main idea.
- You might find some of the reading material heavy going and some of the topics difficult to understand. If you are dealing with a complicated topic, take more time with your reading. If necessary, difficult passages need to be read over and over until you understand them. Certain words or concepts may be difficult to grasp – a dictionary or glossary may help you. If you have real problems, ask your History teacher.
- When reading, jot down in rough notes, quotations and thoughts provoked by your reading in order to help your general understanding of the topic being studied.

Study Skills – Note taking

Another main difference between study at GCSE and A-Level is the requirement to take your own notes. At GCSE your teacher will have told you exactly what you need to know, and how to write it down. At A Level the emphasis is much more on you to decide when and how much information to record. You will need to use your own initiative. Here are some general guidelines;

Making notes from textbooks, handouts and articles

- Short notes are generally best, but remember that they need to be in enough detail for you to remember later. Notes in insufficient detail to help you revise several months later are useless. If you struggle with a topic then write in more detail – but do not copy word for word – deeper learning takes place when you transform or change the information.
- Take notes in the format that you find easiest to use. Some students prefer bullet points; others may prefer spider diagrams or mind maps. There is no right or wrong way – use what is best for you.
- Why not write the relevant page number of your core text alongside your notes – this will help you revise later.
- Abbreviations will save time, but again are useless if you cannot remember what they mean later. Be careful when abbreviating.

Study Skills C



- Why not colour code your notes or key words with a highlighter? This is also a particularly good way to highlight the most useful parts of magazine articles and handouts. Also, leave plenty of space around your notes, so they are easy to revise from and to add relevant things in later
- When working in a group, compare notes at the end of a piece of work. Pick up ideas from your fellow students. In some cases it may be possible to take notes as a group which can later be photocopied for each member.
- You are strongly encouraged to start your own glossary of key words and terms, with a definition that is clear to you. Every time you meet a new term, make sure you understand it and write it down. If you don't understand a new term or concept – ask your teacher.

Making notes from speech (teacher talk, DVDs, etc)

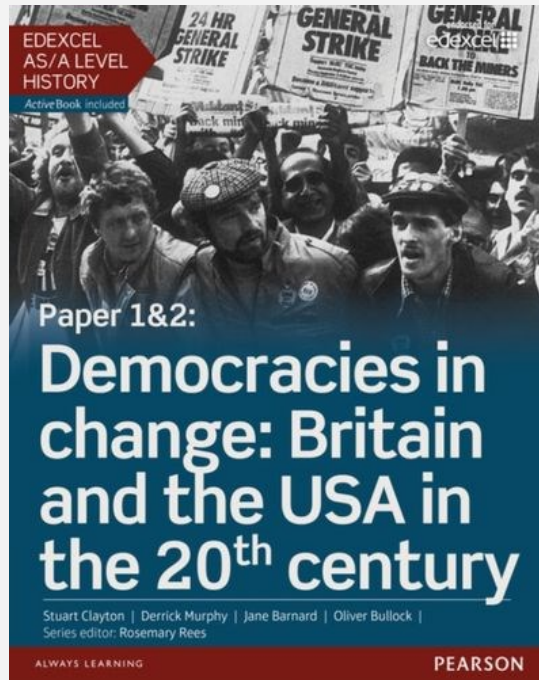
- In a lesson from the teacher – don't try to write all of the information – listen out for key points and facts. Use abbreviations. Ask the teacher to stop and clarify something if needed – or to slow down!
- From documentaries/films - watch it all the way through first without making notes to understand the main points
- If it is a long documentary or film, pause it from time to time to make notes as you go along
- Organise your notes, e.g.: a grid with headings of 'Main Point', 'Supporting Information', or a graphic organiser, such as a flow chart or fishbone



The history course you are studying is with Edexcel and the qualification is made up of three different papers and coursework. You will be sitting all **three papers** in the summer of 2025.



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