

ADVICE ON THE USE OF THIS RESOURCE

This resource is designed to be used both as a **classroom based resource** by the teacher and as a **self study resource** by learners to develop their skills in studying history at Advanced Level. It provides detailed guidance on the demands of Unit 1 as well as guidance on the study and assessment of each of the eight period studies.

Teachers are advised to use their professional judgement in using the activities where and when they consider it appropriate to the development of the course. Teachers are encouraged to adapt and amend the presentation of the guidance and activities as they consider appropriate – for example adapting the language used or the method of presentation.

INTRODUCTION - THE DEMANDS OF AO1

The assessment of the Period Study is **based entirely on Assessment Objective 1**.

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.

This assesses knowledge and understanding of the factual material associated with the period as well as its application to **historical concepts** such as cause, consequence, change, continuity, similarity, difference and significance. Learners should focus on exploring those conceptual areas based on their knowledge and understanding of the relevant Period Study option as outlined in the A Level History specification.

Assessment Objective 1 also requires learners to **demonstrate, organise and communicate** their knowledge and understanding in a well written essay. In practice that means that learners must select and deploy relevant and appropriate factual material to support the argument being made in their answer rather than simply recalling as much information as they can: there is more to history at AS and A Level than just a memory test.

In Unit learners are also required to show that they have the skills to analyse and to evaluate the key features and characteristics related to the period studied and to make substantiated judgements in relation to these. This requires:

- developing the ability to evaluate the significance / importance of the developments studied rather than simply recalling information about them;
- the ability to make to a valid and substantiated judgement on the key concept underpinning the question set.

All the questions set will include, where appropriate, a term to encourage evaluation and the making of a judgement such as gauging the responsibility, effectiveness or success of developments.

ADDITIONAL SUPPORT FOR UNIT 1

Further guidance on the demands of Unit 1 may be found on the WJEC website. A copy of the Specification is available at

http://www.wjec.co.uk/qualifications/history/r-history-gce-asa-from-2015/wjec-gce-history-spec-from-2015-e.pdf?language_id=1

There is also a Teacher Guide to the Units available at

http://www.wjec.co.uk/qualifications/history/r-history-gce-asa-from-2015/wjec_GCE_history_teacher_guide.pdf?language_id=1

Teachers – and learners – can also access further examples of essays at Unit 1 on the WJEC site at

http://resource.download.wjec.co.uk.s3.amazonaws.com/cpd/s16/11_17_11_16/GCE%20History%20Unit%201%20All%20Options_sec.pdf

THE DEMANDS OF UNIT 1

In each Period Study option, learners must study a **chronological range of around 100 years**, looking at appropriate key concepts such as change, continuity, similarity and difference and covering a range of historical perspectives (e.g. social or political developments). **It is vital that the entire specification is taught** as questions will draw on the content and perspectives across the whole of the date range set.

Centres and learners are strongly advised to consider the issues in the specification in their entirety and to ensure that there is sufficient chronological coverage to enable an understanding of each of the suggested perspectives.

Unit 1 is assessed by **an examination lasting 1 hour and 30 minutes** involving answering two open-ended essay questions which are designed to allow learners to demonstrate their understanding of the historical concepts and skills as laid down in Assessment Objective 1. Learners should allow about 45 minutes for each question, one from Section A and the other from Section B.

The Period Study examination requires learners to answer two questions which both **require a debate and the reaching of a substantiated judgement**. The questions set each year will vary but will be focused on specified content and based on developments over a shorter and a longer part of the period studied in Section A and Section B.

Section A questions will cover a shorter chronological period than Section B essays, usually a period of about 15 to 40 years. **Section B questions** will usually cover a period of between 40 and 70 years (though occasionally it may be longer to accommodate certain developments).

The standard expected in these essays should be that of the traditional A Level essay and learners should attempt to debate and discuss the issues rather than simply recall and describe the events, features or characteristics. In a response to an open-ended essay question it is expected that learners will focus on the key historical concept in the question, demonstrate the ability to analyse the issues in the question, evaluate their importance and provide a substantiated judgement supported by appropriate information over the period set.

In Unit 1 the assessment expects that learners will be able to structure their response in the form of an open ended essay. **This requires that learners focus a debate on the key historical concept and frequently that is enshrined in an evaluative term.** Many learners write essays which list a series of developments in the opening paragraph, include a paragraph on each of those developments and then make a simple judgemental statement – sometimes seen at the end of every paragraph – or in a concluding paragraph. That approach to essay writing is formulaic and is not well rewarded at A Level History.

ADVICE ON THE USE OF THIS ACTIVITY

Teachers are advised that this activity could be used to introduce

- either the nature and demands of the concepts underpinning the unit,
- or to focus on how the concepts relate to the specification
- or as a revision exercise at the end of the course,
- or to provide a general overview of the topics and concepts.

ACTIVITY 1: ADDRESSING CONCEPTS IN UNIT 1

Assessment Objective 1 outlines a number of concepts which underpin the study of History at AS and A Level. These are shown in the table on page 5 with a description of what learners need to demonstrate in the centre column. **Note that each set essay will usually require understanding of more than one concept area.**

In the final column try to put in examples of each of these concepts from the Period Study you have studied. Try and put in at least two examples of each concept from your period study – an example has been provided for you from the option covering **Politics, People and Progress in Wales and England c.1880-1980.**

Concept	What is meant	Examples of concept
Cause and consequence	This concept requires knowledge and understanding of the various factors promoting change in history (the causal factors) and being able to understand the results of such changes – sometimes unforeseen and unintended. Learners need to be able to demonstrate an understanding of the causes and results of change during a specified period of time.	<ol style="list-style-type: none"> 1. <i>The causes of the Depression and its impact on the life of the unemployed.</i> 2. 3.
Change and continuity	This concept requires knowledge and understanding of the extent of change and also the pace of change during a specified period of time. Despite the emphasis on change, it could be that there was a large degree of continuity.	<ol style="list-style-type: none"> 1. <i>The role and status of women between 1880 and 1918.</i> 2. 3.
Similarity and difference	This concept requires learners to be able to demonstrate understanding of the situation at the start of the period and by the end of the period. Learners also need to be able to compare the experiences of different groups, developments and in society as well as different countries. Learners also need to be able to compare the effectiveness or success of various governments, reforms and leaders where appropriate.	<ol style="list-style-type: none"> 1. <i>The effectiveness of governments in dealing with social reform 1906 to 1951.</i> 2. 3.
Significance and importance	This concept requires knowledge and understanding of the events, features and characteristics of the period and the influences on those developments. Learners need to be able to analyse and evaluate the extent to which such influences were significant / important over the specified period of time.	<ol style="list-style-type: none"> 1. <i>The impact of war 1890-1939.</i> 2. 3.

ACTIVITY 2: UNDERSTANDING THE MARK SCHEME

ADVICE ON THE USE OF THIS ACTIVITY

Teachers are advised that the mark schemes for both questions in Unit 1 are presented in six bands of increasing demand and the general characteristics for each band are clearly defined in italics as below. The qualities looked for in the essay are holistic in that every aspect is taken into consideration though the essays usually display the general characteristics shown below at each band.

Teachers are advised that this activity could be used to introduce the nature and demands of essay writing either as a whole class activity or with pair or group work. Teachers are, however, encouraged to do so with entire essays rather than paragraph by paragraph.

Using the grid below **discuss and rank** the three main characteristics required by the Examiners to gain each band (the lower two bands have been completed for you):

Band 6	<i>The response is fully focused on the exact key concept in the set question, covering the whole of the set period with a clear and convincing debate on the main developments and reaching a substantiated judgement in a lucid and fully coherent essay.</i>
1	
2	
3	
Band 5	<i>The response is mainly focused on debating the key concept in the set question, covering most or all of the set period. The response considers most of the main developments, provides a convincing debate and is able to come to a supported, balanced and appropriate judgement.</i>
1	
2	
3	

Band 4	<i>The response has some focus on the key concept in the set question, covering some or all of the set period, with some debate on some of the developments and a supported and balanced judgement on the key concept in a structured essay. There may well be some drift but there should be the beginning of a meaningful debate in the response.</i>
1	
2	
3	
Band 3	<i>The response has some focus on the key issues set and begins to discuss these to come to a judgement on the set question. The response is usually restricted to a 'for and against' discussion with some evidence of listing and unlisting of notes. There may be considerable drift and there may well be a mechanical tone to the response.</i>
1	
2	
3	
Band 2	<i>The response is largely based on the topic area and is descriptive.</i>
1	<i>Just describes what happened.</i>
2	<i>Weak period coverage.</i>
Band 1	<i>The response is very limited, undeveloped, very brief or largely irrelevant.</i>
1	<i>Not answering the question at all.</i>
2	<i>Undeveloped.</i>

ACTIVITY 3: AVOIDING THE PREPARED ESSAY

ADVICE ON THE USE OF THIS ACTIVITY

It is apparent that many centres provide writing frames and sometimes even prepared essays for learners. Such devices can be of use but it must be noted that these kind of responses are restricted to Band 3 and Band 4 because they do not display the characteristics of the high band essays. This activity tries to encourage learners to reflect on these characteristics. Teachers are advised that this activity can be used in self or peer group assessment exercises or in reviewing the work of individual learners. It can be linked with Activity 5.

In order to assess the quality of an essay for Unit 1, these are the key areas to discuss:

- is the introduction appropriate to the set question?
- is the date range covered adequately?
- is there a range of developments considered?
- is there a debate on the key concepts set?
- is there an answer to the particular question set?
- is the conclusion substantiated by the debate in the essay?

Look through the response on page 9 and discuss the following:

- the merits of the response
- the limitations of the response
- how it can be improved to meet the demands of the higher bands in the mark scheme (See Activity 2).

This essay is taken from the 2017 Unit 1 examination for Period Study 4. The question set was:

To what extent was the impact of war mainly responsible for change in society 1880 – 1939?

The impact of the wars through Britain from 1880-1939 have all changed society. But as do other developments as well as war. The impact of the first war in Britain that was relatively important was the Boar War. This was seen as one of the first wars to impact people's lives. Britain decided to go to war in Southern Africa against farmers. This was seen as an easy war to Britain but 1 in 4 British soldiers were passed as unfit and failed the tests to fight. But Britain had men to fight, to go over there and claim that part of Southern Africa. However, Britain couldn't fight and win against an army of highly unequipped farmers. This showed Britain as weak and showed we couldn't produce fit and well-experienced men. Resulted in waiting 4 years to fight for resources which weren't needed and wasted money. But it can be seen as this war brought change to Britain as most wars do. This showed that there needed to be change in the standard of nutrition British men needed and showed society how Britain needed change.

A more significant change was the Liberal reforms which would change and shape society as a whole. An important reform that was put in place was the provision of free school meals act, this was put in place for children to have free school meals. This was aimed a paupers' children who didn't get these meals at home. This could be shown as a reason why change was needed in children's diets from what happened in the Boar War because of most soldiers not passing the test for nutrition.

A second Act was the National Insurance Act Part 1 1911, this was to compensate workers if they had an accident or were ill. However, they needed to pay into this and was a reason why most didn't. But it was the first for people to see that paying into it would give them money when having time off work. The National Insurance Act Part 2 was to provide free health care but it was only available to workers who paid into this and not their families, however it was the first sign of health care seen in Britain. These Acts were all seen as key developments to change society apart from after war or during. The reforms were actually set up to improve the lives of people in Britain which wasn't looked on.

The First World War was seen as another change in society. The first change was conscription. Pals Battalions was a way of conscripting men through volunteering. It managed to form 300 and collected 250,000 men before the war. However, this wasn't enough men and the men weren't told when the war was going to end or they died together as well as serving together. But because this was an insufficient amount of people for the war two conscription acts were brought in, one in January 1914 and one in March 1914 gathering up large amounts of people. Both of these Acts would change the lives of men forcing them to sign up for the army because they were needed. Another change in society was working in munition factories and how men were joining the army so dilution was forced on the industries of Britain and women were told to work. This was good because women were finally working outside the homes, but as soon as the war would finish they would go back to their place in the homes. But this was a massive stage in providing work for the

women and changed the social perspective as well. As the Liberal reforms and the Boar War didn't change the lives, WWI had a massive impact on everyone in Britain because it was a war where most people had to join and fight it together.

The National Government can also be seen as a massive change in society. The National Government brought in Nationalisation. This was good for the government because all industries were controlled and many jobs were made to support unemployment. But industry owners weren't agreeing with the government as their companies had to be fined as the government would make money. Under the National Government minimum wage was brought in to provide a fixed wage for employees to have. This was a great achievement for workers as their wage could be lowered but owners of industry weren't happy because they were losing rates and money. Above every change made in the period WWI did have the biggest change in society as money was lost but unemployment was lowered and people actually had jobs. However working in the war had lowered wages unlike changes that were made by the National Government to help.

In conclusion the First World War had the biggest impact on the change for society as the human cost rose and so much of the economy was lost but it reformed people's lives in good and bad ways. Better diets had been made as rationing helped form a written diet. But unlike the Liberal reforms that helped to shape the lives of people in a good way and are still in place today. Looking in total Britain was definitely changed after WWI.

ACTIVITY 4: HOW TO PLAN AND WRITE HIGH BAND ESSAYS

ADVICE ON THE USE OF THIS ACTIVITY

Teachers are advised that this activity is intended to support learners to produce better quality essays. Teachers should note that it **is only ONE approach and is not definitive**. In order to produce a well-rewarded open ended essay learners have to engage with the exact key concepts in the question set, focus on analysing the issues and evaluating their importance before coming to a substantiated judgement covering the chronological period set. The better responses are able to demonstrate the ability to make links and comparisons between different aspects of the period studied. The better responses will engage holistically with all or many of the key concepts of change, continuity, cause, consequence, similarity, difference and significance that Assessment Objective 1 demands.

Below is an activity to discuss how to plan and write an open ended essay. This approach has four steps. Follow the step by step guide below and apply it to any Unit 1 question. Here is an example:

To what extent was the impact of war mainly responsible for change in society 1880-1939?

Step One: Question the question

You need to ensure that you understand the demands of the question so

- identify the type of question – the stem
- identify the key concepts set in the question
- identify the date range to consider
- identify and analyse the range of developments you need to debate.

Step Two: Answer in a nutshell

- You need to decide what you intend to say before you start writing.
- Any substantiated judgement is acceptable but it must emerge from a reasoned debate – avoid providing a narrative on what happened.
- Generally your Answer in a Nutshell will be your conclusion.

Step Three: Plan and structure your essay

- Every essay requires a substantiated judgement.
- You will need to plan your introduction to be short and interesting - defining the terms in the question or setting the historical context at the start of the period.
- That should be followed by a series of debates on the issues and developments you have identified.
- There is no set number of issues to be considered though many learners are able, in the time allowed, to consider a range of developments.
- Finally you can add your conclusion – the answer in a nutshell above.

Step Four: Support your answer

- You will need to select and deploy a range of knowledge to show and support your understanding of the issues. This is what we mean by a “substantiated judgement”.
- The aim is to use your knowledge and understanding to support your answer in a relevant manner rather than memorising everything and writing that down.

ACTIVITY 5: ESSAY WRITING CHECK LIST

Use this checklist to [self / peer / group] assess your essay.

Have you?	YES	NO
Questioned the question		
Identified the key concepts		
Identified the date range to be covered		
Identified and analysed the main issue		
Analysed other significant issues to discuss		
Evaluated the importance of the issues		
Considered an answer in a nutshell		
Briefly jotted down a plan for your essay		
Written a short but interesting introduction		
Debated the key concepts and the issues in the period set		
Provided appropriate factual support		
Written a conclusion providing your judgement		
Read over and corrected any mistakes		

Looking at the mark scheme characteristics this essay is best placed at:	BAND
---	-------------

Are there any aspects of your essay writing which need to be improved?
Suggest how you will achieve this - and check that this has been done in your next attempt.

Below is a grid demonstrating the **general characteristics** for each assessment band for Unit 1 essays.

The grid also shows how these general characteristics can be broken down into **specific qualities** and what marks can be apportioned to answers that show these qualities.

This may be helpful in understanding how assessment decisions are arrived at.

H = High, S = Standard, C = Characteristics

Band 6 CHARACTERISTICS		<i>The response is fully focused on the exact key concept in the set question, covering the whole of the set period with a clear and convincing debate on the main developments and reaching a substantiated judgement in a lucid and fully coherent essay.</i>
B6H	30	The response engages with the exact key concept in the question set covering the whole of the set period. It discusses the fuller range of features and characteristics associated with the relevant issue. The response provides a fully analytical, evaluative and lucid essay with a fully convincing and substantiated judgement.
B6S	27	The response engages with the key concept in the question set covering nearly all of the set period. It discusses the fuller range of features and characteristics associated with the relevant issue. The response provides an analytical, evaluative and lucid essay with a convincing and substantiated judgement.
Band 5 CHARACTERISTICS		<i>The response is mainly focused on debating the key concept in the set question, covering most or all of the set period. The response considers most of the main developments, provides a convincing debate and is able to come to a supported, balanced and appropriate judgement.</i>
B5H	25	The response engages with the key concept and is covering the greater part of the set period in the question set. It discusses a range of features and characteristics associated with the relevant issue. The response provides an evaluative and well written essay with a balanced and appropriate judgement.
B5S	23	The response engages with the key concept and is covering the greater part of the set period in the question set. It discusses a range of features and characteristics associated with the relevant issue. The response provides an evaluative and well written essay with an appropriate judgement.
B5C	21	<i>The response begins to show some characteristics of Band 5. [This can be used for good conceptual responses which do not cover the greater part of the period, especially in Section B.]</i>

Band 4 CHARACTERISTICS		<i>The response has some focus on the key concept in the set question, covering some or all of the set period, with some debate on some of the developments and a supported and balanced judgement on the key concept in a structured essay. There may well be some drift but there should be the beginning of a meaningful debate in the response.</i>
B4H	20	The response is mainly focused on covering most of the set period and there will be a meaningful discussion of how the main features and characteristics associated with the issue had an impact on the key concept. There will be a balanced judgement though some slight drift may be apparent.
B4S	18	The response begins to discuss the key concept and covers most of the period in the question set. There will be an attempt to outline features and characteristics associated with the issue. There may well be a series of mini judgements and some drift.
Band 3 CHARACTERISTICS		<i>The response has some focus on the key issues set and begins to discuss these to come to a judgement on the set question. The response is usually restricted to a 'for and against' discussion with some evidence of listing and unlisting of notes. There may be considerable drift and there may well be a mechanical tone to the response.</i>
B3H	15	The response tends to focus on using a highly structured series of features and characteristics associated with the issue. The response will offer a judgement with some support, often by considering factors for and against. There will be some patchy period coverage.
B3S	13	The response tends to be in the form of a generalised, listing of features and characteristics associated with the issue.
Band 2 CHARACTERISTICS		<i>The response is largely based on the topic area and is descriptive.</i>
B2H	8	The response is a predominantly descriptive / narrative account of the features and characteristics associated with the theme. There will be a "tagged on" judgement.
B2S	6	The response is limited to a descriptive / narrative account of the features and characteristics associated with the theme, with no judgement attempted.
Band 1 CHARACTERISTICS		<i>The response is very limited, undeveloped, very brief or largely irrelevant.</i>
B1H	5	The response is very limited and undeveloped though there is some weak link to the associated theme.
B1S	3	The response is very brief and / or largely irrelevant.
	0	Use for incorrect answers.