

HISTORY



Xaverian College

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[AQA Recommended Resources](#)

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Dear Prospective History Students,

This study guide outlines the course content that you will undertake over the 2 years of your time with us at Xaverian College.

Importantly, you are not expected to have prior knowledge of the course before you study it at A level. You will have already acquired some of the skills necessary to be successful, and it is our job to develop and refine these skills.

However, many students are keen to get a grasp of the nature of the components that they will be studying with us and look for opportunities to expose themselves to the eras of history undertaken.

The next pages have been taken from the AQA website with recommended reading or viewing materials.

We do not want you to feel obliged to spend money on resources which are additional to the course requirements. Therefore, it may be more beneficial for you to use the online recommendations.

For the Tudors component, we start with Henry VII. The book 'The Winter King' by Thomas Penn is excellent if you do wish to purchase a text. However, there is a one hour documentary of this book on Youtube available (we will be using this in lessons)

There are currently plenty of Tudors documentaries on BBC iPlayer and other platforms.

We don't study Edward, Mary or Elizabeth until Upper 6th, so I would recommend that you restrict yourself to information on Henry VII and Henry VIII, in the first instance.

Reading and resources list

1C The Tudors: England, 1485–1603

Key texts for classroom and individual study

- C Lee, *Britain, 1483-1529*, Nelson Thornes, 2008
- R Carpenter, *The Church in England and the Struggle for Supremacy, 1529-1547*, Nelson Thornes, 2009
- M Tillbrook, *The Triumph of Elizabethan Britain 1547-1603*, Nelson Thornes, 2009
- I Dawson, *The Tudor Century*, Nelson Thornes, 1993

Useful books for students

- D Murphy (ed), *England 1485-1603*, Collins, 1999
- N Fellows, *Disorder and Rebellion in Tudor England*, Hodder, 2009
- R Lockyer & D O'Sullivan, *Tudor Britain 1485-1603*, Longman, 1993
- K Randall, *Henry VIII and the Government of England*, Hodder, 2001
- K Randall, *Henry VIII and the Reformation in England*, Hodder, 2001
- J Warren, *Elizabeth I: Meeting the Challenge*, Hodder, 2008

Reference books

- G W Bernard, *The Kings Reformation*, Yale, 2005
- C Carpenter, *The Wars of the Roses*, CUP, 1997
- C S L Davies, *Peace, Print and Protestantism*, Paladin, 1995
- S Doran, *Princes, Pastors and People*, Routledge, 1991
- E Duffy, *The Stripping of the Altars*, Yale, 1992
- G R Elton, *England Under the Tudors*, Routledge, 1991
- A Fletcher & D MacCulloch, *Tudor Rebellions*, Longman, 2004
- Griffiths (ed), *The Experience of Authority in Early Modern England*, Macmillan, 1996
- S Gunn, *Early Tudor Government*, Macmillan, 1995
- J Guy, *Tudor England*, OUP, 1998
- C Haigh, *The Reign of Elizabeth*, Macmillan, 1984
- C Haigh, *English Reformations*, Clarendon Press, 1993
- J Loach, *The Mid Tudor Polity 1540-1560*, Macmillan, 1980

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- D Loades, *The Mid-Tudor Crisis, 1545-1565*, Palgrave, 1992
 - D Loades, *Politics and the Nation 1450-1660*, Blackwell, 1999
 - D M Palliser, *The Age of Elizabeth*, Longman, 1992
 - A J Pollard, *The Wars of the Roses*, Macmillan, 1988
 - J Scarisbrick, *The Reformation and the English People*, Blackwell, 1984
 - A G R Smith, *Emergence of A Nation State*, Pearson, 1997
 - P Thomas, *Authority and Disorder in Tudor Times 1485-1603*, CUP, 1999

Biographies and first-hand accounts

- S Chrimes, *Henry VII*, Yale, 1999
- D Cook, *Sixteenth Century England Documents and Debates*, Macmillan, 1980
- D Cressy & L Ferrell, *Religion and Society in Early modern England A Sourcebook*, Routledge, 1996
- R Horrox, *Richard III*, CUP, 1991
- D Loades, *The Reign of Mary Tudor*, Longman, 1991
- J Loach, *Edward VI*, Yale, 1999
- D Starkey & L Wooding, *Elizabeth*, Vintage, 2001
- L Wooding, *Henry VIII*, Routledge, 2009

Visual sources and websites

- www.johnguy.co.uk
- www.history.ac.uk
- www.activehistory.co.uk
- www.bbc.co.uk/history
- www.tudoerplace.com
- The Six Wives of Henry VIII, Elizabeth DVDs – D Starkey
- A History of Britain DVD – S Schama

HISTORY

Breadth Study: Tudor England 1485-1603 Study guide



Name:

Teacher:

Block:

The Breadth study: Tudor England 1485-1603

This study is a 2 year unit of work, broken down into 2 parts.

Year 1: Consolidation of the Tudor Dynasty: England 1485-1603

Year 2: England turmoil and crisis 1547-1603

The breadth study allows you to study issues of change, continuity, cause and consequence over at least a 100 year period.

Key questions that will be addressed in the exam are:

- How effectively did the Tudors **restore** and **develop** the **powers of the monarchy**?
- In what ways and how effectively was England **governed** during this period?
- How did relations with **foreign powers** change and how was the succession secured?
- How did English **society** and **economy** change and with what effects?
- How far did **intellectuals** and **religious** ideas change and develop and with what effects?
- How important was the role of **key individuals** and **groups** and how were they affected by developments?

Year 1: Consolidation of the Tudor Dynasty: England 1485-1547.

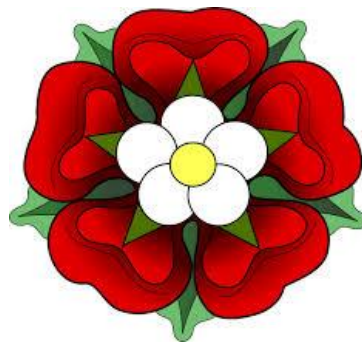


image credit tudorhistory.org

Year 2: England turmoil and crisis 1547-1603



Topic	Weeks/Date	Studied	Understood	Revised
Induction	Introduction to Tudor England Weeks 1-3 Sept 2017			
Henry VII: <i>Consolidation of Power</i>	Weeks 4-6 Oct 2017			
<i>Government</i>	Week 7-8 Oct 2017			
<i>Foreign Policy</i>	Week 9-10 Nov 2017			
<i>Society, Economy and Religion</i>	Week 11 - 14 Dec 2017			
Henry VIII: <i>Consolidation of power</i>	Week 15-16 Jan 2018			
<i>Government/Foreign Policy (Wolsey) 1509- 29</i>	Week 17-19 Jan/Feb 2018			
<i>Church/Break with Rome</i>	Week 20-22 Feb 2018			
<i>Royal Authority/Government 1529-47</i>	Week 23-24 March 2018			
<i>Society/Economy</i>	Week 25-27 March 2018			
<i>Foreign Policy 1529-47</i>	Week 28-29 April 2018			

Year 2:

Edward VI: Somerset	Weeks 1-3 Sept 2018			
Edward VI: Northumberland	Weeks 4-6 Oct 2018			
Mary I Political/Foreign Policy	Weeks 7-9 Oct -Nov 2018			
Mary I Social/Religion	Weeks 10-12 Nov 2018			
Elizabeth Consolidation of Power	Weeks 13-17 Dec-Jan 2019			
Elizabeth I Government/Foreign Policy	Weeks 14-19 Feb 2019			
Elizabeth I Society/Economy/Religion	Weeks 20-25 March-April 2019			
Elizabeth I Last years and revision	Weeks 26-29 April-May 2019			

Assessment: Advice and mark scheme

- 2hour 30min exam
- 3 questions (1 compulsory)
- 80 marks
- 40% of A level.

Section A - 1 compulsory source based question worth 30 marks. You will have 3 sources to deal with. You are advised to spend **60 minutes** on planning and answering this question.

Section B - choose 2 essays from a choice of 3 worth 25 marks each (50 marks in total). You are advised to spend **45 minutes** on each essay (1hr 30mins in total).

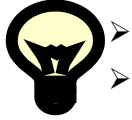
Section A: Compulsory SOURCE BASED question

- Target: **AO3** - analyse and evaluate the different ways in which the past has been interpreted.

Level and mark	Source evaluation	Use of own knowledge
5 (25-30 marks)	<ul style="list-style-type: none"> ➤ Strong understanding of all 3 sources. ➤ Strong awareness of context. 	<ul style="list-style-type: none"> ➤ Strong and convincing own knowledge support for all 3 sources.
4 (19-24 marks)	<ul style="list-style-type: none"> ➤ Good understanding of all 3 sources. ➤ Good awareness of context. 	<ul style="list-style-type: none"> ➤ Good supporting own knowledge for all 3 sources. ➤ Can have minor limitations in depth and breadth.
3 (13-18 marks) NB: You cannot get into L3 without showing some understanding of ALL 3 SOURCES	<ul style="list-style-type: none"> ➤ Some understanding of all 3 sources. ➤ Some comment on context. 	<ul style="list-style-type: none"> ➤ Some supporting own knowledge for all 3 sources. ➤ Supporting own knowledge varies in depth and breadth.
2 (7-12 marks)	<ul style="list-style-type: none"> ➤ Some understanding of 2 sources. ➤ Some comment on context but no evaluation. 	<ul style="list-style-type: none"> ➤ Basic supporting own knowledge.
1 (1-6 marks)	<ul style="list-style-type: none"> ➤ Either: Accurate understanding of 1 source or basic understanding of 2/3 sources. ➤ Generalised comment on context. 	<ul style="list-style-type: none"> ➤ Generalised own knowledge.

Examiner advice in how to approach the compulsory source question:

- You are dealing with the interpretations (views) of academic historians who have spent their lifetime researching the topics you are studying and who usually work in Universities.



- **Examiner tip for high grades:** *It would help your general understanding of academic historians if you read beyond the textbooks we provide you with!*

Method to use when dealing with the question:

1. Read the sources carefully using a highlighter or coloured pen to underline key ideas.
2. Identify what the overall interpretation (view) of the historian is.
3. Ask yourself - how convincing is the interpretation (view)? *Whatever opinion you have you must be able to justify it through your own knowledge - what do you know that can corroborate (agree) or challenge (disagree) with the interpretation?*



- Examiner tip: Don't justify your view through using evidence that the historian has omitted (missed out) - assess what *is* in the interpretation as opposed to what isn't.
4. No need for an introduction in your answer.
 5. You can either evaluate each source in turn or you can cross-reference between them.

Example question:

Using your understanding of the historical context, assess how convincing the arguments in these three extracts are in relation to the threats to Henry VII's position in the years 1485 to 1509 (30 marks)

Extract A

The dynastic threat to the Tudor regime must not be exaggerated. There was no one to cause rival political tensions amongst Henry VII's relations and no obvious focus for political discontent. It is true, the supporters of Simnel and Warbeck dressed their ambitions in dynastic clothes, but the most important revolt in Henry VII's reign, the Cornish Rising of 1497, was not dynastic. On the contrary, it was sparked by the parliamentary grant of that year to finance an invasion of Scotland. The tax revolt erupted in the south west because Cornishmen refused to underwrite a campaign against Scotland for which, they believed, a scutage or land tax levied in the north was the correct source of finance.

Adapted from John Guy, *Tudor England*, 1990

Extract B

In May 1502 Sir James Tyrell and several other persons were arrested and executed for treason. At the same time Lord William de la Pole, brother of Suffolk, and Lord William Courtenay, son of the earl of Devon, were taken into prison from which they did not emerge until after Henry's death. It must be supposed that this is because Henry expected a far reaching conspiracy. Perhaps Henry's agents were inventing these threats in order to advance their own positions, but it is nevertheless hard to avoid the conclusion that there was a spirit of disaffection among the old families. No doubt the ambitions of the great families were also aroused by the deaths of the king's sons, Edmund on 12 June 1500 and Arthur on 2 April 1502, but even without the disturbing influence of dynastic interests there was wavering support for the King in the ranks of the old nobility.

Adapted from J D Mackie, *The Earlier Tudors*, 1987

Extract C

Whilst Henry VII used every means at his disposal to reduce the pretensions of mighty subjects, he also did his utmost to build up his own power. The restoration of royal finances was a key element in this. The King recognised that the secret of recovering royal authority lay in making himself richer than his subjects. This was one reason why, unlike Edward IV, he retained possession of the Crown lands. But there was another reason. Land was the basis of local power. By keeping royal estates in hand and administering them through his own household servants, Henry maintained a direct royal presence throughout his kingdom. Henry VII was not as ruthless, consistent or as continuously successful as this brief account implies. He faced major rebellions, especially in 1497, and was never entirely secure on the throne. His preferred approach to the control of the provinces by divide and rule created crises and tensions in some parts of the kingdom and stored up trouble for his successor in others. But by ceaseless vigilance and unrelenting pressure on all his subjects, great and small, Henry made himself respected, feared and obeyed.

Adapted from A J Pollard, *The Wars of the Roses*, 2001

Section A

Answer Question 01.

Extract A

Elizabeth possessed great qualifications in government. She had a very masculine attribute – a forceful imperious personality. She used this ruthlessly to subordinate both Court and Council to her will. Elizabeth displayed two other qualities. The first was self-mastery which enabled her, at crucial moments, to put political goals ahead of personal preferences. The great testing time for this quality came in 1560–61 when she turned away from marriage with Dudley. But that mastery was not always complete. In her relations with Mary Stuart, for instance, personal biases alternated uncertainly with political calculation, and her ministers had always to reckon with the influence of these half-buried but intensely felt instinctive reactions. Secondly there was the keen political judgement which the professionals of her court came to appreciate. This professional admiration which the Queen commanded in the highest political circles stood her in good stead when her control of policy was seriously challenged in 1569.

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Adapted from Wallace MacCaffrey, *The Shaping of the Elizabethan Regime*, 1969

Extract B

The direct personal interest which the Queen took in all aspects of administration and her ability to pick good ministers and delegate authority to them in routine matters were admirable qualities. However much she may have relied on ministers for advice and ideas, she alone made the final decisions. In the last analysis, credit for the triumphs of the period must therefore go to Elizabeth. There can be no doubt indeed that it was largely due to the personal and constant vigilance of the Queen that England escaped financial disaster. Fortunately, Elizabeth had admirable sense in money matters. This was evident during the last years of her reign when Elizabeth was conducting naval operations against Spain and fighting expensive wars in France and Ireland. In view of the enormous demands upon her purse it is astonishing that she managed to stay solvent. She was able to achieve this only because she cut ordinary expenditure to the bone.

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Adapted from AGR Smith, *The Government of Elizabethan England*, 1967

Extract C

The politics of Elizabethan England were dominated by events which did not happen. The most pressing question of diplomacy and high politics – the Queen's marriage – was eventually resolved by inaction, when it finally became clear that she would not marry at all. Elizabeth's foreign policy was not quite so static, but its themes were consistent. She was poor, she knew it and she had no interest in crusades or military glory. She spent most of her reign resisting cries for intervention to defend her fellow Protestants, beleaguered in Scotland, France and the Netherlands and when she did succumb she did so to the minimal extent possible. Whether we call this stability, prevarication or paralysis, it was how Elizabeth liked to govern. On those rare occasions when real action was taken it was usually preceded by months of royal deliberation and obstruction. The political world of Elizabethan England was one of frustration at the Queen's apparent refusal to act.

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Adapted from Alec Ryrie, *The Age of Reformation*, 2009

0 1

Using your understanding of the historical context, assess how convincing the arguments in these three extracts are in relation to Elizabeth I's style of government.

[30 marks]

A level 2019

Section A

Answer Question 01.

Extract A

Henry VII was a strong and independent king, ready to assert the powers of the English Crown. The centre of Henry VII's government was the King himself, assisted by those with whom he chose to surround himself – that is, his Council. This included great nobles, great prelates and great administrators. Generally speaking, Henry's councillors were office holders, but many of the offices were minor. Naturally, there were grades and distinctions among them, even, up to a point, signs of differences of responsibilities. The one qualification which embraced them all was that the King had chosen them; they were his men and did his will. It should be made plain, once and for all that there was never more than one Council in existence at the centre; there was only one body to which men called councillors could belong. The Council's function was three-fold. It existed to advise the King in matters of policy, to administer the realm and to adjudicate on cases brought before it in petition.

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Adapted from G R Elton, England Under the Tudors, 1977

Extract B

Little or nothing of much significance occurred in parliament in the reign of Henry VII. Throughout the twenty-three years and eight months of the reign, parliament sat for about seventy-two weeks in all. In 1504 Henry expressly stated that he was not minded to summon another parliament for a long time unless there was a 'great and urgent cause'. Few of the statutes that emerged from Henry VII's parliaments can be regarded as of major importance; many were little more than administrative developments, and some were trivial or short-term measures. However, for certain purposes, Henry VII could not do without parliament. First and foremost, he could not do without the financial grants agreed by parliament, and each of his seven parliaments made some kind of financial contribution. He also needed parliamentary assent to numerous acts of attainder and of restitution for those previously attainted. Henry needed parliamentary support for the substantial acts which enabled him to restore crown lands bringing him both land and power.

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Adapted from S B Chrimes, Henry VII, 1972

Extract C

The need in Henry VII's reign was less for new legislation than for the means to enforce existing law. Henry's most significant contribution to government was his shift towards direct reliance on lesser gentry as Justices of the Peace. The role of Justices of the Peace in local government was crucial to maintain law and order. Henry VII needed to appoint reliable men with local knowledge, legal expertise and sufficient social standing to command authority. Henry sought to weaken the ties which traditionally linked the local interests of the nobility and gentry and which resulted in the corruption of justice. To increase the Crown's control of law and order he appointed Justices of the Peace who were middling gentry, including professional lawyers and even men who did not have property in a shire. By the end of his reign, Henry had not fully established his authority in the localities, however, Justices of the Peace had superseded the sheriff and the feudal lord as the Crown's administrative agents.

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Adapted from J Guy, Tudor England, 1988

0 1 Using your understanding of the historical context, assess how convincing the arguments in these three extracts are in relation to Henry VII's methods of government. **[30 marks]**

Turn over for Section B

Section B: ESSAY questions

- Target: **AO1** - Use of own knowledge to evaluate concepts such as cause and consequence, change and continuity or similarity and difference.

Level and mark	Use of own knowledge	Argument and judgement	Organisation
5 (21-25 marks)	<ul style="list-style-type: none"> ➤ Well selected and precise evidence used. ➤ Excellent understanding of the question shown. 	<ul style="list-style-type: none"> ➤ Well balanced argument. ➤ Substantiated (backed up) judgement. 	<ul style="list-style-type: none"> ➤ Well organised and fluently written.
4 (16-20 marks)	<ul style="list-style-type: none"> ➤ Range of precise evidence used. ➤ Good understanding of the question shown. 	<ul style="list-style-type: none"> ➤ Well balanced argument. ➤ Partially substantiated (backed up) judgement. 	<ul style="list-style-type: none"> ➤ Well organised and well written.
3 (11-15 marks) NB: You need at least some balance to your answer to achieve L3.	<ul style="list-style-type: none"> ➤ Range of precise evidence used although depth and/or breadth may be limited. ➤ Addresses the question asked. 	<ul style="list-style-type: none"> ➤ Some balance. ➤ Generalised judgement. 	<ul style="list-style-type: none"> ➤ Well organised with adequate communication skills shown.
2 (6-10 marks)	<ul style="list-style-type: none"> ➤ Descriptive evidence with some limited relevant evidence. ➤ Failure to address the full question being asked. 	<ul style="list-style-type: none"> ➤ No balance or clear judgement. 	<ul style="list-style-type: none"> ➤ Weak organisation and communication
1 (1 -5 marks)	<ul style="list-style-type: none"> ➤ Question not understood. ➤ Limited/generalised comments. 	<ul style="list-style-type: none"> ➤ No balance or relevant judgement. 	<ul style="list-style-type: none"> ➤ Limited/no organisation and communication skills.

PRACTICE QUESTIONS:

How effectively did the Tudors restore and develop the powers of the monarchy?

"Henry VII's consolidation of power in the years 1485 to 1499 was the result of his own personal strengths." Explain why you agree or disagree with this view.

"Henry VII has successfully established monarchical authority by 1509." Assess the validity of this view.

"The consolidation of royal authority, in the years 1487 to 1509, was due to Henry VII's control over the nobility". Explain why you agree or disagree with this view.

How successful was Elizabeth in establishing herself as queen in the first few years of her reign?

In what ways and how effectively was England governed during this period?

"Henry VII's reforms in government were limited both in scope and in success" Assess the validity of this view.

"Henry VII was content to allow ministers to "rule" for him." Explain why you agree or disagree with this view with reference to the years 1526 to 1547.

"Between the years 1515 and 1540 Tudor government was completely transformed". Explain why you agree or disagree with this view.

"The people of northern England, Cornwall and Wales had little reason to be grateful for the rule of Henry VII and Henry VIII". Assess the validity of this view.

To what extent was England's government fundamentally transformed in the years 1509 to 1547?

To what extent did English government respond effectively to the domestic problems which it faced in the years 1529 to 1553?

Is it fair to describe the English government in the years 1540 to 1562 as 'consistently weak'?

"Elizabethan government had more weaknesses than strengths in the years 1558 to 1588". Assess the validity of this view.

"The crisis faced by the Tudors in the years 1540 to 64 was primarily caused by economic factors". Assess the validity of this view.

How did relations with **foreign powers** change and how was the succession secured?

"Henry VII showed himself to be a capable ruler in his dealings with Spain in the years 1485 to 1509"
Explain why you agree or disagree with this view.

How successful was Henry VII in fulfilling his foreign policy objectives?

"Foreign policy was the key reason for the consolidation of Henry VII's authority". Explain why you agree or disagree with this view.

"The foreign policy of Henry VIII failed to achieve its objectives in the years 1509-1547". Assess the validity of this view.

To what extent was Henry VIII himself responsible for the failures of English foreign policy during his reign?

How successful was English foreign policy in the years 1529 to 1558?

How far, in the years 1547 to 1569, did concerns over the succession threaten the stability of England? (2019)

"Elizabeth's policy towards Spain was always weak and unconvincing". Assess the validity of this view with reference to the years 1568 to 1603.

"Elizabeth's foreign policy was mostly a series of disasters". Assess the validity of this view.

How effectively did Elizabeth deal with the threat from Spain in the years 1558 to 1589? (2019)

How did English **society** and **economy** change and with what effects?

How significant was the position of agriculture in the English economy in the years 1485 to 1509?

"English society in the reign of Henry VIII was characterised more by disorder than by order". Assess the validity of this view.

"Tudor rebellions before 1540 were primarily driven by economic factors." Explain why you agree or disagree with this view.

"The performance of the English economy remained weak throughout the reigns of the first two Tudors." Assess the validity of this claim.

'The main cause of rebellions in the years 1536 to 1558 was religious disagreements.' Assess the validity of this view.

To what extent did the plots and rebellions faced by the crown during the reign of Elizabeth pose a real threat to the stability of the Elizabethan state?

It is true to say that by 1603 England was economically and socially more diverse than it had been at the beginning of Elizabeth's reign in 1558?

"By 1603 it was clear that the English people had benefited little in social and economic terms from the rule of Elizabeth I". Assess the validity of this claim.

How far did intellectuals and religious ideas change and develop and with what effects?

"The church in England in the reign of Henry VII was riddled with abuses". Explain why you agree or disagree with this view.

To what extent, by 1509, was the Church in England in need of reform?

"Protestant ideas were responsible for the development of the English Reformation in the years 1529 to 1547". Explain why you agree or disagree with this view.

'Despite the Break with Rome, Henry VIII never seriously abandoned the Catholic faith in the years 1529 to 1547.' Explain why you agree or disagree with this view. (25 marks)

To what extent was the English Church in 1553 different from what it had been in 1532?

'The Church in England in 1547 was little different from what it had been in the late 1520s.' Assess the validity of this view (2019)

'Religious changes in the years 1532 to 1558 enjoyed little popular support". Assess the validity of this view.

"The challenge posed to the Elizabethan Crown by Catholicism was never as strong as Elizabeth I and her ministers believed". Assess the validity of this claim.

"The Elizabethan religious settlement was successfully established in the years 1558 to 1603." Assess the validity of this view.

How important was the role of key individuals and groups and how were they affected by developments?

"Popular rebellions faced by Henry VII gave him more problems than the threats posed by pretenders to the throne". Explain why you agree or disagree with this view.

'Henry VIII was content to allow ministers to "rule" for him.' Explain why you agree or disagree with this view with reference to the years 1526 to 1547.

'The people of northern England, Cornwall and Wales had little reason to be grateful for the rule of Henry VII and Henry VIII.' Assess the validity of this view.

"Henry VIII's actions as king destroyed Henry VII's legacy." Assess the validity of this view of the years 1485 to 1514.

"Henry VIII might have himself supreme head of the Church of England, but he did little else to change the church." Assess the validity of this claim.

To what extent did the plots and rebellions faced by the Crown during the reign of Elizabeth pose a real threat to the stability of the Elizabethan State?

	<i>Henry VII</i>	<i>Henry VIII</i>	<i>Edward VI</i>	<i>Mary I</i>	<i>Elizabeth I</i>
<i>Consolidation of Power</i>	<i>Weak claim Usurper</i>	<i>Tyrant Break with Rome</i>	<i>Minor</i>	<i>Catholic female</i>	<i>Protestant female</i>
<i>Government</i>	<i>Increased revenue</i>	<i>Extravagant King-in-Parliament</i>	<i>Regency council</i>	<i>Divided</i>	<i>Parliament challenges</i>
<i>Foreign Policy</i>	<i>Defensive</i>	<i>Seeking glory</i>	<i>France/ Scotland</i>	<i>Spanish friendship</i>	<i>Spanish/ Dutch wars</i>
<i>Society and Economy</i>	<i>Humanism</i>	<i>Enclosure debasement</i>	<i>Rebellion and crisis</i>	<i>Persecution</i>	<i>Protestant allies International Trade</i>
<i>Religion</i>	<i>Catholic</i>	<i>Moderately Catholic</i>	<i>Protestant</i>	<i>Catholic</i>	<i>Moderately Protestant</i>
<i>Individuals/ groups</i>	<i>Empson/ Dudley</i>	<i>Wolsey Cromwell More</i>	<i>Somerset Northumberland</i>	<i>Pole Philip of Spain</i>	<i>Cecil Leicester</i>

How do I get the best A Level grade I can?



Intelligence + hard work = success!

Quick tips for success...

- *Use this study guide. Have it with you every lesson. (RESOURCES AND ORGANISATION)*
- *Always have a highlighter and a red pen for every lesson. (ORGANISATION)*
- *You need to be doing at least 4 hours a week of work outside of lesson time on History and you need to build this up as you get nearer exams. (TIME)*
- *Know what is on the specification for each topic. You could be asked a source or essay question on any of the topics on this (RESOURCES AND ORGANISATION)*
- *Success at A Level is about having brains and hard work. You already have the brains! You final success at A Level comes down to your hard work. (TIME)*
- *Quality not quantity gains higher marks. Think about how to use your time outside of the classroom effectively - there are some ideas below!*

Words of warning: whatever worked for you at GCSE level will not be enough to get above a grade D at A Level. Don't fool yourself either: if you don't put in the hours of work you won't get the grade you are capable of. When you think you "just don't get it" what that really means is you haven't or won't put in the hours in to master that subject or topic!

RESOURCES TO HELP YOU GET YOUR BEST POSSIBLE GRADE

INDEPENDENT STUDY	PLACES TO VISIT
<p>Xaverian Intranet</p>	<p>A2 History folder</p> <p>Weekly assessment plans PowerPoints/Booklets/Stretch and challenge articles</p>
<p>Modern History Review Intranet - support - LRC - Philip Allan or website www.philipallan.co.uk</p>	
<p>AQA Website</p>	<p>www.aqa.org.uk</p> <p>Past Papers Mark schemes Example answers</p>
<p>TED Talk www.ted.com</p>	
<p>Library</p>	
<p>Social Media - #xavshist</p>	
<p>Textbooks</p>	

Classic exam mistakes and how to avoid them

Making any of these mistakes can cost you a whole A Level grade:

1. Mis-reading the question command
2. Writing about the wrong topic.
3. Not actually answering the question, but just throwing in everything you can remember.

How to avoid making them:

1. Spend time properly reading the question
2. Read it slowly. Highlight the command and key words.
3. Read over your answer when you have finished. Have you made any mistakes or missed something out? Have you answered that specific question?

Exam question command words:

Assess

How far

To what extent

Who's who?

King Henry VII



Usurped King Richard III at Battle of Bosworth. King of England 1485-1509. Married Elizabeth of York. Had 4 children; Arthur, Henry, Margaret and Mary.

King Henry VIII



Became King following the death of his older brother, Arthur, and his Father King Henry VII. King of England 1509-1547. Married 6 times. Had 3 children; Mary, Elizabeth and Edward.

Thomas Wolsey

King Henry VIII's chief adviser between 1514-1529. Fell out with the King when he failed to negotiate a divorce from Catherine of Aragon for him.



Thomas Cromwell

King Henry VIII's chief adviser between 1532-40. Helped the King to divorce Catherine of Aragon and helped to push through the English Reformation.



Margaret Beaufort

King Henry VII's mother.



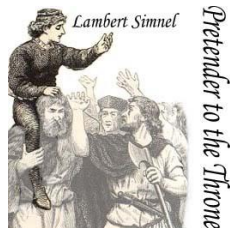
King Richard III

King of England 1483-1485. Killed at the Battle of Bosworth, ending the Wars of the Roses and handing over power to King Henry VII.



Lambert Simnel

Pretender to King Henry VII's throne. He impersonated the Earl of Warwick, a Yorkist claimant to the throne. The rebellion was defeated in 1487, Simnel became employed in the Royal kitchens!



Perkin Warbeck

Pretender to King Henry VII's throne. Claimed to be Richard, Duke of York, a claimant to the throne and one of the 'Princes in the Tower'. Gained a lot of foreign support. Put to death in 1499.



'Princes in the Tower'

Edward and Richard, King Edward IV's sons. Assumed to have been murdered in the Tower of London by their Uncle, King Richard III.



James IV of Scotland

King of Scotland 1488-1513. Died at the Battle of Flodden 1513.



Catherine of Aragon

Married King Henry VII's eldest son, Arthur, in 1501. After Arthur died, Catherine married his brother, King Henry VIII in 1509. She was divorced in 1533. Mother to Queen Mary I.



Anne Boleyn

Married King Henry VIII in 1533, becoming his 2nd wife. Beheaded in 1536. Mother to Queen Elizabeth I.



Jane Seymour

Married King Henry VIII in 1533, becoming his 3rd wife. Died in 1536 following the birth of Edward.



Anne of Cleves

Married King Henry VIII in 1540, becoming his 4th wife. The marriage lasted just 6 months and ended in divorce.



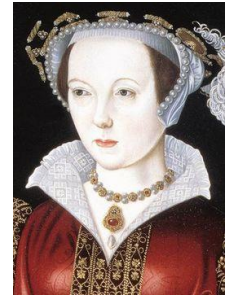
Catherine Howard

Married King Henry VIII in 1540, becoming his 5th wife. Beheaded in 1541.



Catherine Parr

Married King Henry VIII in 1543. Catherine outlived Henry by 1 year, dying in 1548.



Mary Tudor

Daughter of King Henry VIII. Born in 1516. Queen Mary I of England between 1553-1558. Married Philip of Spain in 1554.



Elizabeth Tudor

Daughter of King Henry VIII. Born in 1533. Queen Elizabeth I of England between 1558-1603.



Edward Tudor

Son of King Henry VIII. Born in 1536. King Edward VI 1547-1553.



Mary Stuart, Queen of Scots

Queen of Scotland 1542-1567. Daughter of King James V of Scotland. Abdicated in favour of her son, James VI of Scotland. Beheaded by Queen Elizabeth I in 1587 for alleged treason.



Dear Prospective History Students,

This study guide outlines the course content that you will undertake over the 2 years of your time with us at Xaverian College.

Importantly, you are not expected to have prior knowledge of the course before you study it at A level. You will have already acquired some of the skills necessary to be successful, and it is our job to develop and refine these skills.

However, many students are keen to get a grasp of the nature of the components that they will be studying with us and look for opportunities to expose themselves to the eras of history undertaken.

The next pages have been taken from the AQA website with recommended reading or viewing materials.

We do not want you to feel obliged to spend money on resources which are additional to the course requirements. Therefore, it may be more beneficial for you to use the online recommendations.

For the USA component, we start with President Truman and post-war America. We cover the presidencies of Eisenhower and Kennedy during the rest of the Lower 6th. For all 3 presidents we cover, social, political, economic and foreign policy issues.

The AQA resources list a whole range of films or documentaries that could be accessed free of charge. Even though films may be dramatisations and fictional, they would be excellent in terms of giving you an insight into the era of history we are studying.

There will have been new films released since this list was last updated (e.g 'Bridge of Spies' and 'The Butler') so keep an eye out for other opportunities

Reading and resources list

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

Key texts for classroom and individual study

- C Bragg, *Heinemann Advanced History: Vietnam, Korea and US Foreign Policy 1945-75*, Heinemann, 2006
- O Edwards, *Access to History: The USA and the Cold War 1945-63*, Hodder, 2002
- D Murphy, *Flagship History - United States 1917-2008*, Collins, 2008
- M Hall, *The Vietnam War (Seminar Studies in History)*, Routledge, 2008
- M Scott-Baumann, *Civil Rights and Social Movements in the Americas*, CUP, 2012
- V Sanders, *Civil Rights in the USA 1945-68*, Hodder, 2008
- J de Pennington, *Modern America: 1865 to the Present*, Hodder, 2005

Useful books for students

- J Lewis Gaddis, *The Cold War*, Penguin, 2007
- J Patterson, *Grand Expectations: The United States, 1945-1974*, OUP, 1998
- E Tyler May, *Homeward Bound: American Families in the Cold War Era*, Basic Books, 2008
- H Higgins, *Vietnam*, Heinemann, 1982
- D Farber, *The Age of Great Dreams: America in the Sixties*, Hill & Wang, 1994
- T Riches, *The Civil Rights Movement: Struggle and Resistance*, Macmillan, 2003
- D Sandbrook, *Mad As Hell: The Crisis of the 1970s and the Rise of the Populist Right*, Anchor, 2012
- L Cohen, *Consumer's Republic: The Politics of Mass Consumption in Postwar America* by Lizabeth Cohen, Vintage, 2003

Reference books

- T Anderson, *The Movement and the Sixties*, OUP, 1995
- C Appy, *Vietnam: The Definitive Oral History, Told From All Sides*, Ebury Press, 2008
- R Perlstein, *Nixonland: The Rise of a President and the Fracturing of America*, Scribner, 2008
- M Halliwell, *American Culture in the 1950s*, Edinburgh University Press, 2007
- D Halberstam, *The Fifties*, Fawcett, 1994

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- G Moss, *Moving on: The American People Since 1945*, Pearson, 2004
 - M Dudziak, *Cold War Civil Rights*, Princeton University Press, 2011
 - D Farber, *The Age of Great Dreams: America in the Sixties*, Hill & Wang, 1994
 - T Branch, *Parting the Waters: America in the King Years, 1954–1963*, Simon & Schuster, 1998
 - M Herr, *Dispatches*, Picador, 1991
 - C Hitchens, *The Trial of Henry Kissinger*, Atlantic Books, 2002
 - M Isserman & M Kazin, *America Divided, The Civil War of the 1960s*, OUP, 2007
 - S Karnow, *Vietnam: A History*, Pimlico, 1994
 - G Kolko, *Anatomy of a War*, New Press, 1994
 - M Dickstein, *Gates of Eden: American Culture in the Sixties*, Harvard University Press, 1997
 - M Marable, *Race, Reform and Rebellion 1945-82*, Pimlico, 1984
 - T Weiner, *Enemies: A History of the FBI*, Penguin, 2012
 - P Biskind, *Easy Riders, Raging Bulls: How the Sex-drugs-and Rock 'n' Roll Generation Changed Hollywood*, Bloomsbury, 1999
 - G Tindall, *America: A Narrative History*, Norton, 2007
 - J Williams, *Eyes on the Prize*, Longman, 1999

Biographies and first-hand accounts

- S Ambrose, *Nixon: The Triumph of a Politician, 1962-72*, Simon and Schuster, 2014
- D McCullough, *Truman*, Simon & Schuster, 1993
- R Dallek, *Lyndon B. Johnson: Portrait of a President*, OUP, 2004
- R Dallek, *John F Kennedy: An Unfinished Life*, Penguin, 2013
- A Haley & Malcolm X, *Autobiography of Malcolm X*, Penguin, 2007
- H Kissinger, *Diplomacy*, Pocket Books, 2003
- P Ling, *Martin Luther King*, Routledge, 2002
- M Marable, *Malcolm X: A Life of Reinvention*, Black Classic Press, 2012
- J Edward Smith, *Eisenhower in War & Peace*, Random House, 2013

Visual sources and websites

- <http://www.ifklibrary.org/>
- <http://www.lbjlibrary.org/>
- <http://www.trumanlibrary.org/>
- <http://www.eisenhower.archives.gov/>
- <http://www.nixonlibrary.gov/>

-
- <http://www.fordlibrarymuseum.gov/>
 - <http://www.jimmycarterlibrary.gov/>
 - <http://www.sjsu.edu/faculty/watkins/econhist.htm>
 - <http://www.270twin.com>
 - <http://vault.fbi.gov/>
 - <http://historymatters.gmu.edu/mse/ads/amadv.html>
 - <http://www.loc.gov/teachers/additionalresources/relatedresources/ushist/special/social.html>
 - <http://amhistory.si.edu/militaryhistory/>
 - <http://www.nbclearn.com/finishingthedream#>
 - <http://www.archives.gov/education/special-topics.html>
 - <http://www.thekingcenter.org/archive>

Films/DVDs

- The Butler
- M*A*S*H
- The Help
- Mississippi Burning
- The Long Walk Home
- Goodnight and Good luck
- Ali
- Malcolm X
- JFK
- Milk
- J. Edgar
- All the President's Men
- Thirteen Days
- Platoon
- Hamburger Hill
- Full Metal Jacket
- Forrest Gump
- Born on the Fourth of July
- Frost/Nixon
- 54
- The Right Stuff
- Bobby

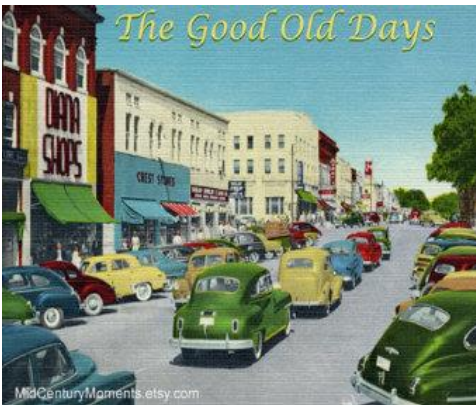
HISTORY

Depth Study: The American Dream: Reality and Illusion, 1945- 1980

**Year 1: Prosperity, Inequality and
Superpower status, 1945-1963**

**Year 2: Challenges to the American Dream
1963-80**

STUDY GUIDE



Name:

Teacher:

Block:

The depth study: The American Dream: Reality and Illusion, 1945-1980

This study is a 2 year unit of work, broken down into 2 parts:

Year 1: Prosperity, Inequality and Superpower status, 1945-1963.

Year 2: Challenges to the American Dream, 1963-80.

The depth study allows you to study the many challenges faced by the USA at home and abroad following the end of the Second World War.

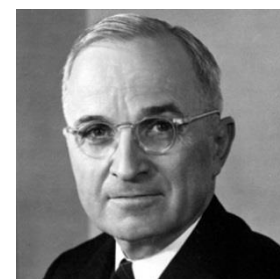
Key concepts that will be explored in terms of how far they were shared by all Americans at home and how far events abroad challenge them include:

- The American Dream
- American identity
- Anti-communism
- Social equality
- Ethnic identities
- Federal versus states' rights
- Nature of democracy in America
- Political protest
- Power of the media.

Year 1: Prosperity, Inequality and Superpower status, 1945-1963.

Truman and Post-war America, 1945-1952

United States in 1945 and the legacy of war (Powers of the presidency; Main political parties; Post war prosperity; regional, ethnic and social divisions)	
United States as a Super Power (Truman's character and policies; post-war peace making; Cold War and 'containment' in Europe and Asia; Response to the rise of Communism in Asia)	
Truman and post-war reconstruction (Economic and Political problems, Rise of McCarthyism)	
African-Americans in North and South (Impact of Second World War, campaign for Civil Rights, response of federal and state authorities)	



Eisenhower: Tranquillity and Crisis, 1952-1960



<p>The Presidency ('Dynamic Conservatism', Nixon as Vice-President, Republican Party, end of McCarthyism)</p>	
<p>1950's US Economy (economic boom, consumer society)</p>	
<p>USA and the Cold War (Superpower rivalry with USSR, response to European issues, Rise of Communism in Asia, response to Middle East crisis)</p>	
<p>African-Americans in North and South (emergence of Civil Rights Movement, policies and attitudes of the main political parties, response of state and federal authorities)</p>	



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

<p>The Presidency (Election 1960, Policies and personalities of the Kennedy administration; 'New Frontier')</p>	
<p>Challenges to American Power (Berlin Crisis legacy, relations with Khrushchev, challenge of Castro's Cuba, Involvement in Vietnam)</p>	
<p>African-Americans in North and South (Rise of Civil Rights Movement, opponents of Civil Rights, Kennedy's response)</p>	
<p>United State by 1963 (Position as a World Power, Economic prosperity, Pressure for change from women and youth)</p>	



Year 2: Challenges to the American Dream, 1963-1980

The Johnson presidency, 1963-80

Johnson as president: What were his values/priorities?	
Johnson's Great Society	
Civil rights – change and continuities	
Impact of social and economic changes.	
Protest movements inc students, media, anti-war and feminist groups.	
Maintaining US superpower status – what were the challenges?	
Johnson's war in Vietnam	



Republican Reaction: The Nixon presidency, 1969-74

Nixon as president: Election 1968	
Domestic policies of Nixon administration	
Reactions to protest movements: social and economic changes	
Limits of American world power: End of Vietnam War, influence of Kissinger on foreign policy.	
Watergate Affair and its impact on Nixon's presidency.	



The USA after Nixon, 1974-80

Ford and Carter as presidents	
Political corruption and social divisions.	
Position of USA as a world power: problems in Asia and the Middle East.	
Civil rights and the position of African Americans by 1980	
Position of USA by 1980.	



TECHNIQUES you use in your personal learning sessions	Type of Skill	HOW OFTEN YOU USE THEM?		
		OFTEN	SOMETIMES	NEVER
Reading through class notes	C			
Using the study guide	C			
Summary Mind Maps (Spider Diagrams).	C			
Summaries of material to learn ("In Your Own Words")	C			
Highlighting/colour coding	C			
Cue Cards.	C			
Read Revision Books /create Revision Wall to display your learning	C			
Writing exam answers under exam conditions	C			
Elaborative Interrogation – creating your own explanations of why something is true.	C			
Imagery: creating your own visual retrieval cues for information.	C			
Distributed Practice: spreading your learning of a topic over time (30 days has been found to be most effective).	C			
Independent research: Read books or articles other than those used in lessons.	S			
Reading model answers	S			
Planning answers to past exam questions using mark schemes.	S			
Teach someone else: teaching somebody who doesn't know about a subject really develops your understanding. Try teaching family members	S			
Practice Testing: Testing yourself using past exam questions then mark your answers using the exam board mark schemes.	F			
Studying mark schemes or Examiners Reports.	F			
Enquiry: Practice testing yourself or testing a partner: coming up with your own questions.	F			
Modelling: Comparing model answers to your own to see how you can improve yours	F			
Creating your own exam questions (and answering them)	F			
Handing in extra exam work for the teacher to mark.	F			
Attending One to One Support with your teachers.	F			
C = Content; S = Skills; F = Feedback				

Assessment: Advice and mark scheme

- 2hour 30min exam
- 3 questions (1 compulsory)
- 80 marks
- 40% of A level.

Section A – 1 compulsory primary source based question worth 30 marks. You will have 3 sources to deal with. You are advised to spend **60 minutes** on planning and answering this question. **15 mins planning** (3 x 5 mins) and **45 mins writing** (3 x 15 mins)

How valuable is each source? You are NOT required to reach a conclusion about which might be the most valuable. You need to identify the arguments in each source as well as evaluating the provenance and tone. Using your knowledge in relation to these issues, you need to assess how valuable each source is.

Section B – choose 2 essays from a choice of 3 worth 25 marks each (50 marks in total). You are advised to spend **45 minutes** on each essay (1hr 30mins in total).

The question styles will vary but they will all require you to analyse factors and reach a conclusion. The focus may be on causation, consequence or continuity and change.

Section A: Compulsory PRIMARY SOURCE BASED question

- **A02 – Analyse and evaluate primary and/or contemporary source material within a historical context.**

Level and mark	Source evaluation	Historical context
5 (25-30 marks)	<ul style="list-style-type: none"> ➤ Strong understanding of all 3 sources in relation to content, provenance and tone. ➤ Presents a strong argument on the value of the 3 sources. 	<ul style="list-style-type: none"> ➤ Strong and convincing own knowledge support for all 3 sources.
4 (19-24 marks)	<ul style="list-style-type: none"> ➤ Good understanding of all 3 sources in relation to content, provenance and tone. ➤ Presents a balanced argument on the value of all 3 sources. 	<ul style="list-style-type: none"> ➤ Good supporting own knowledge for all 3 sources.
3 (13-18 marks) NB: You cannot get into L3 without showing some understanding of ALL 3 SOURCES	<ul style="list-style-type: none"> ➤ Some understanding of all 3 sources in relation to content and provenance. ➤ Attempts to consider value but imbalanced across the sources. 	<ul style="list-style-type: none"> ➤ Some supporting own knowledge for all 3 sources. ➤ Supporting own knowledge varies in depth.
2 (7-12 marks)	<ul style="list-style-type: none"> ➤ Some relevant comment on value of 1 or 2 sources. ➤ OR generalised comment on all 3 sources. ➤ Focuses on content or provenance. 	<ul style="list-style-type: none"> ➤ Basic supporting own knowledge.
1 (1-6 marks)	<ul style="list-style-type: none"> ➤ Some comment on value of at least 1 source. 	<ul style="list-style-type: none"> ➤ Generalised own knowledge.

Section B: ESSAY questions

- **Target: AO1 - Use of own knowledge to evaluate concepts such as cause and consequence, change and continuity or similarity and difference.**

Level and mark	Use of own knowledge	Argument and judgement	Organisation
5 (21-25 marks)	<ul style="list-style-type: none"> ➤ Well selected and precise evidence used. ➤ Excellent understanding of the question shown. 	<ul style="list-style-type: none"> ➤ Well balanced argument. ➤ Substantiated (backed up) judgement. 	<ul style="list-style-type: none"> ➤ Well organised and fluently written.
4 (16-20 marks)	<ul style="list-style-type: none"> ➤ Range of precise evidence used. ➤ Good understanding of the question shown. 	<ul style="list-style-type: none"> ➤ Well balanced argument. ➤ Partially substantiated (backed up) judgement. 	<ul style="list-style-type: none"> ➤ Well organised and well written.
3 (11-15 marks) NB: You need at least some balance to your answer to achieve L3.	<ul style="list-style-type: none"> ➤ Range of precise evidence used although depth and/or breadth may be limited. ➤ Addresses the question asked. 	<ul style="list-style-type: none"> ➤ Some balance. ➤ Generalised judgement. 	<ul style="list-style-type: none"> ➤ Well organised with adequate communication skills shown.
2 (6-10 marks)	<ul style="list-style-type: none"> ➤ Descriptive evidence with some limited relevant evidence. ➤ Failure to address the full question being asked. 	<ul style="list-style-type: none"> ➤ No balance or clear judgement. 	<ul style="list-style-type: none"> ➤ Weak organisation and communication
1 (1 -5 marks)	<ul style="list-style-type: none"> ➤ Question not understood. ➤ Limited/generalised comments. 	<ul style="list-style-type: none"> ➤ No balance or relevant judgement. 	<ul style="list-style-type: none"> ➤ Limited/no organisation and communication skills.

How do I tackle component 2 source based questions?

After completing a source based question, you will be given a checklist like this to check your skills.

Have you...	Done?
Identified the content and argument(s) in the source that you find valuable in relation to the issue in the question.	
Identified the content and argument(s) in the source that limit the value in relation to the issue in the question.	
Evaluated the argument(s) you found using precise evidence of the historical context.	
Used brief quotations and/or paraphrased from the sources	
Evaluated the provenance in the source (author, audience, timing etc) in relation to its value.	
Evaluated the tone and/or emphasis in the source in relation to its value.	
Reached a judgement in the last sentence on how valuable you find the source for the issue in the question (e.g. High/moderate/low).	

A LEVEL SOURCE QUESTION PLANNING EXERCISE	Source A	Source B	Source C
<p>Content and argument:</p> <p>What does it argue/focus on/suggest?</p> <p>FOCUS ON THE IMPACT THIS HAS ON VALUE IN RELATION TO THE ISSUE IN THE QUESTION</p>			
<p>Provenance: e.g.</p> <p><i>Author:</i> Who wrote the source and what impact does this have on value?</p> <p><i>Timing:</i> When was the source written and what impact does this have on value?</p> <p><i>Audience/purpose/motive</i></p>			
<p>Tone and emphasis:</p> <p>HOW is the source written?</p> <p>Which aspects of the issue are emphasised?</p> <p>Is there an aim/purpose behind this?</p>			

Questions to practise (there will be more in the teaching booklets given to you)

Year 1:

Truman:

'It was a time of abundant prosperity and unquestioning national self-confidence' Assess the validity of this view of the United States in the years 1945 to 1960. (25 marks)

"Truman did not handle labour unrest well" Explain why you agree or disagree with this view.

"The rise of McCarthyism was primarily due to the policies of President Truman." Explain why you agree or disagree with this view.

The policy of containment was a success. Explain why you agree or disagree with this view.

How successful was the USA in fulfilling the Truman doctrine?

'The USA was a divided society in 1945' Explain why you agree or disagree with this view.

To what extent was Truman's Foreign Policy in the years 45-52 a disastrous failure? (Stacey question)

'Truman's victory in the 1948 presidential election was the result of Republican failings' explain why you agree or disagree with this view.

'Truman failed to address the domestic problems of the US because he was too preoccupied by foreign affairs' explain why you agree or disagree with this view.

'Truman's failure to address African-American civil rights effectively was a result of political pressure.' Explain why you agree or disagree with this view.

"Truman's Presidency of the USA up to 1952 was ineffective." Explain why you agree or disagree with this view (25 marks)

Eisenhower

Eisenhower's dynamic conservatism had a positive impact on the USA – assess the validity of the view

'During Eisenhower's presidency, American society was transformed' assess the validity of the view

"Eisenhower's foreign policy was generally successful." Explain why you agree or disagree with this view.

'Eisenhower lived up to his 1952 promise to show no weakness in foreign policy.' Explain why you agree or disagree with this view.

'President Truman did more for African-Americans than President Eisenhower.' Explain why you agree or disagree with this view.

'Eisenhower's presidency united the United States.' Assess the validity of this view (June 2019)

JFK

“Kennedy’s domestic changes successfully addressed the challenges of the New Frontier.” Explain why you agree or disagree with this view.

‘John F Kennedy won the Presidential election because of his personal popularity’. Explain why you agree or disagree with this view

‘Kennedy failed to live up to his promises regarding civil rights.’ Explain why you agree or disagree.

Kennedy’s New Frontier ideas failed to result in anything significant’ Explain why you agree or disagree with this view.

“The American Dream was fulfilled in the years 1945-63.” Assess the validity of this view.

Year 2:

Johnson

‘In the years 1961 to 1968, the campaigns to advance the civil rights of African-Americans made only limited progress in the face of bitter opposition’ Assess the validity of this view. (25 marks)

Johnson escalated the American involvement in Vietnam because of the Kennedy legacy.” Assess the validity of this view.

The passage of the civil rights legislation of 1964-65 was due to Lyndon Johnson.” Assess the validity of this view.

The main reason for the ghetto riots of the 1960s was Johnson’s policies”. Assess the validity of this view.

“The Tet Offensive was the turning point in the American exit from Vietnam”. Assess the validity of this view.

To what extent was Johnson more significant than Kennedy in advancing civil rights for African-Americans? (June 2019)

Nixon

‘Richard Nixon proved himself to be a master of statesmanship in foreign affairs.’ Assess the validity of this view. (25 marks)

“Richard Nixon’s choice of advisers ruined his presidency”. Assess the validity of this view.

“Richard Nixon’s social policies were a disappointment to Middle America”. Assess the validity of this view.

“Henry Kissinger had a disastrous influence on American foreign policy during the Nixon administration.” Assess the validity of this view.

*“The most significant result of the Watergate affair was the increase in popular distrust of government.”
Assess the validity of this view.*

“Richard Nixon was not to blame for Watergate” Assess the validity of this view.

Ford/Carter

Why were so many Americans disillusioned with their country in the 1970's?

“The position of the USA as a world power deteriorated greatly during the 1970's”. Assess the validity of this view.

“The status of black Americans did not improve in the 1970's”. Assess the validity of this view.

“There was more continuity than change in the South between 1945 and 1980”. Assess the validity of this view.

‘The USA’s position as a world power was in continuous decline in the years 1972 to 1980’. Assess the validity of this view (June 2019)

Section A

Answer Question 01.

Source A

From 'The Other America: Poverty in the United States' by Michael Harrington, published in 1962. Harrington was a political activist and founder of Democratic Socialists of America.

Middle-class women coming in from the suburbs on a rare trip may catch a glimpse of the other America on the way to the theatre, but their children are segregated in suburban schools. Living out in the suburbs, it is easy to assume that ours is, indeed, an affluent society. The new segregation of poverty is made worse by a well-meaning ignorance. A good many sympathetic Americans are aware of discussion of urban renewal. Driving through the city, they notice there are towering, modern buildings where once there had been tenements or hovels. There is a warm feeling of satisfaction, of pride in the way things are working out: the poor, it is obvious, are being taken care of.

5

Source B

From 'The Americans: A new history of the people of the United States' by Oscar Handlin, published in 1963. Handlin was a Professor of History at Harvard.

The central districts of cities are unredeemed wildernesses where the poorest find a home. The residents of these central districts also lack stable communities or families and usually suffer from the disabilities of color. Crime, violence, delinquency and vice have never been absent from these places; the spreading use of drugs and the images of brutality shown in newspapers and on TV make the impact more intense. Great public housing projects supply some of the people with improved amenities but neither add to the available space nor further the reconstruction of communal life. The effect of schemes is still not clear. Affluence affects the suburbanite and the slum-dweller differently. Prosperity enables one to get away; poverty forces the other to remain.

5

0 1

With reference to these sources and your understanding of the historical context, which of these two sources is more valuable in explaining the extent of affluence in the USA in the early 1960s?

[25 marks]

Section B

Answer either Question 02 or Question 03.

Either

0 2

'Truman's foreign policy was driven by his desire to preserve peace.'

Explain why you agree or disagree with this view.

[25 marks]

or

0 3

'McCarthyism had little effect on domestic policies in the USA in the years 1950 to 1954.'

Explain why you agree or disagree with this view.

[25 marks]

END OF QUESTIONS

Section A
Answer Question 01.

Source A

From Fidel Castro's speech to the UN General Assembly, 26 September 1960. The speech was entitled 'The Problem of Cuba and its Revolutionary Policy'.

After 1898 began the new colonization of our country, which turned it from a Spanish colony into an American colony. What did the Revolution find when it came to power in Cuba in 1959? Public utilities, electricity and telephone services all belonged to the United States' monopolies. A major portion of the banking business, of the importing business and the oil refineries, the greater part of the sugar production, the best land in Cuba and the most important industries in all fields belonged to American companies. The balance of payments in the last ten years, from 1950 to 1960, had been favorable to the United States with regard to Cuba to the extent of one thousand million dollars.

Source B

From a letter sent by President Kennedy to Chairman Khrushchev, 18 April 1961, during the Bay of Pigs invasion.

For months there has been growing resistance to the Castro dictatorship. More than 100 000 refugees have recently fled Cuba and their urgent hope is to assist their fellows in their struggle for freedom. Many of these refugees fought alongside Dr Castro against the Batista dictatorship; among them are leaders of his own original movement and government. These are unmistakable signs that Cubans find the denial of democratic liberties intolerable. I have previously stated that the United States intends no military intervention in Cuba. In the event of any military intervention by outside force we will immediately honor our obligations to protect this hemisphere against external aggression. The United States' government can take no action to restrain the spirit of liberty.

0 1

With reference to these sources and your understanding of the historical context, which of these two sources is more valuable in explaining relations between Cuba and the USA in the years 1960/61?

[25 marks]

Either

0 2

'The Federal Government successfully dealt with the change from a wartime to a peacetime economy in the years 1945 to 1952.'

Explain why you agree or disagree with this view.

[25 marks]

or

0 3

'Eisenhower failed to show strong leadership in his dealings with communist countries in the years 1953 to 1960.'

Explain why you agree or disagree with this view.

[25 marks]

END OF QUESTIONS

Section A

Answer Question 01.

Source A

From a 1973 magazine interview with Edward C Banfield, an American political scientist who taught at Harvard and the University of Chicago. He was also an adviser to Nixon, Ford and Reagan.

Almost all of the Great Society programs (the exceptions are the civil-rights laws) range from unsuccessful to counter-productive. The number of the poor did decline by a quarter between 1965 and 1970. Without any doubt the Great Society programs accounted for some of this but the Social Security program established by the New Deal accounted for more and there were other people whose increase of income was due to the natural growth of the economy. On the whole, poverty seems to have decreased at a slower rate in the 1960s than before. The principal factors affecting the rate of movement out of poverty are not the good intentions of legislators or the generosity of taxpayers: rather they are changes in the composition of the population and in the size of the gross national product. It is reasonable to expect that, by 1980, no one will be below the existing poverty line. This would be the case, no doubt, even if the War on Poverty had never been declared.

10

Source B

From a 1967 article by Robert Lekachman, Professor of Economics at Lehman College in New York. Lekachman was an advocate of government intervention and described himself as a socialist.

In the period we are about to enter, those programs which are strongest – because they do most for the prosperous and least for Negroes and the poor generally – will become increasingly consolidated. As usual the prosperous will come to appreciate just how easily social spending can be converted to the advantage of those who need it least. Possibly Mr Johnson went just about as far as a conservative politician in a conservative, racist country could have gone. The Great Society has distributed the nation's income even less equally than it was distributed before 1960. It has enlarged the prestige and influence of the business community. It has lost its fights with racism and poverty. The Great Society has ground to a halt far short of a massive attack on urban problems, far short of the full integration of Negroes into American society, and far short of a genuine assault upon poverty and deprivation. These are the unfulfilled aims of a true effort to realize a Great Society.

10

0 2

The success of the civil rights movement in the years 1947 to 1967 was dependent on the NAACP [National Association for the Advancement of Colored People].
Assess the validity of this view.

[25 marks]

0 3

Eisenhower's foreign policy in Europe offered significantly from his foreign policy elsewhere in the world.
Assess the validity of this view.

[25 marks]

0 4

To what extent were the presidencies of Ford and Carter disastrous for the USA at home and abroad?
[25 marks]

Source C

From a letter sent by Bayard Rustin in 1973 to Nathan Glazer, a Professor of Sociology at Harvard. Rustin was the organiser of the 1963 March on Washington and a close friend of Martin Luther King.

Did the Great Society fail? No. The Great Society wasn't totally successful: government was guilty of promising more than it could deliver. But acknowledging its shortcomings is quite a different thing from dismissing the programs as outright failures. The truth is that the poor have benefited; and that, for the first time since the New Deal, the direction of social policy has been determined by a commitment to the principle of equality. What brought about the gap between promise and performance? I think there were three fundamental weaknesses in the strategy. First, the objectives were short-sighted, with an emphasis on providing services rather than more ambitious and permanent goals, such as a guaranteed annual income for the poor. Second, the administration tried to correct the political powerlessness of minorities, at the expense of attacking the economic roots of inequality. Finally, a most serious weakness was the enormous under-financing of the majority of programs.

10

0 1

With reference to these sources and your understanding of the historical context, assess the value of these three sources to an historian studying Johnson's Great Society.
[30 marks]

Answer Question 01.

Source A

From a report to Stalin by Shtykov, the Soviet Ambassador to North Korea, 13 May 1950. Kim Il-Sung had already held secret discussions with Mao and Stalin on re-unification.

Kim Il-Sung told me that Mao thought the unification of Korea by peaceful means was not possible and that only military means would be required. Mao also told Kim that, 'as regards the Americans, there is no need to be afraid of them. The Americans will not enter a third world war for such a small territory as Korea'.

Kim Il-Sung stated that he doesn't have more requests for Mao about assistance. All his requests were satisfied in Moscow and the necessary and sufficient assistance was given him there. Kim Il-Sung reported to me that, with regard to the question of the preparation of the invasion, he had given all necessary orders to the Chief of the General Staff. The Chief has already begun to implement them. Kim's wish is to begin the operation in June, but he is still not convinced that they will manage it by this time.

5

10

Source B

From United Nations Security Council Resolution 82, adopted on 25 June 1950 by a vote of nine in support, none against, and one abstention.

The Security Council, states that the Government of South Korea is a lawfully established government and that this Government is based on elections which were a valid expression of the free will of the electorate and which were observed by the Temporary Commission, and that this is the only such Government in Korea.

The Security Council notes, with grave concern, the armed attack on South Korea by forces from the North and determines that this action constitutes a breach of the peace; and

- calls for the immediate cessation of hostilities
- calls upon the authorities in North Korea to withdraw their armed forces to the 38th parallel
- calls on the United Nations Commission on Korea to observe the withdrawal of North Korean forces to the 38th parallel
- calls upon all Member States to provide every assistance to the United Nations in the execution of this resolution and to refrain from giving assistance to the North Korean authorities.

5

10

15

Source C

From a speech by General MacArthur at a military strategy meeting in August 1950, two months after the invasion of South Korea by the North.

The prestige of the western world hangs in the balance. Asian millions are watching the outcome. It is plainly apparent that here, in Asia, is where the Communist conspirators have decided to make their play for global conquest. The test is not in Berlin or Vienna, in London, Paris or Washington. It is here and now – it is along the Naktong River in South Korea. We have joined the conflict on the battlefield. Here we are fighting Europe's war with arms, while there it is still confined to words. If we lose the war to Communism in Asia, the fate of Europe will be gravely jeopardized. Win it and Europe will be saved from war and stay free. Make the wrong decision here – the fatal decision of inaction – and the western world will be finished. I can almost hear the ticking of the second hand of destiny. We must act now or we will die.

5

10

0 1 With reference to these sources and your understanding of the historical context, assess the value of these three sources to an historian studying the beginning of the Korean War.

[30 marks]

Section B

Answer **two** questions.

0 2 To what extent did President Kennedy fulfil his election promises?

[25 marks]

0 3 'Richard Nixon's conservative social policies were the main reason for his popularity.'

Assess the validity of this view.

[25 marks]

0 4 'The main problems facing African-Americans after 1974 were economic rather than political.'

Assess the validity of this view.

[25 marks]

A level Paper June 2019

Section A

Answer Question 01.

Source A

From 'The Feminine Mystique' by Betty Friedan, published in 1963. This book sold over a million copies in the following year, mainly to well-educated women.

The problem lay buried, unspoken for many years, in the minds of American women. It was a strange stirring, a sense of dissatisfaction, a yearning that women suffered from in the middle of the twentieth century in the United States. Each suburban wife struggled with it alone. As she made the beds, shopped for groceries, matched bedding material, ate peanut butter sandwiches with her children, chauffeured Cub Scouts and Brownies, lay beside her husband at night, she was afraid to even ask herself the silent question: 'Is this all?' 5

For over fifteen years there was no word of this yearning in the words written about women, for women. Columns, books and articles written by experts told women their role was to seek fulfilment as wives and mothers. They were taught to pity the neurotic, unfeminine, unhappy women who wanted to be poets, physicists or presidents. They learned that truly feminine women do not want careers, higher education, political rights nor the independence and the opportunities that earlier feminists fought for. 10

Source B

From the manifesto of S C U M (the Society for Cutting Up Men), by Valerie Solanas, published in 1967. Solanas was a radical feminist willing to attack men physically.

Life in this society is a bore and no aspect of society is relevant to women. Therefore, there is for civic-minded, responsible, thrill-seeking females a duty to overthrow the government, eliminate the money system, institute complete automation and destroy the male sex. The male is completely egocentric, trapped inside himself, incapable of empathizing or identifying with others, of love, friendship, affection or tenderness. 5
Unable to relate or to love, the male must work. What will liberate women from male control, therefore, is the total elimination of the money-work system, not the attainment of economic equality with men within it. Unmasterful in his personal relations with women, the male achieves masterfulness by the manipulation of money and everything controlled by money; in other words, of everything and everybody. Unable to give love or affection, 10
the male gives money. It makes him feel motherly. The mother gives milk; he gives bread. He is the breadwinner.

Source C

From the article, 'What's wrong with Equal Rights for Women' by Phyllis Schlafly, February 1972. Schlafly was a lawyer and political activist opposing abortion and the Equal Rights Amendment.

In the last few years, a noisy movement has sprung up agitating for 'women's rights'. Suddenly everywhere we are afflicted with aggressive females on television talk shows yapping about how mistreated American women are, suggesting that marriage has put us in some kind of 'slavery', that housework is menial and degrading, and – perish the thought – that women are discriminated against. New 'women's liberation' organisations 5
are popping up, agitating and demonstrating, serving demands on public officials, getting wide press coverage always and purporting to speak for some 100,000,000 American women.
It's time to set the record straight. The claim that American women are downtrodden and unfairly treated is the fraud of the century. The truth is that American women never had it 10
so good. Why should we lower ourselves to 'equal rights' when we already have the status of special privilege? This amendment will absolutely and positively make women subject to the draft. Being shot at is bad enough for men, but it is certainly not a place for women.

0 1 With reference to these sources and your understanding of the historical context assess the value of these three sources to an historian studying the women's movement in the USA in the years 1962 to 1974.

[30 marks]

Turn over for Section B

With reference to these sources and your understanding of the historical context assess the value of these three sources to a historian studying the escalation of the US war effort in Vietnam in the years 1964 to 1968. (30 marks)

Source A: Adapted from Action for South Vietnam, a confidential assessment of conditions in Vietnam by a State Department adviser, Richard McNaughton, November 1964.

US Aims:

- a) To protect US reputation as a counter-subversion guarantor
- b) To avoid domino effect, especially in South-East Asia
- c) To keep South Vietnamese territory out of Red hands
- d) To emerge from the crisis without unacceptable taint from methods used

Present situation:

The situation in Vietnam is deteriorating. Unless new actions are taken, the new government will probably be unstable and ineffectual, and the VC will probably continue to extend their hold over the population and territory. It can be expected that, soon (6 months? Two years?), (a) government officials in the South, at all levels, will adjust their behaviour to an eventual VC takeover, (b) defections of significant military forces will take place, (c) whole integrated sections of the country will be totally denied to the GVN, (d) neutral and/or left-wing elements will enter the government, (e) a popular front regime will emerge which will invite the US to leave, and (f) fundamental concessions to the VC and the DRV will put South Vietnam behind the Curtain.

Source B: Adapted from A Policy of Sustained Reprisal, an appendix to McGeorge Bundy's confidential memorandum to President Johnson, 7 February 1965.

We believe that the best available way of increasing our chances of success in Vietnam is the development and execution of a policy of *sustained reprisal* against North Vietnam – a policy in which air and naval action against the North is justified by and in relation to the whole Viet Cong campaign of violence and terror in the South. While we believe the risks of such a policy are acceptable, we emphasise that its costs are real. It implies considerable US air losses, even if no full air war is joined, and it seems likely that it would eventually require an extensive and costly effort against the whole air defence system of North Vietnam. US casualties would be higher – and more visible to American feeling – than those in the struggle in South Vietnam. Yet, measured against the costs of defeat in South Vietnam, this program seems cheap. And even if it fails to turn the tide – as it may – the value of the effort seems to us to exceed its cost.

Source C: Adapted from a statement to the American people by President Lyndon Johnson at a press conference, 28 July 1965.

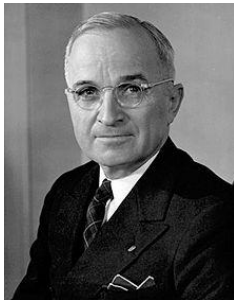
There are great stakes in the balance. Most of the non-Communist nations of Asia cannot, by themselves, and alone, resist the growing might and the grasping ambition of Asian Communism. Our power, therefore, is a vital shield. If we are driven from the field in South Viet-Nam, then no nation can ever again have the same confidence in American promises or in American protection. In each land the forces of independence would be considerably weakened and an Asia so threatened by Communist domination would certainly imperil the security of the United States itself. We did not choose to be the guardians at the gate, but there is no one else. Moreover, we are in Viet-Nam to fulfil one of the most solemn pledges of the American nation. Three Presidents – President Eisenhower, President Kennedy and your present President – over 11 years have committed themselves to help defend this small and valiant nation. Strengthened by that promise, the people of South Viet-Nam have fought for many long years. Thousands of them have died. Thousands more have been crippled and scarred by war. We just cannot now dishonour our word, or abandon our commitment, or leave those who trusted us to the terror and repression and murder that would follow.

That, my fellow Americans, is why we are in Viet-Nam.

Glossary (some to fill in...)

Administration	An American government
Amendment	Changes that Congress to the Constitution.
American Dream	
Attorney General	Head of the Justice Department in the Federal government.
Black Power	Controversial term with many meanings: black pride, black self-sufficiency, black nationalism, black violence, black political power.
Civil Rights	Right to vote in free elections, equal treatment under law, equal opportunities e.g. Education and work, freedom of speech, religion and movement.
Cold War	Hostility between the USA and USSR between 1946 and 1989.
Communism	Ideology of the USSR and its allies. Economic equality and state control of the economy. One party state.
Congress	US Parliament (Senate and House of Representatives)
Constitution	Rules and system by which a country's government works. The USA has a written constitution.
Democrat	
Disfranchise	To deprive someone of their vote.
Domestic	
Emancipation	Freedom/liberation from something i.e. slavery.
Executive	
Executive orders	The constitution gives some powers directly to the executive (the president).
Federal Government	Consists of the President, Congress and the Supreme Court.
Great Depression	
Hispanic	Refers to people with Spanish ancestry and/or people who speak Spanish.
Isolationist	
Judiciary	
Legislature	
Minority leader	Leader of the party with fewer members in congress.
National Guard	Each US State has an army/National Guard set up and used to deal with state problems.
New Deal	
Primaries	President candidates for political parties compete to be chosen as that party's candidate.
Representative	Member of the House of Representatives (lower chamber of Congress)
Republican	
Segregation	Separation of people because of race e.g. separate houses, schools and transport.
Superpower	
Supreme court	The US constitution allows Supreme Court judges too rule upon whether laws or actions went against the constitution.
USSR	

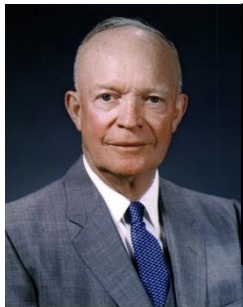
Who's Who?



President Truman



President Roosevelt



President Eisenhower



President Kennedy



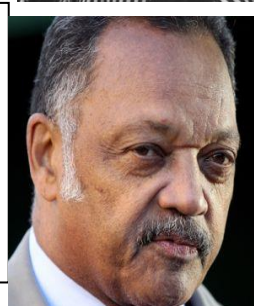
W.E.B. DeBois



Rosa Parks



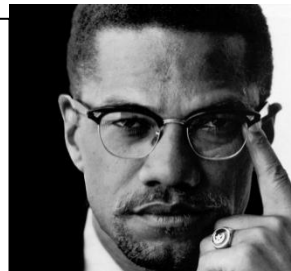
Robert Kennedy



Jesse Jackson



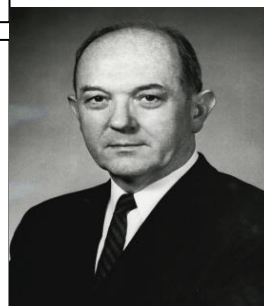
Martin Luther King



Malcolm X



Robert McNamara



Dean Rusk