

General Introduction

The examinable part of this course covers British social and economic history from 1700 to 1900, although part of the coursework component will also cover some aspects of 20th century history. The GCSE examiners intend that the student should understand the social and economic forces that helped to lay the foundations of modern Britain. These may be approached both in terms of broad themes covering the whole period, and individual topics of much shorter duration.

Naturally the examiners will be looking for a good stock of factual knowledge, but the GCSE examination is designed to test more than this — the successful candidate will also have acquired the skills necessary to any true historian. For instance, he or she will not accept ‘facts’ at face value, but will instead be capable of understanding how far they can be trusted, what they can and cannot tell us about the past, and how people at the time felt about them.

How Can we Make Judgements about the Past?

Since we cannot travel back in time to see the past for ourselves, we must depend on what has survived from a given period as evidence, which is bound to be incomplete or inaccurate to some extent. To make matters worse, much of it reaches us secondhand, after processing by, for instance, book authors or film editors. It is hardly surprising that historians living at different times, or in different countries, have produced very different accounts of the same events.

This is not a cause for despair. Rather, it offers the challenge of piecing together a realistic picture of the past which may include many grey areas of uncertainty, but which still makes sense as a whole. It is vital to remember that history is the study of people; human beings are nothing like as predictable as the atoms studied in physics or chemistry.

Nevertheless, as our knowledge of them increases, so too does our understanding. “The past is a foreign country, they do things differently there” (L.P. Hartley). True, but even foreigners are human, and we can learn a great deal if we approach them with respect.

Aims

The overall aims of this course are to encourage students to:

- a. acquire knowledge and understanding of selected periods and/or aspects of history, exploring the significance of historical events, people, changes and issues;
- b. use historical sources critically in their context, recording significant information and reaching conclusions;
- c. develop an understanding of how the past has been represented and interpreted;
- d. organise and communicate their knowledge and understanding of history;
- e. draw conclusions and appreciate that historical judgements are liable to reassessment in the light of new or reinterpreted evidence.

Skills

When you have finished studying this course, you should be able to:

- recall, select, organise and deploy knowledge of the syllabus content. In other words you need to be able to remember relevant facts and arguments, to be able to select appropriate information to use in an essay, to arrange that information in an appropriate way, and to write a clear and logical historical argument;
- describe, analyse and explain the events, people, changes and issues studied;
- describe, analyse and explain the key features and characteristics of the periods, societies or situations studied;
- comprehend, analyse, and evaluate, in relation to the historical context, how and why historical events, people, situations and changes have been interpreted and represented in different ways.

Arrangement of Lessons

The lessons of this course are arranged to cover the AQA History (British Social and Economic History) Specification C (syllabus no. 3043) very closely. Each lesson of Module 1 covers a topic from Paper 1. Module 2 covers coursework. Each lesson of Module 3 covers a topic from Paper 2.

Although the lessons on coursework (Lessons 10-12) appear in the middle of the course, you need to begin planning your first coursework assignment early on in your studies, and then work on it at the same time as you work through the lessons of Module 1. It would be a mistake to do nothing about coursework until you have completed Lessons 1-9.

You are therefore **strongly advised** to complete **Lesson 10** immediately after completing your first Tutor-marked assignment (at the end of Lesson 3). You will then be in a position to complete your first coursework assignment while you are about halfway through the course.

In Papers 1 and 2 you will be expected to answer questions on any two out of the three options. You are strongly advised to study all three options in each case, in order to maximize your choice of questions in the examinations.

Further details of your syllabus and the structure of the assessment (examinations and coursework) are given later in this introduction.

Module 1 (Paper 1: Studies in Depth)

(Paper 1, Option A: Social Protest)

- 1 Trade Unionism 1750-1850
- 2 Chartism 1832-1860
- 3 Trade Unionism 1851-1900

Tutor Marked Assignment A

(Now move on to Lesson 10.)

(Paper 1, Option B: Social Reform)

- 4 Poor Law and Poverty 1750-1833
- 5 Poor Law and Poverty 1834-1900
- 6 Public Health 1750-1900

Tutor Marked Assignment B

(Paper 1, Option C: Social Improvement)

- 7 Education 1750-1869
- 8 The Development of Education 1870-1900
- 9 Philanthropic and Religious Movements c.1738-1900

Tutor Marked Assignment C

Module 2 (Coursework)

(Assignment 1: Local History)

- 10 Planning your Local History Assignment
Tutor Marked Assignment D

(Assignment 2: Changing British Society)

- 11 The Emancipation of Women 1800-1900
12 The Emancipation of Women 1900-2000
Tutor Marked Assignment E

Module 3 (Paper 2: Thematic Studies)

(Paper 2, Option A: Agriculture 1700-1900)

- 13 The Agrarian Revolution 1700-1815
14 The Corn Laws and their Repeal 1815-1846
15 The Golden Age c.1850-c1870
16 The Depression c.1870-c1900
Tutor Marked Assignment F

(Paper 2, Option B: Industry 1700-1900)

- 17 The Industrial Revolution 1700-1850
18 The Steel Industry 1850-1900
19 Working Conditions and Improvements 1700-1850
Tutor Marked Assignment G

(Paper 2, Option C: Transport 1700-1900)

- 20 Road Transport 1700-1850
21 Water Transport 1700-1850
22 Railways 1800-1900
Tutor Marked Assignment H
EXAMINATION PRACTICE

Two Kinds of Sources

Sources are generally divided into two main categories: primary sources and secondary sources. Primary sources stem directly from the period under study, and could be written (letters, diaries, government records, and so on); visual (pictures or photographs); oral (sound recordings of descriptions of the past from memory); material (objects surviving from the past like buildings or furniture); or statistical (tables of figures based directly on past information).

Secondary sources are generally accounts of the past which have already been processed or edited by someone closer to the present than the events described (e.g. a printed textbook).

Since secondary sources must be based on primary sources, an historian will generally work backwards to the original material, using textbooks only as an introduction.

The Syllabus

Your GCSE History course follows the AQA syllabus no. 3043, which is called History (British Social and Economic History) Specification C. As explained above, each lesson of the course is designed to prepare you for a particular topic. The lessons are arranged to deal with topics in the order in which they occur on the syllabus.

Studying the Syllabus

You should be sure to acquire your own copy of the syllabus, either via the AQA Publications Dept or from the website www.aqa.org.uk.

The syllabus can be purchased from

Publications,
AQA, Aldon House,
39, Heald Grove,
Rusholme,
Manchester
M14 4NA (tel: 0161-953-1170)

or downloaded from www.aqa.org.uk/qual/pdf/AQA3043WSP.pdf.

We advise that you obtain a copy of the syllabus so that you can assess which topics you have covered in the most detail and which ones you will feel happiest about in the exam. AQA can also provide advice booklets on your course, including 'Supplementary Guidance for Private Candidates'. As you approach the examination, it will also be helpful to purchase and tackle past papers from AQA.

Scheme of Assessment

The Scheme of Assessment comprises three components.

Written Paper 1 (1 h 45 min) 37.5% of total marks

Studies in Depth: Social Protest, Social Reform and Social Improvements in the 18th and 19th Centuries (Lessons 1-9)

This paper is in two sections, A and B. Candidates must answer three questions in total – one from Section A and two from Section B as follows:

Section A

Three four-part structured questions will be set – one on each Study in Depth. Each question will contain four historical sources and will require short and more extended written responses. Candidates must answer **one** question.

Section B

Six three-part structured questions will be set – two on each Study in Depth. Each question will contain one or two historical sources and will require short and more extended written responses. Candidates must answer **two** questions chosen from **different** Studies in Depth.

Written Paper 2 (1 h 45 min) 37.5% of total marks

Thematic Studies: Agriculture, Industry and Transport 1700–1900 (Lessons 13-22)

This paper is in two sections, A and B.

Candidates must study two of the three thematic studies on Agriculture, Industry and Transport, 1700–1900, and answer **three** questions as follows:

Section A

Three four-part structured questions will be set – one on each of the three thematic studies. Candidates will be required to answer **one** of these questions, which will contain two historical sources and require short and more extended written responses.

Section B

Three three-part structured questions will be set – one on each of the three thematic studies. Candidates will be required to answer **two** of these questions, each chosen from **different** thematic studies. Each will contain three historical sources and require short and more extended written responses.

Coursework 37.5% of total marks

(Lessons 10-12)

Candidates will complete **two** assignments for coursework, **at least** one of which will be based on a locality ~~or local history~~. Coursework Assignment 2 may be based on any aspect of British Social and Economic history but the coursework must arise from the study of specified content which is additional to the content of Papers 1 and 2. (On your behalf, this course has selected a particular topic for Coursework Assignment 2. See Lessons 11 and 12.)

The two assignments must also be based on different areas of subject content. Each assignment must be weighted at 12.5%. The two assignments together must total 2500 – 3000 words, i.e. each assignment taken separately must be between 1250 and 1500 words in length.

As mentioned earlier, **you are advised to plan your first coursework assignment early on in the course.** You should therefore study Lesson 10 immediately after you have completed TMA A (at the end of Lesson 3). From then on, you should work on your first coursework assignment in parallel with your studies for Paper 1 (Lessons 1-9).

For further details about coursework assignments, see the section headed 'Coursework' later in this Introduction.

Textbook

The Oxford Open Learning course is closely linked to one textbook in particular:

David Taylor: *Mastering Economic and Social History* (1st edition, published by Macmillan, ISBN 0-333-36804-5).

This is a textbook which was written especially for the kind of GCSE syllabus that you are studying. It covers nearly all of the basic information which you will need to do well in the examination.

One easy way to buy supporting texts is through the OOL website (www.ool.co.uk).

Partly this is to give students a reliable and readable account of the period covered by the syllabus, to which they can refer for general information. Of course, this role could be filled by a variety of good texts, and it is hoped that students will read as widely as time and circumstances permit.

Crucially for GCSE, however, Taylor includes many examples of primary sources suitable for learning purposes. These, together with others provided in the course material, will be referred to repeatedly below. Reading references can be found at the relevant point of each lesson and you will often need to switch from OOL course to textbook and back again.

How do the Course and the Textbook Work Together?

The course and the textbook do not cover the same ground. Where information is well provided in Taylor, it will not be repeated in

this course. You will simply be asked to read the relevant pages in the textbook. So it is vital that you get the textbook as well.

If the textbook is so good, why do you need an Oxford Open Learning course at all?

Well, you need to understand the limitations of the textbook. Taylor's book is designed to cover a period of nearly two and a half centuries and to give equal attention to all the topics and issues which have occurred in that time. That is an enormous amount of social and economic history and Taylor's book is certainly not short. As a GCSE student, you cannot be expected to learn all the information which Taylor provides.

So this course makes some important strategic decisions on your behalf, decisions about which chapters to study and which topics are most likely to crop up in the examination. You will only be asked to answer a certain number of questions in the exam and you are given plenty of choice so there is no need to have gained an equal amount of knowledge on every topic.

The exam board allows you a considerable amount of flexibility in the topics you need to study. With the exception of the Coursework Assignments, where we have chosen the topics for you to study, this course does not make all the choices for you. It does not say you *must* do a question on Chartism and another one on Trade Unions.

But there is also a risk that you will specialise too much, that you will say "I'm going to do Chartism but I'm going to ignore trade unions completely because they don't interest me." Unfortunately, the exam is organised in such a way that you need to have some broad general knowledge and so you can see the links between different themes or problems at a particular time. You are therefore strongly advised to work through all of the lessons and complete all of the activities and assignments, so as to maximize the choices available to you in the exam. If necessary, you can always focus your attention on particular topics at the expense of others when implementing your revision plan.

The trick is to get the balance right, to specialise enough but not too much. That is the balance we have tried to achieve in this course.

We would suggest that you follow the following procedure for each lesson:

1. Read carefully through the text, together with the sections from Taylor mentioned in the lesson.
2. Make notes under the various headings given in the lesson.
3. Compare these with the summary at the end of the lesson.

4. Attempt any self-assessment questions, then compare your answers with the suggested answers given at the end of the course.

If you encounter a lesson which covers material outside the range of topics you have chosen, does it follow that studying it is a waste of time? Certainly not! Why is this? Here are some sound reasons:

- The historical skills taught throughout the lessons are equally valid, whether or not questions on the topic concerned are actually answered.
- You may change your mind about the topics you wish to prepare for the examination at some time during your course.
- Personal interest in a particular topic is unlikely to be aroused unless you find out something about it.

But passing exams is not the only priority. This period of history has been specially selected because of how much it tells us about the foundations of the world in which we live now. By understanding the relatively recent past, we have a much better chance of understanding the present. With any luck, that is why you have chosen this particular subject in the first place.

When in doubt ask your tutor!

The Nature of the Course

GCSE has broken with the traditional examination format of set essays. Although the ability to produce extended pieces of writing is still called for, there is much more emphasis on the shorter answer, designed to test a particular item of factual knowledge and/or an historical skill. Accordingly, students will be encouraged to practise dealing with such questions at every available opportunity, either through self-assessed questions or through lengthier sample questions suitable for tutorial assessment.

You will soon become accustomed to cross-referencing between the course text, the textbook account, and source material in both as you look for answers. This is in itself a useful technique to acquire, since GCSE examination questions are generally based on rather bulky reproductions of written and visual sources that have to be consulted as you answer each question in turn.

Coursework

As mentioned earlier, **you are advised to plan your first coursework assignment early on in the course.** You should therefore study Lesson 10 immediately after you have completed TMA A (at the end of Lesson 3). From then on, you should work on your first coursework assignment in parallel with your studies for Paper 1 (Lessons 1-9).

What does Coursework Entail?

There is no need to be alarmed by the prospect of coursework; it will form a natural part of your studies. Coursework is not supposed to be a *special* requirement; the exam boards say it should be a *normal* part of your work. During your study, you will work on your coursework in exactly the same way as you would approach one of the tutor-marked assignments. The only difference is in the marking and administration.

To do well in coursework you will need almost exactly the same skills as you will require for success in the examination and the same qualities that you will require to get you through this course of study. All three require an ability to work and think independently, to hunt out information and make notes, to make good use of resources (e.g. libraries) and to organise and express your ideas effectively.

Indeed, the very fact that you are studying through an open learning, flexi-study or “supported self-study” mode means that you will be starting at an *advantage* when it comes to coursework compared with the typical classroom-based student. As long as you show some of the skills you have learnt along the way you will get a good mark. Perhaps it’s a shame it only counts for such a small percentage of the examination!

It is expected that your tutor will give you a certain amount of help with your coursework. You may be advised on the methods you adopt to collect information and ideas, and *some* help may be given with preparatory drafts. But after that you are on your own.

So you will need to plan your time carefully. Discuss a possible timetable for producing coursework with your tutor and work out your own private calendar to meet that deadline. It is perhaps advisable that you should have completed most of your basic studies before embarking on your coursework in order to create a good impression. But right from the beginning you can be looking out for topics which are of special interest to you and keeping a file of any useful items (e.g. newspaper articles) which might contribute to your investigations.

Because coursework is a very individual thing, this course can only give you a limited amount of guidance with this aspect of your studies.

With luck, the coursework should be the most enjoyable and rewarding part of your studies!

Coursework: Syllabus Requirements

To be eligible for the maximum marks, candidates must produce **two** assignments each from a different area of subject content. A coursework assignment may consist of one, two or three questions. Assignments are normally written and must have the assessment and subject focuses described later in this section. Coursework **must** be based on studies which are different from those undertaken for the written examination papers. There must be no duplication of content.

Coursework will be assessed by the candidate's teacher (in the case of students attending college) or by AQA (in the case of external candidates). Both groups of candidates will be subject to the monitoring and moderation procedures of the AQA.

Coursework is weighted at 25% of the total assessment for the examination (12.5% per assignment).

The two Coursework Assignments will normally total 2500-3000 words in length. It is envisaged an assignment can be answered in about 1250-1500 words. Candidates exceeding 1500 words must be encouraged to edit their work by being more selective in their use of supporting information.

Assessment Focus: Model B

Two broad approaches to the assessment structure of the coursework assignments are possible. These are called Model A and Model B. In this course, Model B has been selected. Details of Model B are given below. (For details of Model A, please refer to your copy of the syllabus.)

In Model B, each of the two assignments aim to fulfil the same assessment objectives as follows:

Assessment Objective 6.1 is concerned with the selection, organisation and deployment of knowledge to describe, analyse and explain:

- the events, people, changes and issues studied;
- the key features and characteristics of the period, societies or situations studied.

Assessment Objectives 6.2 and 6.3 are concerned with:

- the use of historical sources critically in their context by comprehending, analysing, evaluating and interpreting them, and
- the comprehension, analysis and evaluation, in relation to the historical context, of how and why historical events, people, situations and changes have been interpreted and represented in different ways.

The coursework assignments must have the following subject focus:

Coursework Assignment 1 – based on a locality or local history (History Around Us)

Coursework Assignment 2 – based on changing British society.

The exam board publishes ‘exemplar’ coursework assignments, and we have chosen two of these assignments for you to complete. This is easier than finding something to study yourself, and it also ensures that the work you do will cover all of the necessary assessment objectives. The chosen subjects are:

- Assignment 1: The History of a Locality
- Assignment 2: The Changing Role and Status of Women in Britain Since 1900

Coursework Assignment 1 (12.5%): The History of a Locality

This must be based on British social and economic history which is significantly different from, but complementary to, the subject content chosen for the written papers.

The study of history from its visible remains provides a vivid and immediate way of encouraging and helping candidates to learn how to use and evaluate sources of evidence. It is also important for itself in making them more aware of the aspects of historical development of the environment in which they live, providing opportunities to relate the investigation of a site or locality to the wider context of changes in British history.

This assignment is intended to develop candidates’ abilities to:

- become aware that the visible remains of the past around us are as important a resource for our understanding of history as documentary sources;
- acquire the relevant knowledge, skills and techniques so that they can: identify the visible remains, study and interpret them, place them in their wider historical context;

- learn about the lives and purposes of people associated with historical sites or locality at particular periods in the past;
- understand why there may have been different interpretations of the lives and purposes of people associated with the site and develop the ability to compare and analyse these interpretations;
- gain an interest in and basis for further historical exploration of their environment which will continue beyond their school life.

Coursework Assignment 2 (12.5%): Changing British Society

Again, the course of study must be significantly different from the subject content chosen for the written papers. There must be no duplication of subject content.

The syllabus suggests a range of possible topics. This course has chosen 'The Changing Role and Status of Women in Britain Since 1900' as the topic for Course Assignment 2.

Other Coursework Issues

The Presentation of Coursework

For each of Coursework Assignments 1 and 2, although it is expected that work will normally be presented in written form, the use of film and video, diagrams, models, tape recordings and photographs – with explanatory written material – is also admissible.

Because of the need to ensure that such non-written coursework assignments are appropriate, students intending to avail themselves of this facility must discuss their plans with their tutor, and ask Oxford Open Learning to contact AQA's Coursework Adviser for guidance at the earliest opportunity.

Word Processing of Coursework Assignments

Assignments may be word-processed but candidates are advised to keep all notes and draft materials as they may need to be inspected in order to ensure that the final product is the candidate's own work.

Making Notes

You will want to take your own notes as the course proceeds, to help with the learning process and to assist with examination revision. What sort of notes should they be? How lengthy? There are no fixed answers to these questions. Some students seek reassurance in writing out elaborate reams of notes which they boil down later; others are happy to keep note-taking to a minimum by merely recording key references. A number of points relating to the needs of the GCSE course should be taken into account:

- It is important to cross-reference facts, sources and conclusions as they are encountered in the course, so that knowledge and skills are not separated in revision.
- Notes should be kept as brief as possible (i.e. without omitting crucial facts or concepts).
- Details of individual sources should not be copied out, unless they contain crucial information. While knowledge of the major types of source for each theme and topic is obviously useful, candidates are not expected to know particular sources in advance.

The examination papers reproduce sources in full, questions being aimed at their context and interpretation rather than at the candidate's ability to recognise them individually.

It is strongly recommended that students make notes under each of the headings given throughout the text every lesson. These may then be compared with the summary that closes each lesson. Do you feel that the summary is full enough? If not, make sure that your own notes fill in any gaps that you feel exist.

The course contains plenty of white space, particularly in the left hand margin. This is because most students find it helpful to write notes directly on the course they are studying. This will help when you are planning essays or when you are skimming through the course later for revision. Use the space below to jot down the key points from the Introduction so far.

A Word of Encouragement

It is easy to be intimidated by all the complicated discussion of 'skills', 'themes', 'topics' etc. which GCSE History involves, especially when you are just setting out on your course of study. In fact, GCSE is only drawing your attention systematically to the kinds of questions that occur anyway to any thoughtful person, once he or she starts to think about the past.

With patience, the historical skills involved will become almost second nature, and will simplify rather than complicate the task of learning the factual material. By the end of the course, you should be convinced that history is an open-ended subject based on

debate, rather than a closed, narrow set of facts. With history, as with life, “it is better to travel hopefully than to arrive.”

Assessment during the Course

GCSE differs from traditional ‘O’ level examinations by finding out not merely *what you know* but also *how you use what you know*. The aim is not to penalise you for what you may not be certain of, but to reward you for your historical skills, as shown in various ‘active’ pieces of work. Accordingly, in schools and other institutions, GCSE is often ‘project-based’ with the student being assessed by the teacher as part of the overall scheme of assessment. This course has been prepared for people who will not be assessed in this way, but whose assessment will be *wholly in terms of examination*.

Nonetheless, in a GCSE there remains a great deal of emphasis on skills and more practical work, and you will need to develop these aspects of your study of history.

Your GCSE course responds to this situation in various ways, and will provide you with a thorough grounding in the historical skills, as well as a thorough understanding of the requirements of the examination. Firstly, each lesson contains a number of activities which will help you develop various skills. Secondly, each lesson contains reading references to parts of the textbook which you can study in the context of the lesson as a whole.

Tutor-marked Assignments

Finally, throughout the course you will find, at the end of certain lessons, tests for tutor-assessment, culminating in a final mock examination. You should send your answers to these tests and examination (but to these **only**) to your tutor.

When you have received your corrected tests from your tutor you will be sent a specimen marking scheme which will give you an indication of what an examiner is looking for and how the questions should be answered for GCSE purposes. Although these schemes may seem strange at first, they show how tutors and examiners are on the lookout for an **openness** of mind and a willingness to see beyond the documentary evidence to the wider issues involved.

Using the Internet

All students would benefit from access to the Internet. You will find a wealth of information on all the topics in your course. As

well as the AQA website (www.aqa.org.uk), you should get into the habit of checking the Oxford Open Learning site (www.ool.co.uk) where you may find news, additional resources and interactive features as time goes by. If you have not already done so, you may register for your free copy of *How to Study at Home*, our 200-page guide to home learning, or enrol on further courses. Put it on your Favourites list now!

Finally, all that remains is to say good luck with the course and enjoy your studies!

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