**How to write Essays**

You will be required to write 2 essays, each 40 minutes in time. One will be on a British topic and one on the Russian topic. There are no fixed topics so you could get 2 Liberal questions plus 1 other or any three from the 6 topics.

**How to get as many marks as possible.**

**Structure**

You can get 4 marks for the structure of the essay. This means that you must have an introduction and a conclusion. You can get **2 marks** for each of these parts of your essay.

**Introductions**

You will get up to **2 marks** for your introduction if you do 3 things.

1. You must include **the context**. That means you must set the scene by describing the “background story” of the question. In a couple of sentences describe the historical situation that the question is based on.
2. You need to give a **line of argument**. The easiest way to do this is to use the words in the question, especially the main focus of the question. So, if a question asks, “How important were fears over national security in causing the Liberal reforms of 1906 – 1914?”, a simple but effective line of argument would be to write, “*Fears over national security were partly responsible for causing the Liberal reforms, but there were several other factors that pushed the Liberals towards social reform*”.
3. You must also include **the main headings or factors** that you are going to explain in the main body of the essay. These can be done in a list or, more effectively, treated separately with one sentence on each. This shows that you understand the topic and are showing the marker what you are going to develop as part of your answer. An example based on the Liberal reform above would be*, “The other factors that influenced the Liberals were the shock and concerns raised by the reports of Booth and Rowntree into poverty in London and York, and also worries about national efficiency. They were also aware that the growing Labour Party might cause a threat and a new political idea called New Liberalism was taking hold in the party.”*

**Conclusions**

The conclusion is worth up to **2 marks** and it should be balanced.

You will get 1 mark if you summarise the information you have included in your answer. You will get 2 marks if you can make an overall relative judgement that answers the question as well as including a summary. Final Decision to be given with a reason.

Here is a way you could write it.

**In conclusion**, *there were many factors that are relevant to the question*. **On one hand**, *(summarise your information that links to one side of the question.)* **On the other hand**, (summarise opposite or different information.) **Overall**, the most important was *(make a judgement that directly answers the question set.)*

E.G. **On the one hand** the Labour government’s attack on want could be seen as successful. **On the other hand** its education policy was not so effective was extremely expensive. **On balance**, a*lthough much was done by Labour to meet the needs of the British people, they were not always successful. However what was done in such a short space of time, allowing for the problems they faced, their achievement was amazing and, if not fully successful, set up the foundations of the welfare system which now meets the needs of most British people.”*

**Main body paragraphs**

**General information on how to think about your paragraphs.**

**Take one aspect of the issue.**

* Explain why this was an important aspect of the issue.
* What evidence do you have that this was an important aspect?
* Why might some people think this was not such an important aspect?
* How strongly does the evidence support this aspect as being important?
* How convincing do you think the argument is for this aspect as being important?

**Now do the same for each of the other aspects of the issue in turn.**

**How do these different aspects relate to each other?**

Think about:

* Linking aspects - does one aspect arise because of another role? Does one aspect influence another?
* Did one aspect of the issue cause problems in a different aspect?
* How have different people interpreted these aspects?
* What order of importance would you place these aspects in?
* Why do you think they should be in this order?

**Use of Evidence**

You will get up to **6 marks** for using accurate and detailed knowledge. To gain these marks the evidence must be relevant to the issue in question, developed by providing additional detail and used to respond to the demands of the question (i.e. explain, analyse etc.) they must show your relevant knowledge as you construct an answer to the main question. Marks cannot be given for evidence which does not back up an argument; in other words, you will not get marks simply for including “correct” information. For example in an essay about votes for women, you are unlikely to get a mark for writing that the WSPU was formed by Emmeline Pankhurst in 1903. **So What?** Always remember to make clear why you have included some information – what point are you leading up to making? The Liberals passed the Provision of Meals Act in 1906 **which meant that 14 million children were being fed by 1914 from 1 million in 1906.**

**Analysis**

Up to 6 marks can be awarded for analysis of the issues raised. To gain these marks in Assessment essays you need to show how the terms of Acts caused the success or failure of the policy rather than just list the terms of the Act. **Analysis marks can be given at 2 levels**. If analysis is given at the level of comments which relate to individual factors only a maximum of **4 marks** will be awarded.

Up to **6** **marks** can be awarded if each comment analyses the factor in terms of the question. This means that instead of just breaking the terms of the Act down, you need to refer back to the question and other factors and pinpoint how your analysis of the factor helps answer the question asked or interacts with other factors.

**Examples of straightforward analysis that can gain 4 marks.**

**Basic analysis (4 marks maximum)**

You will get 4 marks if you make **basic comments** about the information you have included that are relevant to the question. At this basic but effective level, after you have included a factual detail you could write, “*This is important because ….”* That way you cannot avoid using your knowledge to make a judgement about the information.

For example if a question asked “*To what extent was propaganda important to the Bolsheviks before the November Revolution*”, you could write a simple comment that, *“Propaganda, such as the slogans “Peace Bread Land and all power to the Soviet was important because it persuaded many people that only the Bolsheviks were going to take action on these issues*.” That is a simple comment about propaganda. You mentioned Peace Bread Land and you used the word “**because**” to give a reason why it was important. By doing this you have made a basic analysis comment.

**Write this sort of comment at least 4 times in your essay to gain 4 marks.**

**Developed Analysis (2 marks maximum)**

You can get 2 more marks if you **link your comments directly to the factor** you are writing about.

To follow on from the example above about propaganda in the November revolution, you could continue by writing, “*By showing the faults in the Provisional Government this made the various groups of people more dissatisfied with the efforts of the Government; this was vital in the Bolsheviks attempts to gain control of Russia.”*  The phrase *this was vital in the Bolsheviks attempts to gain control of Russia* is what gains you the marks here because you have linked your comments to the main question.

**This is a developed comment. You will get 1 mark for each developed comment and if you do it at least twice in your answer you will get 2 extra marks for analysis, making a total possible of 6 marks for analysis.**

**Examples of stems to set up these arguments could be:-**

To gain these marks in Reasons essays you need to show how the issue identified caused a change in the thinking of the Government rather than just note the issue.

*Eg. The issue of National Security was shown up in the Boer War. This suggested that our ability to protect the Empire in time of war was at risk as we just won after 3 years. This was all blamed on the quality of the troops and showed that if we got involved in another war the quality of our soldiers would have to be better to help us win.*

Analysis marks are given when you can show your knowledge and understanding to identify relevant factors or explore links between different parts of the issue, its relationship with the whole question or its relative importance to the issue compared to other issues.

Establishing contradiction or inconsistencies within factors.

*“While the Act was successful in feeding 11 million children by 1914, it was limited by the fact it was voluntary and more children could have been helped had it been compulsory.”*

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Establishing contradictions or inconsistencies between factors.

*“While women’s war work helped them to gain a sense of independence, towards the end of the war the need to leave jobs for returning soldiers suggested that this would be a temporary situation.”*

Establishing similarities and consistencies between factors.

*“In much the same way as the insurance principle was used in the National Insurance Act (Part 1) for ill people, unemployed people were treated a similar way in Part 2 of the Act.*

Establishing links between factors.

*“The realisation that poverty was a national problem led to the fear that if the Liberal Party did nothing, people would move their votes to the Labour Party.”*

Exploring different interpretations of these factors.

*“Some people have considered the reasons for the Liberal Reforms to be mainly based on the Surveys of Booth and Rowntree who showed in a statistical fashion the extent of poverty in Britain while others believe it had more to do with fears of Britain losing its position as a world power.”*

An assessment of how successful the Liberals were in solving the problems of poverty.

*The National Insurance Act (Part 1) introduced an Insurance scheme to cover wage earners if they became ill. This was important because it sidestepped the hated Poor Law and made help a right rather than a privilege for the people covered.*

Evaluation of the reasons why the Liberals introduced social reform of 1906 to 1914.

*Rowntree’s investigation (was important) revealed unsuspected levels of poverty in York. If a small town like York had similar levels of poverty as London then poverty was a national problem.*

*OR*

*The report by Charles Booth in London provided statistical facts showing that poverty had causes beyond the control of the poor themselves. This was important as many politicians realised that a laissez-faire attitude was no longer acceptable.*

An evaluation of the reasons why women won greater political equality by 1928.

*The Suffragists used peaceful methods such as petitions, public meetings and sending letters to Members of Parliament. This was important as it led to MPs putting forward Bills to give women the vote.*

*OR*

*Militant actions such as the smashing of shop windows and the suicide of Emily Wilding Davison were important in keeping the cause in the headlines and demonstrating how determined women were to achieve the vote*

**Examples of analysis which link factors back to the question and/or explore the relationship/link between factors that can gain up to 6 marks.**

An evaluation of the reasons why women won greater political equality by 1928.

***Although*** *the suffragists claimed that over half of the Members of Parliament had told them individually that they favoured votes for women, none of the private Bills of the 1880s and 1890s had succeeded in granting women the vote.*

*OR*

***Valuable though publicity was****, some argued that the campaign of violence was actually damaging the cause by giving the impression that the militant suffragettes were irresponsible and so did not deserve the vote.*

Evaluation of the reasons why the Liberals introduced social reform of 1906 to 1914.

*The shock of the Boer War and the realisation that our trading position had been drifting for years led to a realisation that the quality of our workers needed to be improved.*

Evaluation of the reasons why the Liberals introduced social reform of 1906 to 1914.

*The surveys of Booth and Rowntree were important as they forced the government to realise the scale and extent of the problem. As these surveys were done in a statistical manner the government could not discredit them. The fears of losing votes to Labour and worry of losing their position as a world power were also a spur to increasing social reform.*

**Examples of paragraphs using evidence in context.**

To what extent did the Liberal Reforms of 1906 to 1914 make a significant improvement to the lives of the British people?

*The Liberal government tried to improve the lives of the elderly by introducing old age pensions in 1908. The Old Age Pensions Act gave a pension of 5 shillings a week to single people over 70 and 7s 6d to married couples.* ***(Knowledge used to support a factor)*** *The Old Age Pensions Act was important as it helped many poor people who before would have had to work until they died, or who would have had to rely on the support of their families.* ***(Straight forward analysis – 4)***

*However many elderly people were excluded from claiming pensions because they did not meet the strict qualification rules.* *In addition the old age pensions only covered people over 70 which meant that many old people got nothing at all. Therefore this (evidence) shows that the Liberals did not significantly improve the lives of the elderly in Britain.* ***(Evaluation of an individual factor)***

*The Liberal government tried to improve the lives of the elderly by introducing old age pensions in 1908. The Old Age Pensions Act gave a pension of 5 shillings a week to single people over 70 and 7s 6d to married couples.* ***(Knowledge used to support a factor)*** *While the pensions provided by the Liberal Government were below what Rowntree considered to be the minimum necessary for someone to remain above the “poverty line”, the Old Age Pensions Act helped many poor people who before would have had to work until they died, or would have had to rely on the support of their families.* ***(analysis - example of contradiction or inconsistencies within factors – Analysis 6)***

*However many elderly people were excluded from claiming pensions because they did not meet the strict qualification rules.* *In addition the old age pensions only covered people over 70 which meant that many old people got nothing at all. Therefore this (evidence) shows that the Liberals did not significantly improve the lives of the elderly in Britain.* ***(Evaluation of an individual factor)***

**Analysis and evaluation**

In total there are **10 marks** for this part of your answer. THAT MEANS THAT HALF YOUR MARKS IN EACH ESSAY COMES FROM YOUR ANALYSIS AND EVALUATION. There are three different things to do to build up your marks.

1. **Comment** on your information. – **4 marks**.
2. **Link** your comments to the main point or factor you are explaining – **2 marks**.
3. **Evaluate** by making a judgement about the main question based on the importance of the factors, or show different opinions or interpretations linked to the main question – **4 marks**

**Evaluation (4 marks maximum)**

You will get up to 4 marks for evaluating your information in terms of the question. Evaluation means to make a judgement from the evidence presented and to explain how you came by that judgement. There are up to 4 marks available for evaluations making a judgement based on evidence. These marks are awarded for developing a line of argument which makes a judgement on the issue and explains the basis on which the judgement was based. The argument should be presented in a balanced way making evaluative comments which make judgements on individual factors and can use counter arguments or alternative interpretations to build a case.

In other words evaluation is the **judgements** you make about the importance of the main **FACTORS** in terms of the main question rather than just commenting on the factual details you include about each individual factor.

***Evaluation involves making a judgement based on criteria.***

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| Evaluation | 4 | 0  0 marks  No evidence  of an overall judgement  being made | 1 mark for an isolated evaluative comment on an individual factor that recognises the topic of the question | 2 marks for making isolated evaluative comments on different  factors that recognise the topic of the question | 3 marks for connecting  evaluative comments to build a line of argument that recognises the issue | 4 marks for connecting evaluative comments to build a line of argument focused on the terms of the question |

Evaluation involves

* Evaluative comments (judgements) showing how well the factors address the question or issue.
* Developing a line of argument with a judgement on the issue along with reasons.
* Counter arguments and alternative interpretations to help build the line of argument.

Up to **2 marks** can be given for comments on individual factors.

Up to **3 or 4 marks** can be given if the judgements are linked to create a coherent line of argument.

**Examples of ways to demonstrate evaluation**

The extent the factor is supported by evidence.

*“The evidence that school meals increased by 11 million in 8 years shows that the Provision of Meals Act had a significant effect on the health of the affected children.”*

The relevant importance of factors.

*“The fact that the NUWSS membership increased massively between 1912 and 1914 while the WSPU membership decreased shows that many people who still agreed with the idea of women’s suffrage were unimpressed with the violent tactics of the latter group.”*

*Due to the reports of Booth and Rowntree there was genuine recognition that social improvement was necessary. However, probably more significant was the need for a fit working class for economic and military reasons.*

After arguing the National Security section and National Efficiency issue make a judgement on the relative importance of each by referring back to the question.

*The Boer War provided the shock which showed the creeping loss of power that had been happening in British industry for some time.*

Counter-arguments including possible alternative interpretations.

*“One factor in favour of the WSPU was that they broke the public silence about the issue of women’s votes, however, as most of the publicity was negative this did not really help their case.”*

*While some historians argue that the government could not refuse to grant voting rights to women because they had contributed so much to the war effort, other historians believe the war may in fact have delayed the vote as women were already winning new rights before 1914.*

The overall impact or significance of the factors when taken together.

*“While each of these factors individually may have had little effect on its own, when they are taken together they became extremely important.”*

The importance of factors in relation to the context.

*“Given the severity of the winter of 1948, the reforms of the Labour Government between 1945 and 1951 were more successful than they first appeared.”*

*Despite lacking experience of government and despite facing serious economic problems in the immediate post war years the Labour government was successful in introducing a comprehensive system of social security.*

By referring back to propaganda in the November Revolution question used brfore, if you can suggest that, while propaganda was important, there were other more important ways the Bolsheviks gained power, then that is evaluation of the factors.

You could also weigh up the importance of propaganda by mentioning the negative side which suggests that it was not such an important reason in gaining control of Russia. For example, you could *write “While propaganda was important in persuading many Russians of the merits of the Bolsheviks, others who were not sympathetic were more interested in the genuine failure of the Government to gain peace.”*

In this example two main factors – propaganda and the war have been matched together and an evaluation of their importance has been made.

**If you do this 4 times in your essay you will get 4 marks for evaluation.**

**Examples of paragraphs with evaluation in context.**

The Labour Government of 1945 – 51 met the needs of the people “from the cradle to the grave”. How valid is this view?

*In order to meet the peoples’ health needs “from the cradle to the grave”, the Labour Government introduced the National Health Service which entitled everybody to prescriptions, glasses, dental care and access to a range of welfare services.* ***(knowledge used to support a factor)*** *However the historian Correlli Barnett has suggested that, despite its popularity, the NHS was not a success. Barnett believes that the huge cost of the NHS would have been better spent on modernising British industry. The wealth created could then have financed the NHS and paid for even more welfare reforms.* ***(analysis – example of different interpretations of a factor Analysis 6)***

***As a consequence of*** *the enormous expense of the NHS, there were less funds available to support the needs of other people in other areas such as housing.* ***(analysis of relationship between factors/ link to the question – taking comment towards analysis 6)***

***However, taking into account*** *the universal access and the comprehensive provisions and taking into account the post war hardships, in the area of health, the Labour Government did meet the needs of the people “from the cradle to the grave”.* ***(evaluation of an individual factor which recognises the question)***

*Emmeline Pankhurst established the Suffragettes (WSPU), in 1903 with the motto “Deeds not words”. The militant group were determined to gain media attention for their campaign, using methods such as chaining them to railings and even arson attacks on housing on the houses of members of the government.* ***(Knowledge)*** *This was important because it gained publicity for the WSPU. Despite breaking the law, the newspapers took notice and the Suffragettes had achieved their first objective – publicity.*

*Even after being arrested Suffragettes would go on hunger strike in prison as a form of protest. However, the publicity was not always positive and it made it easier for women to be branded as as unfit for the vote and therefore politicians used this argument as an example of how women could not be trusted with the vote before 1918. (****analysis 6)*** *Historical opinion suggests that the Suffragette cause pushed the Liberal Government, at the time, to discuss women’s right to vote and without them it would not have been considered. Therefore it is clear the Suffragettes were very important in encouraging the right to vote. Although it should be remembered they did little to change government opinion. Despite the fact the different suffrage organisations (WSPU/NUWSS) were looking to gain the same result; votes for women, their differing methods and motives diluted their impact on gaining the vote. (****evaluation)***

**To summarise**

* **Structure** is made up of your introduction and conclusion and is worth 4 marks.
* **Knowledge** is made up of relevant and accurate details and is worth 6 marks.
* **Analysis and Evaluation** is made up of basic comments worth 4 marks, developed comments worth another 2 marks, and evaluation worth 4 marks, making a total of 10 marks for this part of your paper.