

Examiner's Specific Advice

In the examination you have to write two essays in 1 hour 30 minutes. It is vital to plan your use of time to ensure that you complete both essays. An equal amount of time should be spent on each essay so that all of the key points are covered in a logical, well-structured and cogent manner.

The ability to meet the assessment objectives for this Unit is crucial if high marks are to be obtained. With this in mind, you should spend about 5 minutes on planning each response. The assessment objectives demand that you demonstrate a good level of knowledge and understanding of the study topic. In particular, you should be able to:

- recall, select and use historical knowledge appropriately and communicate knowledge and understanding of history in a clear and effective manner
- demonstrate your understanding of the past through explanation, analysis and supported judgements of
 - a) key concepts such as causation, consequence, change and continuity
 - b) relationships between key features of the periods studied.

Careful planning helps maintain focus on the assessment objectives and, therefore, aids the maintenance of relevance. Also, effective planning allows concepts to be handled more easily. For example, a mind map or spider diagram plan for an answer to a question on the reasons for the outcome of the 1964 General Election would allow you to see the links between causal factors before arriving at a judgement about the relative importance of these factors.

The exemplar essays are answers to the type of question set by examiners on one of the key issue areas from Study Topic 6: Post-war Britain 1951–94. The question focuses on the concept of causation and demands that a judgement is made about the relative importance of the reasons for Labour's victory. A good answer is likely to compare the strengths of the Labour party with the weaknesses of the opposition. With such a question, you should avoid describing how Labour achieved victory as such an approach is unlikely to provide a mark beyond the middling levels.

Exemplar Question

Assess the reasons for the Labour party victory in the 1964 General Election.

[50 marks]

[Click here for a Chronology relating to this topic](#)

Examiner's Exemplar Plan and Essay 1

Plan

- Introduction: Result of the election
- Britain's economic problems
- Conservative party leadership
- Labour party leadership
- Scandals
- Conclusion

The General Election of October 1964 resulted in a win for the Labour party by 13 seats. This ended what Harold Wilson, the Labour party leader, called '13 wasted years' of Conservative rule. The reasons for Labour's victory included Wilson's strengths as party leader and weaknesses of the Conservative party (1).

(1) A general introduction that sets the scene and gives a hint at how the answer is to be structured.

One reason why Labour won was that they promised to sort out Britain's economic problems. By the early 1960s there was a balance of payments deficit, high inflation and growing unemployment. The Conservative Chancellor of the Exchequer, Selwyn Lloyd, attempted to deal with the problems by setting up a National Economic Development Council and National Incomes Commission but these failed. In 1962, therefore, Lloyd was replaced by Reginald Maudling. He was just as unsuccessful and by the time of the October election of 1964 Britain was in debt to the tune of £750 million (2).

(2) The paragraph focuses on the explanation of a key factor but a number of comments need developing.

A second main reason for Labour's victory was that the Conservative party leadership was in disarray after the resignation in October 1963 of Harold 'Supermac' Macmillan. Macmillan had been given a good deal of credit by the general public for helping Britain become prosperous during the 1950s. He was considered to be a forward looking Prime Minister who would 'get things done' and who would help raise living standards in Britain. He refused to cut public expenditure when inflation started to increase and he also reduced taxes, which made the people happy. However, his generous policies led to long-term economic problems. In October 1963 Macmillan became ill and was forced to resign. There were four candidates to take his place: Maudling, Lord Hailsham, Rab Butler and Lord Home. All had their strengths and weaknesses but Home was chosen as, compared with the others, he was considered to be a solid dependable character who remained calm under pressure. This was a crucial decision as Home was largely unknown amongst Conservative party

(3) There is some drift in this paragraph to describing rather than assessing the importance of issues relating to Conservative

supporters and was not the most popular choice with all of the Conservative politicians. (3).

Another reason for Labour's victory was that they overcame divisions in the party between the Bevanites and the Gateskellites and had chosen a new charismatic leader called Harold Wilson. By 1963 Wilson had started to promise practical solutions to Britain's economic problems and emphasised the need for modernisation to occur. He talked about the need for heavy investment in new technology and scientific research to create what he called 'the white heat of the technological revolution'. The electorate was obviously impressed by this fresh, exciting vision of Britain's future and with the promise of accelerating economic growth. On top of this Wilson showed skill in arguing how the Conservatives had wasted 13 years of rule. Inflation, unemployment and Britain's rising debts were highlighted as economic evils which had been allowed to take hold by incompetent Conservative politicians (4).

A final reason for Labour's victory was that they did not face the same political scandals as the Conservatives. In particular, the Profumo Affair of March to June 1963 damaged the image of the Conservative party. John Profumo, the Minister for War, was revealed to be having a relationship with a London-based prostitute called Christine Keeler. The prostitute was also seeing a Soviet military official called Captain Ivanov. It was obvious that Profumo's behaviour had created a security risk. Profumo initially claimed that he had ended the affair with Keeler in 1961 and this was accepted, without any investigation, by the Conservative leadership. Under pressure from the media, Profumo eventually admitted, in June 1963, his guilt to the Conservative Chief Whip. The result was that Profumo's career was ruined, Macmillan's ability to rule effectively was questioned and the image of the party was tainted (5).

In conclusion, the most important reason for Labour's victory in the 1964 election was that the Conservatives had failed to deal with a range of economic problems, especially unemployment and inflation. The public were angered by this and gave their support to Labour who promised to make improvements. Linked to this was the fact that Wilson seemed to have better qualities as a leader of the country than Macmillan's successor, Alec Douglas-Home. Home did not seem to have the ability to improve the image of the party after a series of scandals and Labour took advantage of this. Overall, Labour was the party that seemed to be better equipped to tackle the problems faced by Britain (6).

Examiner's Assessment

This is a fairly typical Level III response, worth 32 (15 + 17) marks. On the plus side, there is a clear focus on the question and a range of issues are covered in a reasonably competent fashion. Accurate and relevant evidence is used and historical terminology

leadership.

(4) The answer maintains relevance by concentrating on reasons for Labour's victory but the candidate has adopted a listing approach. Links between factors and some judgement about relative importance are not in evidence.

(5) An important issue is discussed here but, again, without any assessment of relative significance.

(6) An argument is forced home here and it largely follows on from what has preceded. An attempt has been made to link factors but this needs to be done more consistently throughout the answer.

is applied appropriately. Thus, the AO1a mark is 15. The answer deals with a sensible and relevant range of factors, but little attempt is made to consider how they are linked and/or to assess their relative importance. The AO1b mark is therefore 17.

Overall, the answer is quite well structured and reveals a decent level of knowledge and understanding about the topic. However, for a higher level mark, the candidate needs to expand on a number of issues and display greater powers of analysis and evaluation.

Examiner's Exemplar Plan and Essay 2

Plan

- Introduction – outline of argument – Labour leadership was the key factor
- Significance of election result – seats gained and extent of voting
- Labour leadership under Wilson – image, policies and party unity
- Conservative rule – economic problems, political scandals, leadership battle
- Conclusion – judgement that without strong, dynamic leadership Labour would not have been able to exploit Conservative weaknesses

The main reason for Labour's victory in 1964 was that the party was united under the strong, 'modern' leadership of Harold Wilson. The Conservatives, on the other hand, were led by an 'aristocrat', Alec Douglas-Home, who appeared to be poorly equipped to deal with the economic, social and political challenges facing Britain (7).

It is worth pointing out that Labour's victory was by a very narrow margin. Labour gained 317 seats, the Conservatives 304 seats and the Liberals 9 seats. This gave Labour a small overall majority of 4. The size of the Labour vote was roughly the same as it had been in 1959 whereas the Conservative vote had fell by between one and two million. The implication is that it was discontent with the Conservative leadership and policies rather than the appeal of a 'new' approach from Labour that determined the outcome of the election (8).

However, although there was discontent with Conservative rule this was only relative to the dynamic and modern approach adopted by the Labour leader Harold Wilson. Wilson had moved away from being a staunch 'left winger', having been a member of the Keep Left Group, leader of the Tribune Group and a close ally of the militant Nye Bevan. By the time Wilson achieved leadership of the Labour party he had moderated his views which made him more appealing to the majority of party members and the

(7) This is a solid start. It gives a clear indication of the line of argument to be adopted, although there is little contextual material included.

(8) This is an interesting piece of analysis, although it seems to contradict the argument outlined in the introduction.

electorate in general. Wilson was intellectually able, and very skilful when it came to implementing political tactics. This was coupled with what the historians Pearce and Stewart have described as a 'provincial Yorkshire upbringing allied to wit and charm' which gave Wilson 'a homely, approachable and trusting exterior'. In contrast, although Sir Alec Douglas-Home was viewed as honest and sincere, the historian Adelman points out that he also had an 'aristocratic, grouse-moor image', implying that he was out of touch with the real needs of the nation (9).

Wilson's 'modern' policies were outlined during 1963–64 in a number of stirring speeches and in the Labour party manifesto, cleverly titled *A New Britain*. Emphasis was placed on the desire for faster economic growth through centralised planning, state support for technology and science, the promotion of comprehensive education and the expansion of universities. It was at this time that Wilson coined the phrase 'the white heat of the technological revolution', which was interpreted by the population as meaning that Labour stood for progress, modernisation and, therefore, prosperity. The Conservatives, on the other hand, published their manifesto, *Prosperity with a Purpose*, which argued for retention of policies that had previously led to Macmillan claiming that the British 'had never had it so good'. Although there appeared to be many who were wooed by this, it also seemed that Labour's push to look to modern new policies to improve living standards was the more appealing (10).

Wilson also managed to maintain Labour party unity after the turbulent times of the 1950s when there had been divisions between the extreme left and moderates. However, most of the credit for this should go to Gaitskell, Wilson's predecessor. Gaitskell mended the rift between himself and Nye Bevan over issues related to Clause 4 in the party constitution and commitments to defence policy based on nuclear weapons. Thus, Wilson simply built on a platform for success that had already been established (11).

Conservative party weaknesses also help explain Labour's election victory in 1964. Labour claimed that Conservative rule since 1951 had been a period of 'thirteen wasted years'. Much of this was to do with the fact that by the early 1960s the economy was performing badly. In particular, a balance of trade deficit of £258 million in 1960 was blamed on excessive wage increases sucking in imports from other countries. Overreliance on imports had severe repercussions for home industries; production slowed and workers were made unemployed with about 800,000 people out of work by the end of 1962. The Conservatives attempted to deal with these problems through special budgetary measures, the famous 'pay pause', the establishment of the National Economic Development Council ('Neddy') and the National Incomes Commission. The main aim with all of these initiatives was to regulate pay increases but they failed with the result that the country by the end of October 1964 was in the 'red' to the sum of

(9) Links between factors are made in this paragraph. There is also impressive use of the views of historians as evidence to support key comments, although it is not necessary to know about the historiography of the topic to gain a mark in the higher levels.

(10) This is a well developed, comparative piece of evaluation. Some drift to assertion detracts from the quality of commentary.

(11) A nicely considered and balanced piece of analysis about the role of the Labour leader.

(12) This flows on well from the previous paragraph, showing partly how the Labour party was able to exploit Conservative weaknesses. There could be a bit more

£750 million (12).

The Conservatives had also struggled to deal with a number of scandals involving members of the government. Firstly, a government worker, William Vassall, was imprisoned in October 1962 for being a Russian spy. Secondly, in January 1963, the old Head of the Soviet Department of MI6, Kim Philby, defected to the Russians. However, the most damaging of the scandals was the Profumo Affair. From 1961 to 1963, John Profumo, Minister of Defence, had been liaising with a prostitute called Christine Keeler. Unfortunately for Profumo, Keeler also had a client called Captain Ivanov who was employed in the Russian embassy in London. When details of these matters leaked out in March 1963, Profumo claimed his relationship with Keeler had ended in 1961. His statement was accepted by Macmillan without any questioning and investigation. In June 1963, under intense media pressure, Profumo admitted to the chief Whip of the party that he had lied and that he had continued his relationship with Keeler. The result was that the Conservatives, and Macmillan in particular, were accused of being untrustworthy, morally corrupt and unfit to govern. In October 1963, after a bout of ill health, Macmillan decided to retire (13).

explanation about why Conservative policies failed.

(13) A rather descriptive section. The candidate needs to spell out more explicitly why the scandals were especially damaging to a party that held conservative values and beliefs.

By stepping down, Macmillan created another major headache for the Conservatives. Although he was old and his health failing, Macmillan was still considered to be a better bet to take the Conservatives successfully through the next election than those who aspired to take his place. Hailsham and Butler were two main contenders but both had personality traits that caused party members to doubt their suitability. In the end, the 'outsider' Alec Douglas-Hume was appointed as he was seen as sincere and dependable. But, as discussed earlier, he was no match for Labour's Harold Wilson. Generally, Labour, with careful utilisation of the media, skilfully exploited Conservative weaknesses. The emphasis on wasted opportunities and Conservative fear of change seemed to win over enough voters to ensure a Labour victory (14).

(14) Another good section with respect to how factors are linked. A competent ability to make an informed judgement is apparent.

In conclusion, the main reason for Labour's election victory in 1964 was that they had appointed a charismatic, politically skilled and forward looking leader. Wilson conjured up a vision for the future that would accelerate improvements in living standards and that would enhance Britain's world status. Furthermore, Wilson was able to exploit Conservative weaknesses, especially those related to their handling of the economy, scandals and party divisions over leadership. It should be noted that the most serious of economic problems during the period from 1951 to 1964 only emerged in the early 1960s. There were many voters who still associated the Conservatives with the creation of prosperity during the 1950s (hence, the relatively high number of votes polled for the Conservatives in 1964). Nevertheless, the Labour leadership gained the confidence of enough of the population to ensure they remained in power until the early 1970s (15).

(15) A strong conclusion. A balanced, thoughtful assessment is made that follows on from the main part of the essay.

Examiner's Assessment

This essay is strong on developing a clear, well-structured argument. It is well supported and covers a good range of issues. A major strength is that the focus on assessing the relative importance of factors by showing how they are linked is apparent throughout. It is worth noting that the candidate comes out strongly in favour of Labour party leadership being the most important factor. Not all would agree with this and might emphasise Conservative weaknesses. This is a good example of where candidates should not worry too much about whether there is a 'right' or 'wrong' answer to a question. The important thing to do is argue and defend a case with reference to as wide a range of evidence as possible, given the time constraints of the examination. This answer succeeds in doing that well.

The essay is clearly of Level I standard. It gets 21 marks for AO1a as it contains such a good range of material, including historiography.

For AO1b, 23 marks would be given as there is a tiny bit of drift to description in places.

Thus the overall score would be 44. This essay is worth a grade A.

[Click here for a Mark Scheme that accompanies the exemplar answer provided above](#)

[Click here for further sample Questions to test your skills](#)

[Mark Scheme]

Examiners use Mark Schemes to determine how best to categorise a candidate's essay and to ensure that the performances of thousands of candidates are marked to a high degree of consistency. Few essays fall neatly into the mark levels indicated below: some answers will be particularly well argued but offer little supporting detail; others may be factually full but poorly organised or contain few judgements. Examiners therefore seek to find the 'best fit' when applying the scheme. Each essay has a final mark based on two Assessment Objectives (AO1a and AO1b) worth 24 + 26 = 50 marks. As the standard of the two essays lies between Level I and Level IV, only the descriptors and marks for these levels have been tabulated below.

	AO1a Mark Scheme for Levels I, II, III and IV
Assessment Objectives	Recall, select and use historical knowledge appropriately, and communicate knowledge and understanding clearly and effectively
Level IA 21–24	Uses a wide range of accurate, detailed and relevant evidence. Accurate and confident use of appropriate historical terminology.

marks	Answer is clearly structured and coherent; communicates accurately and legibly.
Level IB 18–20 marks	Uses accurate, detailed and relevant evidence. Accurate use of a range of appropriate historical terminology. Answer is clearly structured and mostly coherent; writes accurately and legibly.
Level II 16–17 marks	Uses mostly accurate, detailed and relevant evidence, which demonstrates a competent command of the topic. Generally accurate use of historical terminology. Answer is structured and mostly coherent; writing is legible and communication is generally clear.
Level III 14–15 marks	Uses accurate and relevant evidence, which demonstrates some command of the topic but there may be some inaccuracy. Answer includes relevant historical terminology but this may not be extensive or always accurately used. Most of the answer is organised and structured; the answer is mostly legible and clearly communicated.
Level IV 12–13 marks	There is deployment of relevant knowledge but level/accuracy of detail will vary; there may be some evidence that is tangential or irrelevant. Some unclear and/or under-developed and/or disorganised sections; mostly satisfactory level of communication.

	AO1b Mark Scheme for Levels I, II, III and IV
Assessment Objectives	Demonstrate an understanding of the past through explanation and analysis, arriving at substantiated judgements of key concepts and of the relationships between key features of the period studied
Level IA 24–26 marks	Clear and accurate understanding of key concepts relevant to analysis and to the topic. Clear and accurate understanding of issues in their historical context. Answer is consistently and relevantly analytical with developed and substantiated explanations, some of which may be unexpected. The argument evaluates a range of relevant factors and reaches clearly substantiated judgements about relative importance and/or links.
Level IB 22–23 marks	Clear and accurate understanding of most key concepts relevant to analysis and to the topic. Clear understanding of the significance of issues in their historical context. Answer is mostly consistently and relevantly analytical with mostly developed and substantiated explanations. Substantiated judgements about relative importance of and/or

	links between factors will be made but quality of explanation in support may not be consistently high.
Level II 19–21 marks	Mostly clear and accurate understanding of many key concepts relevant to analysis and to the topic. Clear understanding of the significance of most relevant issues in their historical context. Much of the answer is relevantly analytical and substantiated with detailed evidence but there may be some description. The analysis of factors and/or issues provides some judgements about relative importance and/or linkages.
Level III 16–18 marks	Some uneven understanding of key concepts relevant to analysis and of concepts relevant to their historical context. Answers may be a mixture of analysis and explanation but also simple description of relevant material and narrative of relevant events OR answers may provide more consistent analysis but the quality will be uneven and its support often general or thin. Answer considers a number of factors but with very little evaluation of importance or linkages between factors/issues. Points made about importance or about developments in the context of the period will often be little more than assertions and descriptions.
Level IV 13–15 marks	Understanding of key concepts relevant to analysis and the topic is variable but in general is satisfactory. Limited and patchy understanding of a few relevant issues in their historical context. Answer may be largely descriptive/narratives of events and links between this and analytical comments will typically be weak or unexplained OR answers will mix passages of descriptive material with occasional explained analysis. Limited points made about importance/links or about developments in the context of the period will be little more than assertions and descriptions.

Further sample questions

- (1) Explain why the Conservatives were able to stay in power from 1951 to 1964.
- (2) How far were the declining fortunes of the Conservatives in the early 1960s due mainly to a succession of political scandals?
- (3) How far was Harold Wilson a more successful Prime Minister than James Callaghan?
- (4) 'The Labour government of 1964–70 was far less successful than that of 1974–79.' How far do you agree with this view?
- (5) How far did the Conservative party undergo radical change under the leadership of Edward Heath?

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- (6) Explain why Margaret Thatcher's domestic policies were so controversial.
- (7) 'Margaret Thatcher's economic and social policies had a largely positive impact on the welfare of the British people.' How far do you agree with this view?
- (8) Assess the reasons for the problems in Ireland to 1994.

Chronology: Key Events in *Post-war Britain, 1951–94*

1951	General election victory for the Conservatives.
1951–55	Conservatives govern under premiership of Churchill.
1952	A significant surplus on the balance of payments is achieved.
1953	<u>The end of the Korean War</u> (1).
1955	Churchill resigns and is replaced by Anthony Eden. Hugh Gaitskell takes over from Clement Atlee as leader of the Labour party.
1957	Eden resigns and is replaced by Harold Macmillan.
1959	General election victory for the Conservatives.
1961	<u>Labour party conference endorses support for NATO and a national defence policy based on the possession of nuclear armaments</u> (2).
1963	Macmillan resigns and is replaced by Sir Alec Douglas-Home. Hugh Gaitskell dies and is replaced by Harold Wilson. Philby spy scandal and Profumo Affair are revealed.
1964	General election victory for Labour.
1965	Edward Heath is elected as new leader of the Conservative party.
1966	General election victory for Labour.
1966–70	Labour governs under premiership of Wilson.
1967	<u>Criminal Justice Act, Sexual Offences Act, Abortion Act and Family Planning Act are passed</u> (3).
1968	Commonwealth Immigrations Act is passed.
1969	<u>Representation of the People Act is passed</u> (4).
1970	General election victory for the Conservatives.
1970–74	Conservatives govern under premiership of Heath.
1971	The House of Commons votes in favour of Britain joining the European Economic Community (EEC). The Industrial Relations Act is passed.
1972	<u>Strikes by miners, rail workers and dockers take place. The 'three-stage' economic policy is announced</u> (5).
1973	Energy crisis and the introduction of the 'three-day week'.
1974	Strike by miners takes place. General election victory for Labour.
1974–79	Labour governs under premiership of Wilson (until 1975) and Callaghan.
1975	Margaret Thatcher is elected as new leader of the Conservative party.
1977	<u>Lib–Lab pact is formed</u> (6).
1979	General election victory for the Conservatives.
1979–94	Conservatives govern under premiership of Thatcher (until 1990) and Major.
1980	Employment and Housing Acts are passed.
1984	<u>Trade Union Act is passed</u> (7).
1984–5	<u>Miners' Strike</u> (8).
1985	<u>Anglo-Irish Agreement</u> (9).
1986	Wapping dispute.
1988	<u>Local Government Finance Act leads to the introduction of the Community Charge ('Poll Tax')</u> (10). Education Act is passed.

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1990	London riots.
1993	<u>Downing Street declaration</u> (11).
1994	IRA and Loyalist ceasefires are announced.

(1) A war broke out in Korea in June 1950 when the communist North invaded the South. The Labour government decided to support attempts by the USA to intervene and settle the dispute in favour of the South. The war lasted until 1953 and Britain's military commitment cost in the region of £4,700 million.

(2) By 1961 Gaitskell, the Labour leader, had managed to persuade most of his party to agree to a defence policy that revolved around support for a nuclear-armed North Atlantic Treaty Organisation (NATO) defence system. This was a major achievement given that there had been rising support in the party for the Campaign for Nuclear Disarmament (CND).

(3) This legislation was characteristic of an approach designed to create a more equal, free and caring society. It partly became linked with the idea that the decade was the 'swinging sixties'.

(4) The vote was given to all over the age of 18.

(5) The 'three-stage' policy aimed to control prices and incomes using a number of specific measures that were introduced gradually. Although the policy seemed to benefit the economy in general, it was unpopular with the working classes and led to strike action.

(6) An agreement was made between the minority Labour government and the Liberal party to support each other over proposed policy and legislation to do with Europe, devolution, housing and local authorities. It lasted until the summer of 1978.

(7) This act, along with employment legislation passed in 1980 and 1982, severely restricted the power of Trade Unions.

(8) The strike was specifically about the government's decision to close in 1984 what it called twenty 'uneconomic pits'. It was more generally concerned with what union leaders such as Arthur Scargill saw as an unjust attack on the rights of ordinary working people. The strike lasted for 362 days and was characterised by a good deal of physical confrontation. The miners eventually voted (narrowly) to go back to work. By 1987, 42 coal pits had been shut down, resulting in substantial localised unemployment and disruption to mining communities.

(9) This was significant in that the agreement provided for a clear structure of involvement for Republicans in the future government of Northern Ireland. It greatly angered the Unionists led by Ian Paisley who claimed that they had been betrayed by Margaret Thatcher.

(10) The Community Charge was very unpopular as it was considered unfair. It led to the formation of an Anti-Poll Tax Association and widespread social unrest. From March 1990 to December 1991, 11 million summonses were issued for non-payment of the tax. Thatcher refused to review the system but its abandonment came not long after she left office.

(11) This built on the agreement of 1985 but was seen as being especially important for laying emphasis on the idea that unity in Northern Ireland could only come about by respecting the 'consent of the majority of the people of Northern Ireland'. It laid the path for peaceful negotiations to end decades of violent conflict.

Teaching Activities

Try the following with your students:

1. Get students to plan any one of the additional questions using first a linear approach and then a mind map. They should then compare the strengths and weaknesses of each approach. Hopefully, they will come to realise that mind mapping will allow them to produce a more analytical, evaluative, focused and balanced response.
2. Ask students to write an answer to any one of the additional questions in just two sentences. This will get them to think about how to arrive at a solid but balanced judgement concerning a specific historical problem.
3. Ask students to write a question-specific mark scheme for any of the additional questions. They should do this by using their own knowledge, the Chronology and the generic mark scheme.
4. Provide students with one paragraph to an answer to one of the additional questions. Tell them that a typical paragraph should:
 - a) make a specific **point**
 - b) **explain** the point
 - c) contain **supporting material** for the explanation
 - d) contain **evaluation** of supporting material if appropriate
 - e) finish with a sentence that forms a **link** to the next paragraph.Ask students to deconstruct the prewritten paragraph by identifying the different components outlined above. Numbers, letters and/or different colours (to underline/identify key words and sentences) can be used to do this.

Resources

- P. Adelman, *Britain: Domestic Politics 1934–64* (Hodder and Stoughton, 1994)
I.A. Cawood, *Britain in the Twentieth Century* (Routledge, 2003)
P. Clarke, *Hope and Glory: Britain, 1900–2000* (Penguin, 2003)
P. Hennessy, *Muddling Through: Power, Politics and the Quality of Government in Post-war Britain* (Weidenfield and Nicholson, 1996)
P. Hennessy, *The Prime Minister: The Job and Its Holders Since 1945* (Penguin, 2001)
M. Lynch, *Britain 1945–2007* (Hodder Education, 2008)
H. Patterson, *Ireland Since 1939: the Persistence of Conflict* (Penguin, 2007)
M. Pearce and G. Stewart, *British Political History, 1867–2001: Democracy and Decline* (Routledge, 2001)
A. Sked and C. Cook, *Post-war Britain: A Political History, 1945–92* (Penguin, 1993)
S. Wichert, *Northern Ireland Since 1945* (Longman, 1999)

Weblinks

www.britannia.com/gov/primes/prime47.html

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http://news.bbc.co.uk/1/hi/special_report/1999/02/99/e-cyclopedia/325857.stm
www.conservatives.com/People/The_History_of_the_Conservatives.aspx
www.labour.org.uk/history_of_the_labour_party
www.keele.ac.uk/depts/por/ukbase.htm