

# MS COSTA'S SUPPORT & ENRICHMENT BOOKLET - PAPER 1 – SECTION C

Support, resources and guidance material for your A Level

**L. O. -** Helping you have an enriched understanding of the period you are studying and to help you further in writing your exam answers for your Section C of Paper 1



**Option 1F – In Search of the American Dream:  
the USA, c1917 – 1996. SECTION C**

**Historical interpretations –  
What impact did the Reagan presidency  
(1981-89) have on the USA in the years 1981-96?**

- The effect of Reagan's economic policies.
- The extent to which 'big government' was reduced.
- The nature and extent of social change.
- The extent to which the presidency and US politics were revitalised.



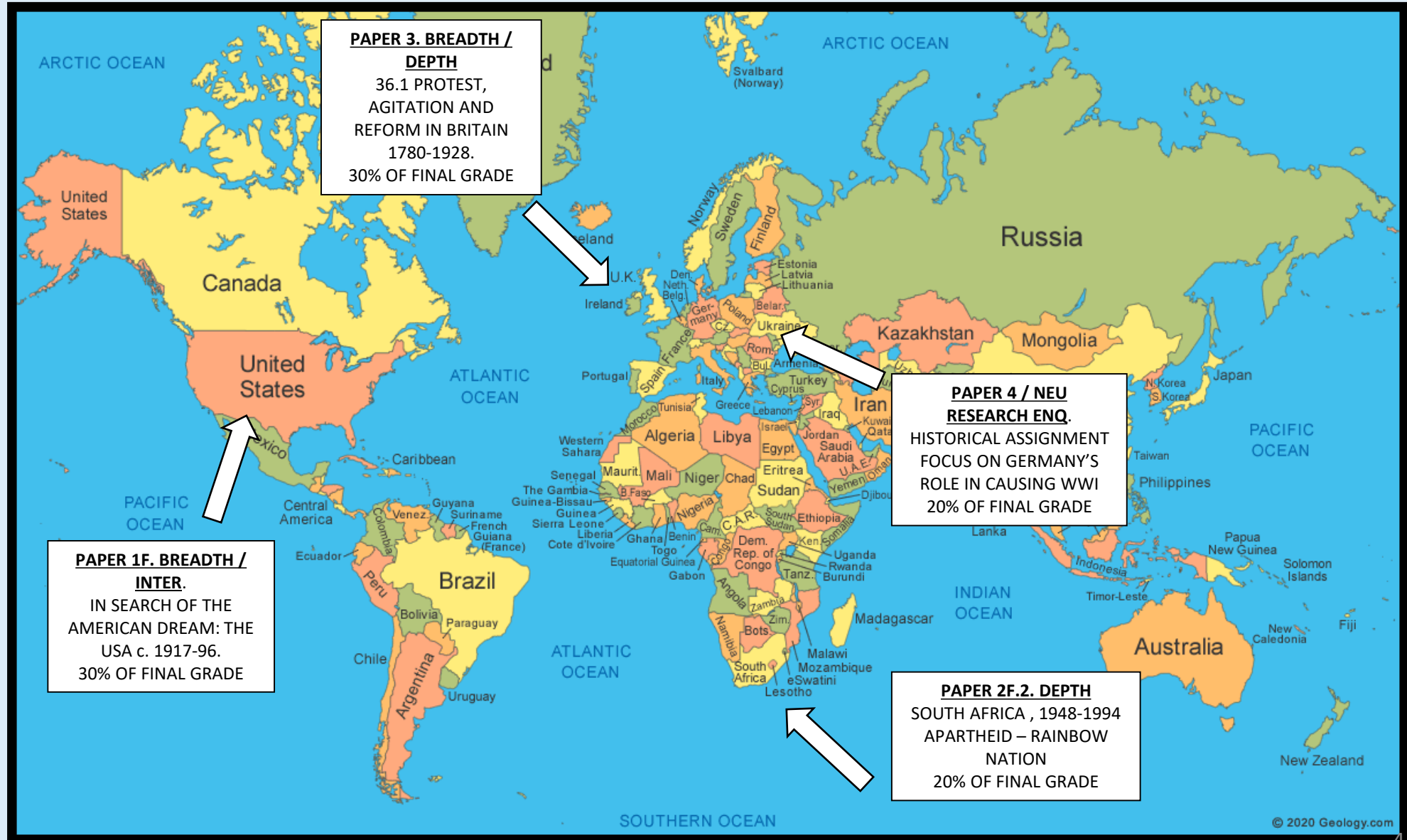


# OVERVIEW OF YOUR A LEVEL EXAMS

YEAR 12	<b><u>PAPER 3. BREADTH / DEPTH</u></b> PROTEST, AGITATION AND REFORM IN BRITAIN 1780-1928 (LD)	<u>30%</u> SUMMER EXAM YR 13. 2 hr 15 mins
YEAR 12	<b><u>PAPER 2F.2. DEPTH</u></b> SOUTH AFRICA , 1948-1994 APARTHEID – RAINBOW NATION (CA)	<u>20%</u> SUMMER EXAM YR 13. 1 hr 30 mins
YEAR 13	<b><u>PAPER 1F. BREADTH / INTER.</u></b> IN SEARCH OF THE AMERICAN DREAM: THE USA c. 1917-96 (LD / CA)	<u>30%</u> SUMMER EXAM YR 13. 2 hr 15 mins
YEAR 13	<b><u>PAPER 4 / RESEARCH ENQ.</u></b> <b><u>HISTORICAL ASSIGNMENT</u></b> (CA)	<u>20%</u> COURSE WORK YEAR 13

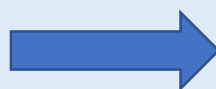


## ZOOMING IN ON THE CONTENT – GEOGRAPHICAL OVERVIEW OF YOUR HISTORY A LEVEL @ ECSfG





# THIS PAPER PAPER 1

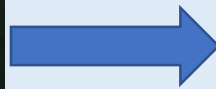


## Breakdown of Assessment Objectives

Paper/component	Assessment Objectives			Total for all Assessment Objectives
	A01	A02	A03	
Paper 1: Breadth study with interpretations	20%	–	10%	30%
Paper 2: Depth study	10%	10%	–	20%
Paper 3: Themes in breadth with aspects in depth	20%	10%	–	30%
Coursework	5%	–	15%	20%
<b>Total for this qualification</b>	<b>55%</b>	<b>20%</b>	<b>25%</b>	<b>100%</b>

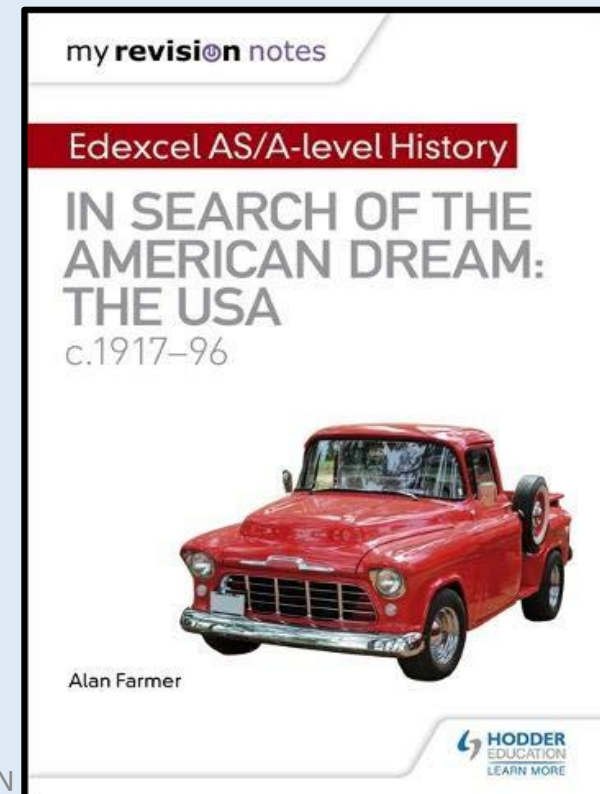
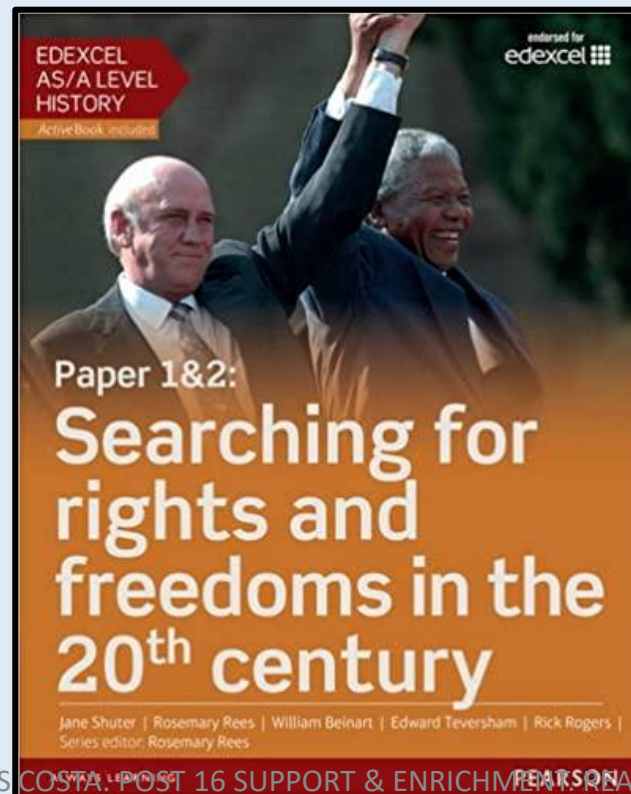
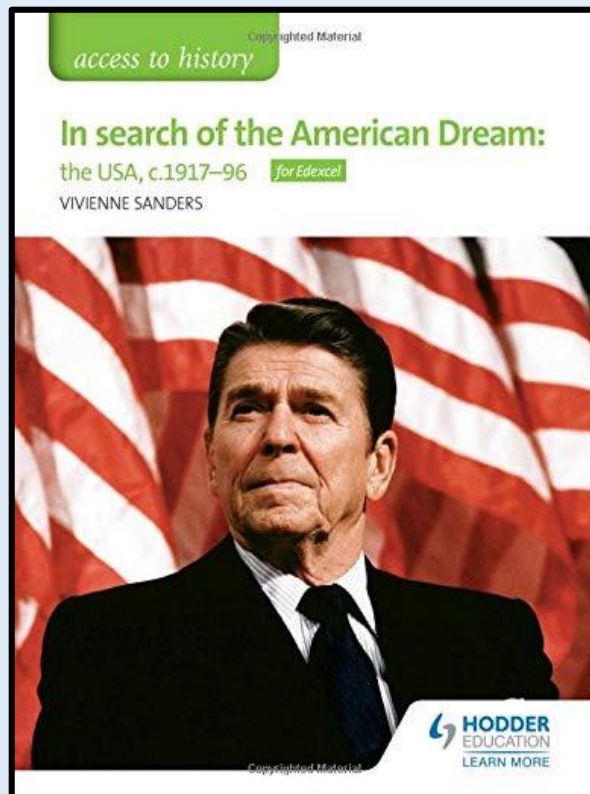
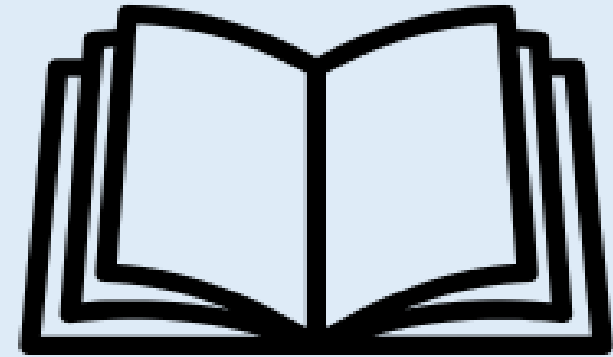
## Assessment Objectives and weightings

Students must:		% in GCE
<b>A01</b>	Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance	55
<b>A02</b>	Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context	20
<b>A03</b>	Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted	25
<b>Total</b>		<b>100%</b>



## Resources

The textbooks we are using for our lessons, resources and activities will be based on these three main textbooks





# Useful websites

<https://www.reaganfoundation.org/>

<https://www.reaganlibrary.gov/>

<https://www.history.com/topics/us-presidents/ronald-reagan>

<https://www.archives.gov/presidential-libraries>

<https://governors.library.ca.gov/33-Reagan.html>

<https://www.whitehousehistory.org/>

<https://www.whitehouse.gov/about-the-white-house/presidents/ronald-reagan/>

<https://www.whitehousehistory.org/search?q=Ronald+Reagan>

<https://history.house.gov/>

<https://www.senate.gov/>

<https://www.britannica.com/biography/Ronald-Reagan>

<https://www.biography.com/us-president/ronald-reagan>

[https://www.bbc.co.uk/programmes/topics/Ronald Reagan](https://www.bbc.co.uk/programmes/topics/Ronald_Reagan)

<https://www.bbc.co.uk/programmes/p00glwwk>



## For podcasts

<https://www.washingtonpost.com/podcasts/presidential/>

[https://twitter.com/presidential\\_wp?lang=en](https://twitter.com/presidential_wp?lang=en)

[https://twitter.com/lily\\_cunningham](https://twitter.com/lily_cunningham)



<https://www.smu.edu/Dedman/Research/Institutes-and-Centers/center-for-presidential-history>





## Top tips for History A Level @ ECSfG with Ms Costa

**1. Read for a *purpose*** – you do not need to read every word. You are skimming and scanning for the information you need to answer the question / fill in the tables. You could try:

- Top and tail - most paragraphs start and end with statements; if you are an expert on the examples and the topic (and you are just after the author's opinion).
- Skim and scan for the key details *you* need.

**2. Take notes *actively*** – make sure you are processing the information by writing it down as a:

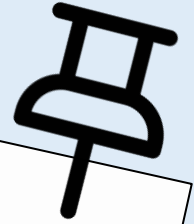
- Flow chart
- Spider diagram
- Comparison grid
- Mind maps
- Timelines
- Test yourself
- Create your flashcards as you go along
- Get family and friends to quiz you

**3. Highlighting without taking notes = colouring in.**

**4. Highlighting a whole paragraph is meaningless** – look for specific words / phrases / quotes / themes / names. Have a specific purpose

**5. Use your working time *effectively*.**

- You cannot watch TV at the same time – it will not go in. You are *multi-failing*.
- Try not to listen to music when doing your work
- Be time-efficient and do not waste time on things you DO NOT need to do.
- Do NOT rush any of your work. It shows, so plan ahead



**How to revise for A Level History @ ECSfG**


*"Fortune favours the prepared mind" Louis Pasteur*

**The 'big picture' activities**

- Be sure you are confident on the overview of the Key Topic/s before you start revising the specific historic / factual details
- Create a timeline with the key events of the topic in. *Can you do this from memory?*
- Map out what you can remember about a topic. Then check this against your Key Topic s/d

**Self-testing**

- Recall information using targeted questions
- Regularly review your spider diagrams across *all across* all Key Topics.
- Create flash cards to condense your notes
- Break it all down, in stages
- Get someone to test you or cover up the answers yourself, if looking at the answer, *do you know what the question is?*
- Use the Leitner method to ensure you use them effectively



- In this method flashcards are sorted into groups / days of revision according to how well you know each one. You will recall an event / individual written on a flashcard. If you are accurate, you place the flashcard to the next group. If you are not accurate, you place the flashcard to the back to the first group. Each succeeding group has a longer period of time before you revisit the cards again.
- Can also use the Q&A format. Q on one side, answer on the other
- **Revision should be spaced out, not crammed in**
- Create a glossary. *Can you recall key terminology?*
- Create a list of key individuals. *Can you recall all the specific people and their roles? Can you determine their links / connections to each other & the events?*
- Colour code the themes
- Rank the order of importance
- **Focus on the areas you need to improve, not the areas you are already good at**

✓

✗



# *Historiography - interpretations*

## PAPER 1 - CONTENT

L1

1. The changing political environment, 1917-80

2. The quest for Civil Rights, 1917- 80

**SECTIONS A & B**

3. Society and culture in change, 1917-80

4. The changing quality of life, 1917-80

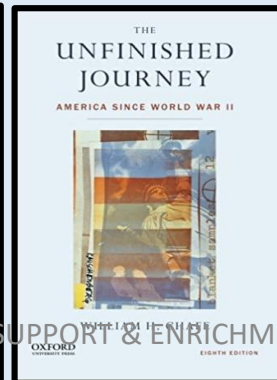
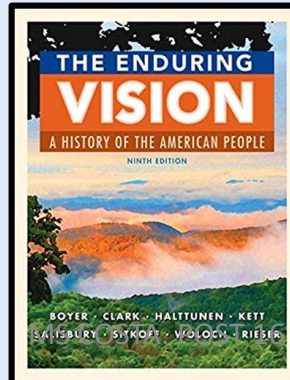
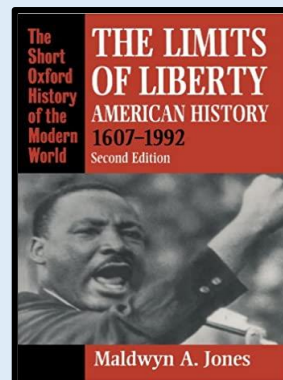
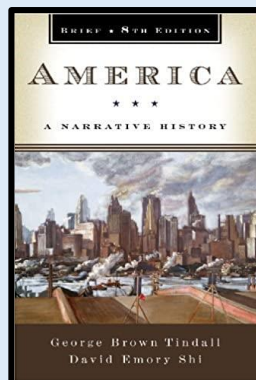
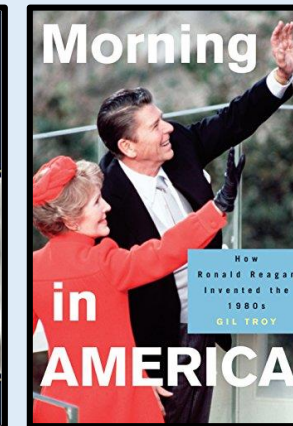
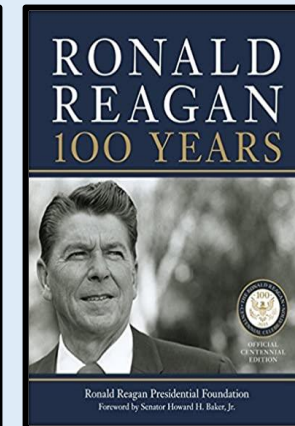
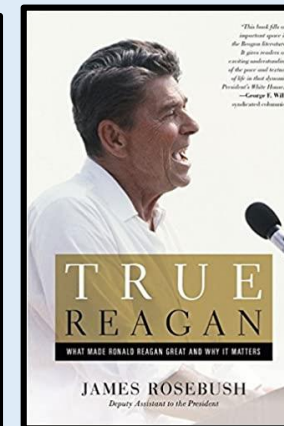
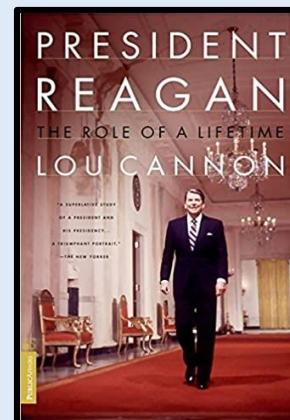
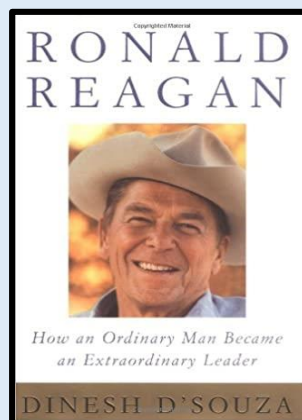
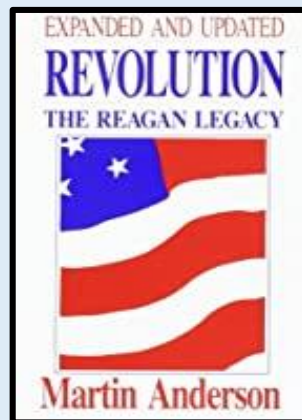
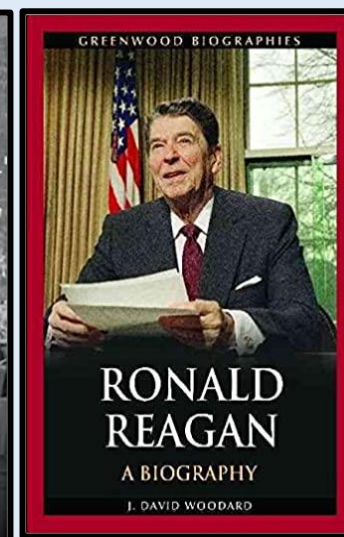
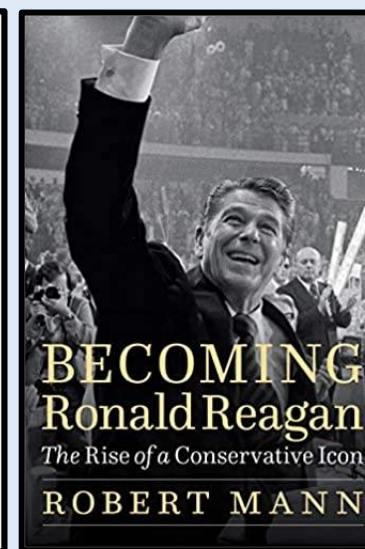
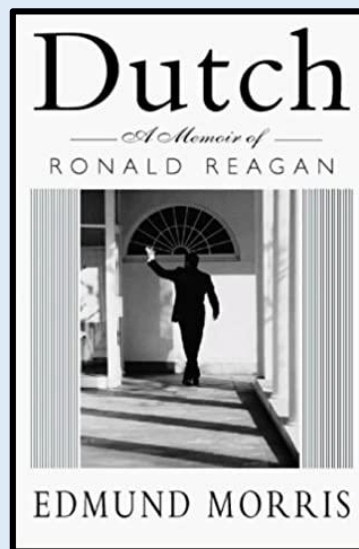
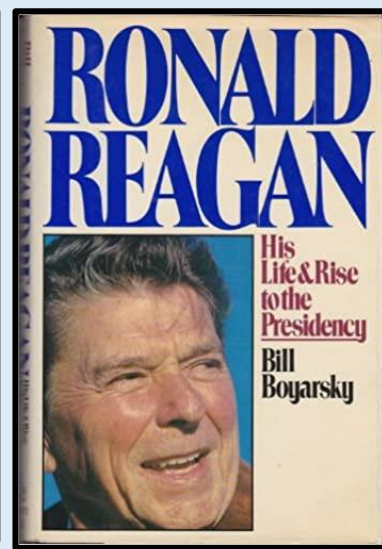
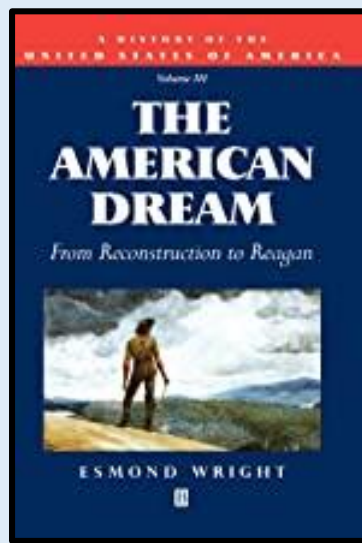
## PAPER 1 – PART C. CONTENT

L1

*Historical interpretations –*  
***What impact did the Reagan presidency (1981-89) have on the USA in the years 1981-96?***

- The effect of Reagan's economic policies.
- The extent to which 'big government' was reduced.
- The nature and extent of social change.
- The extent to which the presidency and US politics were revitalised.

# History



A selection of *Historiography* on Reagan and his impact. All available online through Amazon, Kindle, Audible Books UK, Waterstones, Google Play Books, amongst many other sites



## Understanding the historical context Jimmy Carter: Rock & Roll President

NETFLIX



### Jimmy Carter: Rock & Roll President | Official Trailer

Expanding your historical / contextual understanding of the period. 2 mins

<https://www.youtube.com/watch?v=AfFF-PP78iA>

All available on YouTube



## Deepening your understanding of President Reagan as a leader

Historical interpretations – What impact did the Reagan presidency (1981-89) have on the USA in the years 1981-96?

- The effect of Reagan's economic policies.
- The extent to which 'big government' was reduced.
- The nature and extent of social change.
- The extent to which the presidency and US politics were revitalised



## The Century: America's Time - 1981-1989: A New World



<https://www.youtube.com/watch?v=RNwrhgFrqSU>



The Century: America's Time - 1981-1989: A New World



<https://www.youtube.com/watch?v=mknngSzXYDE>

The best of Ronald Reagan - Full Documentary - 2019

All available on YouTube



### Deepening your understanding of President Reagan as a leader

**Historical interpretations – What impact did the Reagan presidency (1981-89) have on the USA in the years 1981-96?**

- The effect of Reagan's economic policies.
- The extent to which 'big government' was reduced.
- The nature and extent of social change.
- The extent to which the presidency and US politics were revitalised





<https://www.washingtonpost.com/graphics/business/podcasts/presidential/>



The Washington Post  
Democracy Dies in Darkness

Listen Sign In

Podcasts

# ★ PRESIDENTIAL ★

In 45 chronological episodes, the "Presidential" podcast takes listeners on an epic historical journey through the personality and legacy of each of the American presidents. Created and hosted by Washington Post reporter Lillian Cunningham, "Presidential" features interviews with the country's greatest experts on the presidency, including Pulitzer Prize-winning biographers Doris Kearns Goodwin, David McCullough, Jon Meacham and Bob Woodward. Start listening at the very beginning, with the life of George Washington, or jump ahead to any president whose story you want to better understand.

Subscribe:

Apple Podcasts Google Play Spotify

Stitcher RadioPublic RSS

Episodes About Education Dive Deeper Special Episodes

## Understanding the historical context

← **Lillian Cunningham**

2,659 Tweets

**Lillian Cunningham**

@lily\_cunningham

Washington Post journalist | host and creator of The Post's \*Presidential\*  
\*Constitutional\* and \*Moonrise\* podcasts

📍 Washington, DC [washingtonpost.com/graphics/busin...](https://www.washingtonpost.com/graphics/business/podcasts/presidential/)  
📅 Joined July 2011

[Follow](#)



[https://twitter.com/lily\\_cunningham](https://twitter.com/lily_cunningham)



**THE WASHINGTON POST** "In 45 chronological episodes, the "Presidential" podcast takes listeners on an epic historical journey through the personality and legacy of each of the American presidents. Created and hosted by Washington Post reporter Lillian Cunningham, "Presidential" features interviews with the country's greatest experts on the presidency, including Pulitzer Prize-winning biographers Doris Kearns Goodwin, David McCullough, Jon Meacham and Bob Woodward. Start listening at the very beginning, with the life of George Washington, or jump ahead to any president whose story you want to better understand"



## Recommended by Edexcel



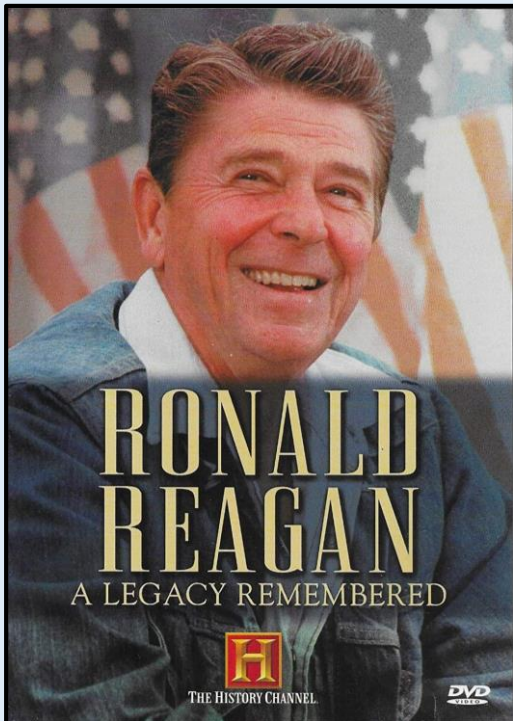
People's Century Part 26 1997 Fast Forward

Watch the **Part 26** of '*People's Century*' Part 26 1997 – **FAST FORWARD**

53 mins & 47 seconds

Narrated by Sean Barrett

[https://www.youtube.com/watch?v=zDpCynPtS\\_w](https://www.youtube.com/watch?v=zDpCynPtS_w)



**History Channel** (2002)  
*Ronald Reagan: Legacy Remembered*



## Deepening your understanding of President Reagan as a leader and the impact he had



President Reagan's Interview on John Wayne on September 12, 1988

Reagan Library • 768K views • 2 years ago

Full Title: President Reagan's Interview on John Wayne in the Library on September 12, 1988 Creator(s): President (1981-1989 ...



Ronald Reagan Interview on The Tonight Show Starring Johnny Carson - 01/03/1975 - Part 02

Johnny Carson • 857K views • 4 months ago

Ronald Reagan Interview on The Tonight Show Starring Johnny Carson - 01/03/1975 - Part 02 Part 01 ...



President Reagan's Interview with Tom Brokaw on January 17, 1989

Reagan Library • 420K views • 2 years ago

Full Title: President Reagan's Interview with Tom Brokaw of NBC from the Oval Office on January 17, 1989 Creator(s): President ...



President Reagan's Interview with Godfrey Hodgson of the BBC on April 20, 1988

Reagan Library • 25K views • 2 years ago

Full Title: President Reagan's Interview with Godfrey Hodgson of the BBC in the Oval Office on April 20, 1988 Creator(s): President ...




[https://www.youtube.com/watch?v=C\\_IY\\_XD6aVA](https://www.youtube.com/watch?v=C_IY_XD6aVA)

How does Donald (Trump) compare to Ronald (Reagan) - BBC Newsnight. 15 mins 


Documentary maker Michael Cockerell filmed with Reagan at the time and looks at the similarities - and differences - between Ronald Reagan and Donald Trump.

**Deepening your understanding of President Reagan as a leader and the impact he had**



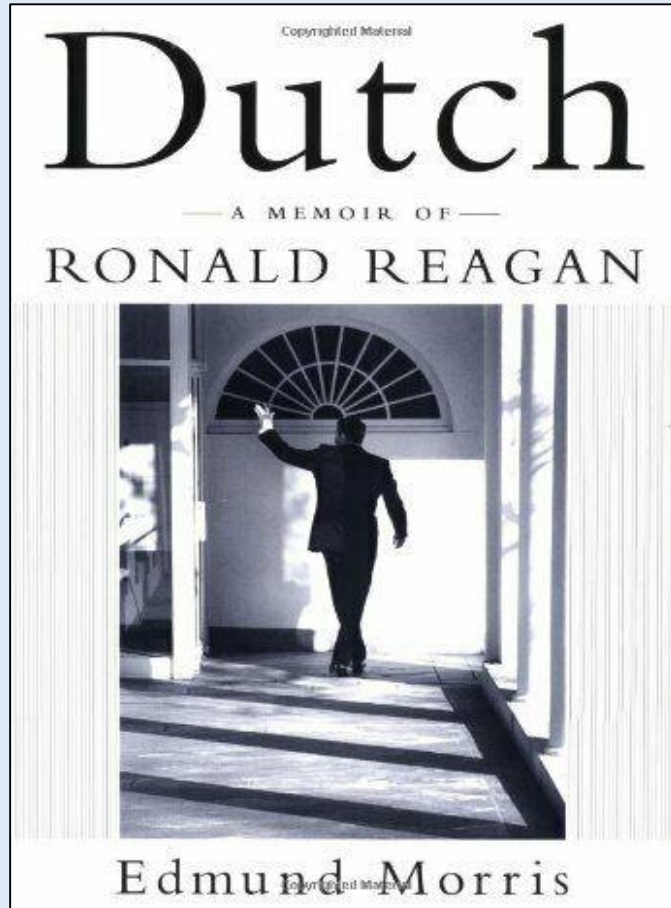


How does Donald (Trump) compare to Ronald (Reagan)? - BBC Newsnight  
BBC Newsnight • 2M views • 3 years ago  
It's 36 years since the inauguration of Ronald Reagan, the former Hollywood actor. Subscribe to our channel here: ...



Ronald Reagan Interview on The Tonight Show Starring Johnny Carson - 01/03/1975 - Part 01  
Johnny Carson • 144K views • 4 months ago  
Ronald Reagan Interview on The Tonight Show Starring Johnny Carson - 01/03/1975 - Part 01 Part 02 ...

# Historiography – interpretations

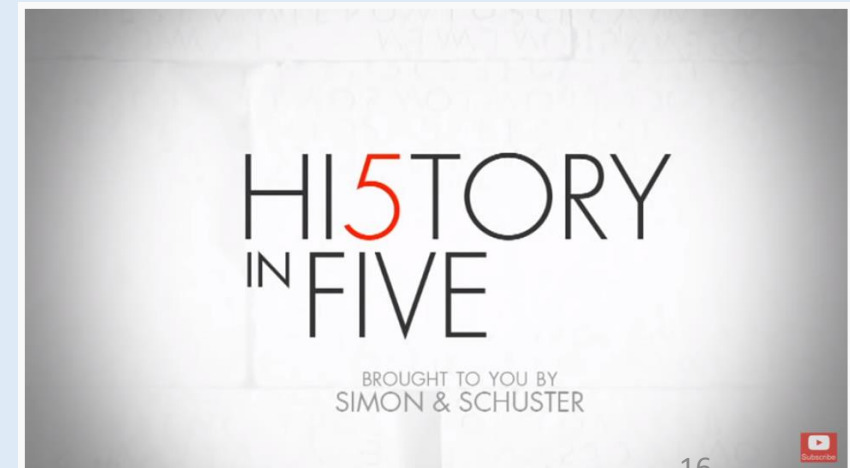


<https://www.youtube.com/watch?v=cixi4CGSqdE>



Opinion on Reagan – 2014. 5 mins

<https://www.youtube.com/watch?v=yry-OXJe7f8&t=76s>





# *Historiography – forming your judgements. ‘A tribute to Ronald Reagan 2011. A year long birthday party’*

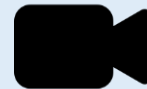


<https://www.youtube.com/watch?v=8HiWY1v9BN0>

This 30 minute documentary highlights the celebration of Ronald Reagan's 100th birthday in 2011 uploaded by The Reagan Foundation

On February 5, the Reagan Foundation sponsored "A Concert for America -- A Tribute to Ronald Reagan". The concert is comprised of live music and in-person and video tributes from world leaders and prominent individuals whose lives were impacted by the legacy of President Reagan. The evening's line up included Roger Williams, The Beach Boys, Lonestar, Lee Greenwood, Fred Thompson, Jerry West, and video tributes from George H.W. Bush and George W. Bush.

<https://www.youtube.com/watch?v=VcDVJotkQuM>





<https://www.bbc.co.uk/programmes/p00nw14n>

People to Watch

Home Episodes Clips



Watch now

**Ronald Reagan**

First transmitted in 1966, John Morgan talks to America's newest political hopeful, former film star turned Republican candidate for California's governorship, Ronald Reagan.

Available now  
🕒 27 minutes

Show more

**Last on**

**BBC TWO** Mon 18 Jul 1966  
**19:30**  
BBC TWO EXCEPT EAST, SOUTH EAST & YORKSHIRE

**More episodes**

See all episodes from People to Watch



<https://www.foxnews.com/entertainment/the-reagans-director-compares-donald-trump-to-ronald-reagan-says-they-both-manipulate-the-public.amp>



<https://www.c-span.org/video/?203725-1/ronald-reagan-presidency>

#### Ronald Reagan Presidency

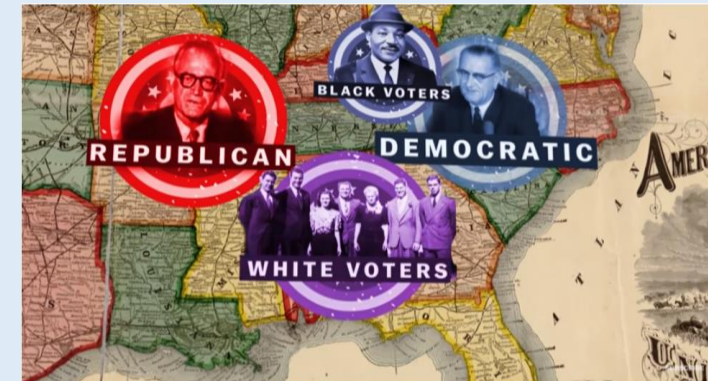
Political scientists and historians debated the foreign and domestic policies of former President Ronald Reagan and assessed him as a president... [read more](#)



MS COSTA. POST 16 SUPPORT & ENRICHMENT. REAGAN

<https://www.youtube.com/watch?v=s8VOM8ET1WU>

5 mins. Excellent. How the Republican Party went from Lincoln to Trump. VOX




How the Republican Party went from Lincoln to Trump






[https://www.youtube.com/watch?v=Z97\\_qDsrgqU](https://www.youtube.com/watch?v=Z97_qDsrgqU)

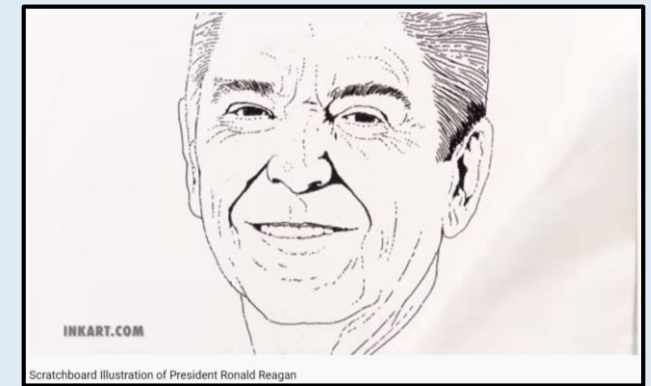
Best bits on TV – impression of Reagan  
His beliefs Reagan Foundation 




Ronald Reagan's one-liners

<https://www.youtube.com/watch?v=HA7sP47e8tA&feature=youtu.be> 


[CBS Sunday Morning](#). Reagan's one liners



Scratchboard Illustration of President Ronald Reagan. 4 mins 10 secs. Discussing Soviet Union

<https://www.youtube.com/watch?v=lelvOIMQml> 

#SHOWTIME #TheReagans

The Reagans (2020) Official Trailer | SHOWTIME Documentary Series 

<https://www.youtube.com/watch?v=8dl1OlkiEaM>







## All Star Party for Ronald "Dutch" Reagan.

Burbank, California, December 8, 1985 – Support from the acting world

<https://www.youtube.com/watch?v=vYeNuISN4Dc>



Reagan Library

Full Title: All Star Party for Ronald "Dutch" Reagan, Burbank, California, December 8, 1985 (Taped on December 1, 1985 at NBC Studios)

32 mins – 37 mins. 5 mins



All Star Party for Ronald "Dutch" Reagan, Burbank, California, December 8, 1985



## Ronald Reagan's 1983 telephone apology to Margaret Thatcher over Grenada invasion - audio



**A newly released tape recording of a telephone call between Ronald Reagan and Margaret Thatcher reveals how in 1983 the US president tried to explain and apologise to the British prime minister after the US invaded Grenada - a Commonwealth country - without giving her advance warning**

<https://www.theguardian.com/us-news/video/2014/nov/10/ronald-reagan-apologises-margaret-thatcher-grenada-audio>



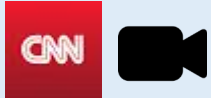
The  
Guardian



President Ronald Reagan ordered U.S. forces to invade the island and to secure the safety of Americans on Grenada. | Barry Thumma/AP

United States invades Grenada, Oct. 25, 1983

# Thatcher and Reagan



<https://www.youtube.com/watch?v=FTFOLdcBq2Q>

4 mins

## Reagan's funeral 2004



[https://www.youtube.com/watch?v=akGg\\_WVZxpg](https://www.youtube.com/watch?v=akGg_WVZxpg)



Funeral of Ronald Reagan, 2004-06-11 Part 9 (George H Bush)



# Reagan's funeral 2004

<https://www.youtube.com/watch?v=OXy99w9e7C8>

11 mins

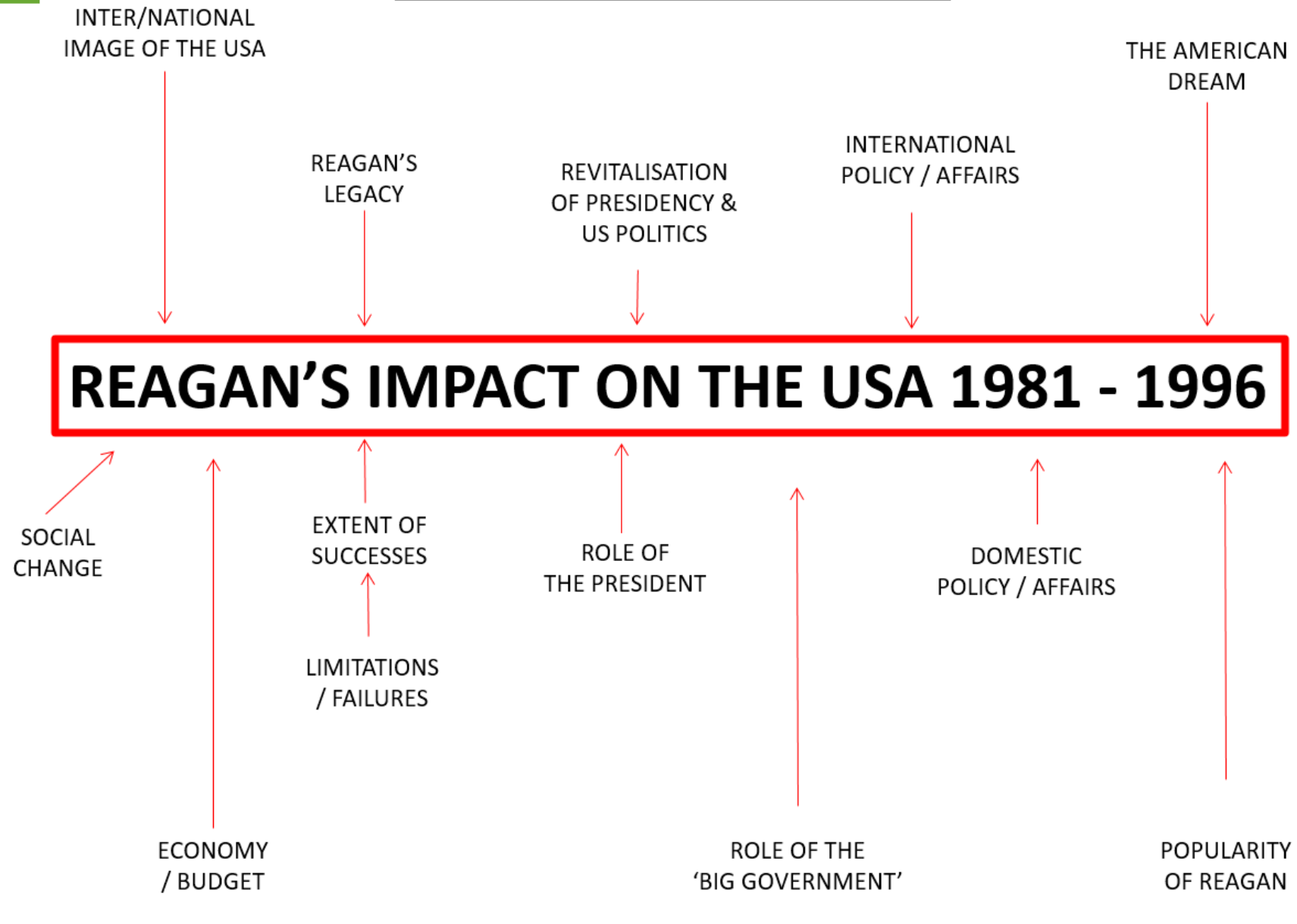


Funeral of Ronald Reagan, 2004-06-11 Part 7 (Margaret Thatcher)



# INTERPRETATIONS

L1







## Section C

**Target:** AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> <li>• Demonstrates only limited comprehension of the extracts, selecting some material relevant to the debate.</li> <li>• Some relevant contextual knowledge is included, with limited linkage to the extracts.</li> <li>• Judgement on the view is assertive, with little or no supporting evidence.</li> </ul>
2	4–7	<ul style="list-style-type: none"> <li>• Demonstrates some understanding and attempts analysis of the extracts by describing some points within them that are relevant to the debate.</li> <li>• Contextual knowledge is added to information from the extracts, but only to expand on matters of detail or to note some aspects which are not included.</li> <li>• A judgement is given, but with limited support and related to the extracts overall, rather than specific issues.</li> </ul>
3	8–12	<ul style="list-style-type: none"> <li>• Demonstrates understanding of the extracts and shows some analysis by selecting and explaining some key points of interpretation they contain and indicating differences.</li> <li>• Knowledge of some issues related to the debate is included to link to, or expand, some views given in the extracts.</li> <li>• A judgement is given and related to some key points of view in the extracts and discussion is attempted, albeit with limited substantiation.</li> </ul>
4	13–16	<ul style="list-style-type: none"> <li>• Demonstrates understanding of the extracts, analysing the issues of interpretation raised within them and by comparison of them.</li> <li>• Integrates issues raised by extracts with those from own knowledge to discuss the views. Most of the relevant aspects of the debate will be discussed, although treatment of some aspects may lack depth.</li> <li>• Discusses evidence provided in the extracts in order to reach a supported overall judgement. Discussion of points of view in the extracts demonstrates understanding that the issues are matters of interpretation.</li> </ul>
5	17–20	<ul style="list-style-type: none"> <li>• Interprets the extracts with confidence and discrimination, analysing the issues raised and demonstrating understanding of the basis of arguments offered by both authors.</li> <li>• Integrates issues raised by extracts with those from own knowledge when discussing the presented evidence and differing arguments.</li> <li>• Presents sustained evaluative argument, reaching fully substantiated judgements on the views given in both extracts and demonstrating understanding of the nature of historical debate.</li> </ul>

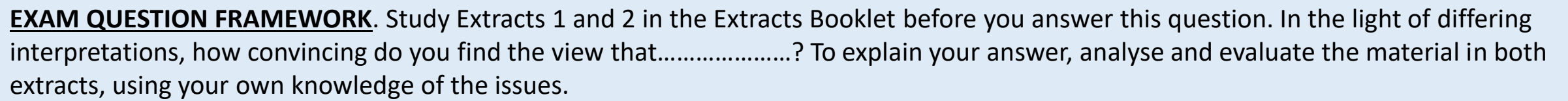
## ADVICE

Features commonly found in responses which were successful within the higher levels:

- Candidates paying close attention to the precise demands of the question, as opposed to seemingly pre-prepared material covering the more general controversy as outlined in the specification
- Thorough use of the extracts; this need not mean using every point they raise, but a strong focus on these as views on the question
- A confident attempt to use the two extracts together, e.g. consideration of their differences, attempts to compare their arguments, or evaluate their relative merits
- Careful use of own knowledge, e.g. clearly selected to relate to the issues raised within the extracts, confidently using this to examine the arguments made, and reason through these in relation to the given question; at times, this meant selection over sheer amount of knowledge
- Careful reading of the extracts, to ensure the meaning of individual statements and evidence within these were used in the context of the broader arguments made by the authors
- Attempts to see beyond the stark differences between extracts, e.g. consideration of the extent to which they disagreed, or attempts to reconcile their arguments

Common issues which hindered performance:

- Limited use of the extracts, or an imbalance in this, e.g. extensive use of one, with limited consideration of the other
- Limited comparison or consideration of the differences between the given interpretations
- Using the extracts merely as sources of support
- Heavy use of own knowledge, or even seemingly pre-prepared arguments, without real consideration of the arguments in the extracts
- Statements or evidence from the source being used in a manner contrary to that given in the extracts
- e.g. through misinterpretation of the meaning of the arguments, or lifting of detail without thought to the context of how it was applied within the extract
- A tendency to see the extracts as being polar opposites, again seemingly through expectation of this, without thought to where there may be degrees of difference, or even common ground

MS COSTA. POST 16 SUPPORT & ENRICHMENT. REAGAN



# HISTORICAL INTERPRETATIONS - SKILLS

## KEY TERMS

*Substantiation, deduction, inference, cross reference*

## Aspects to establish;

- Does the argument progress logically?
- Is there supporting evidence?
- Is the supporting evidence accurate?
- Is it based on an interpretation of evidence?
- Does it recognise other historians?
- Is the account / interpretation isolated? Does it recognise other views?
- Have events been identified?
- Have primary documents / speeches been included?



# WRITING YOUR EXAM ANSWERS

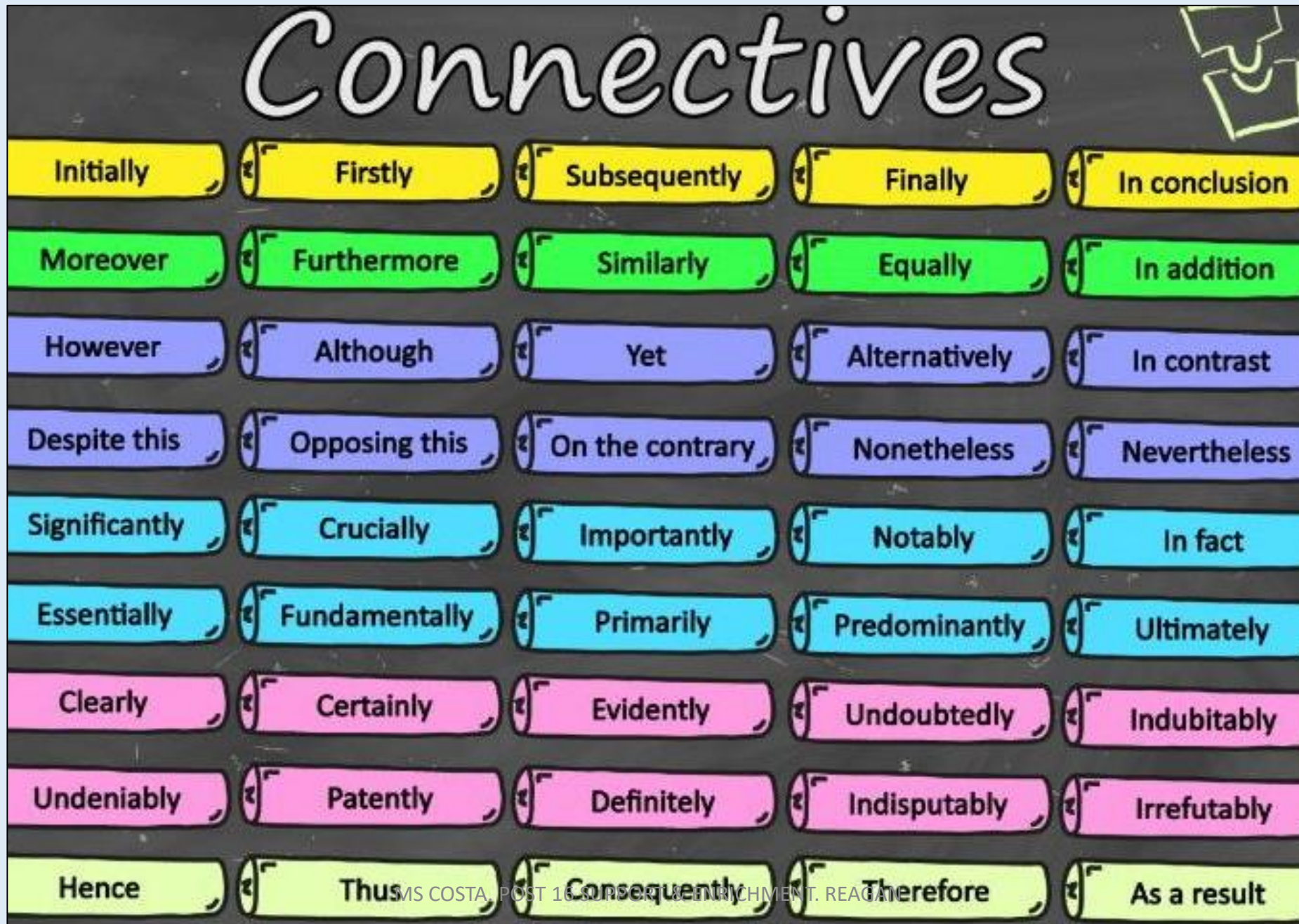


- P** Make your point
  - E** Provide the evidence
  - E** Explain / Evaluate it
  - L** Link back to the question
- WFTQ

**INCLUDE THE EXTENTS / THEMES**



# CONNECTING YOUR THOUGHTS & ARGUMENTS



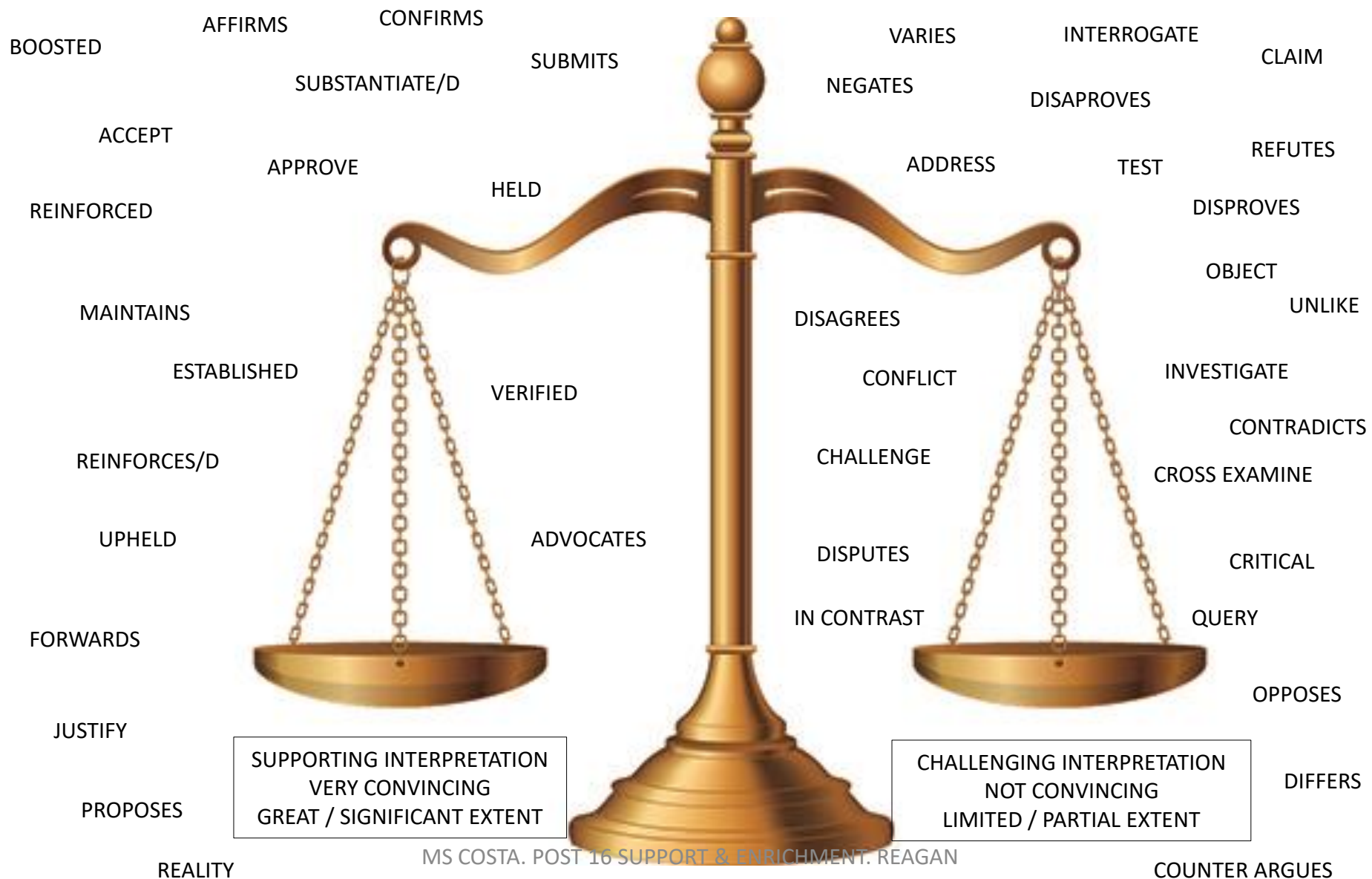
*Connectives*

Initially	Firstly	Subsequently	Finally	In conclusion
Moreover	Furthermore	Similarly	Equally	In addition
However	Although	Yet	Alternatively	In contrast
Despite this	Opposing this	On the contrary	Nonetheless	Nevertheless
Significantly	Crucially	Importantly	Notably	In fact
Essentially	Fundamentally	Primarily	Predominantly	Ultimately
Clearly	Certainly	Evidently	Undoubtedly	Indubitably
Undeniably	Patently	Definitely	Indisputably	Irrefutably
Hence	Thus	Consequently	Therefore	As a result



## ESSAY QUESTION – SECTION C

In the light of differing interpretations, how convincing do you find .....’s view that ‘.....’ (Extract.....)?  
To explain your answer, analyse and evaluate the material in both extracts, using your own knowledge of the issues.





# Writing your answers

## Avoiding the first person –

It could be suggested  
The evidence indicates  
It is evident that  
It is apparent that  
All points considered

## Adding your points –

Furthermore  
Additionally  
Moreover  
Also  
In addition  
Similarly  
Likewise  
Specifically  
Precisely

## Adding evidence –

Highlighted by  
Illustrated by  
Indicated by  
Underlined by  
Exemplified by  
Demonstrated by

## Consequence –

As a result  
Consequently  
Subsequently  
Therefore  
Thus  
This led to  
This meant that

## INCLUDE THE EXTENTS / THEMES





# Writing your answers

## Judgement –

Overall  
Ultimately  
To a limited extent  
Fundamentally  
Partially  
In conclusion  
In summary  
To summarise  
To a great extent

## Suggests –

Forms  
Implies  
Represents  
Stresses  
Underlines  
Constructs  
Emphasizes  
Forms

## Causation –

Underlying  
Encouraged  
Facilitated  
Triggered

## Contradicting / Challenging –

Nonetheless  
However  
Conversely  
Alternatively  
Although  
Nevertheless  
On the other hand

## INCLUDE THE EXTENTS / THEMES



# Writing your answers

## Important –

Crucial  
Vital  
Critical  
Particularly  
Principally  
Most importantly  
Substantial  
Fundamental  
Significant  
Considerable  
Essential  
Contributed  
A crucial reason why  
...played a major role  
...was significant...  
...was critical / important  
...was also very / highly important  
...was the most important factor  
...was the main cause / reason...  
...was the most influential...  
...played a major role...

## Unimportant –

Marginal  
Partial  
Limited  
Insignificant  
Superficial  
Unimportant

## INCLUDE THE EXTENTS / THEMES

## Additional points –

Economic / financial  
Political  
Military  
Religious  
International  
National / domestic  
Social  
Geographical  
Diplomatic  
Constitutional  
Long term  
Short term  
Superficial

# Check list – Your Section C



- Your A3 DNA w/s keep @ front of folder
- Your timeline and key word list for your four Section C. Keep @ front of folder
- Check all the A3 overview w/s sheets are fully completed
- Colour-code and rank all your A3 box sheets based on Clements
- All your *Summary Diagrams* (Clements). Add the themes, connections between the detail. Identify what has not been included.
- Your DNA fact files of Nixon, Ford, Carter, **Reagan**, Bush Snr, Clinton. Add the specific terms, yrs & themes
- Your President overview A3 sheet. Add key detail throughout
- All the tables, colour-coded and determining the interpretations, key dates / specific key terms, arguments you agree with most and why.
- All the quotes and reading – colour coded with accepting and challenging with specific historical detail throughout
- All your preparation exam question table w/s

**L4. TASK 1 - Definitions and meanings**  
Historical interpretations – What impact did the Reagan presidency (1981-89) have on the USA in the years 1981-96?

1. Democrats (m)	a. Eco. system under which, theoretically, there should be no govt. intervention to interfere with the free market
2. Republicans (d)	b. The rules and system by which a country's government works. The USA has a written constitution
3. American Dream (i)	c. Descendants of ori. inhabitants of N. American Continent, ref. to as Indians / Red Indians (because of their darker skin colour) before the later 20 <sup>th</sup> c
4. Rugged individualism (p)	d. Members of the more conservative of the two main pol. parties. Generally opposed to federal government interventionism on behalf of the less privileged, but often interventionist if business can be assisted
5. Capitalism (a)	e. The struggle between the Capitalist USA & the Communist Soviet Union c.1947-c.1988, characterized by an arms race, the struggle for influence over other countries, and several wars by proxy, for example in Korea and Vietnam.
6. Federal Govt. (f)	f. The nat. govt. of the US based in Washington DC, consisting of the Pres. (executive), Congress (makes laws) & the Supreme Court (interprets the laws)
7. Communism (k)	g. Gross domestic product – the value of goods and services produced by a country
8. Amendment (h)	h. Under the American Constitution, Congress could make additions to the Constitution. These needed ratification (approval) by 75 % of states
9. Constitution (b)	i. Belief that the nature of US Society enables an individual to fulfil his or her potential, esp. through wealth
10. GNP (o)	j. In law, as in <i>de jure</i> segregation
11. Native Americans (c)	k. Pol. ideology based upon the belief that eco. equality should be brought about by the revolutionary redistribution of wealth, following the takeover of society by the working class
12. Executive Order (n)	l. In fact if not in law
13. Cold War (e)	m. Members of one of the main political parties. More supportive of government interventionism and more on the left of the pol. spectrum
14. GDP (a)	n. Under the US Constitution, the President possesses specific powers that he can exercise with little reference to Congress, particularly in relation to his position as Commander-in-Chief
15. <i>De Jure</i> (j)	o. Gross national product – the aggregate value of goods & services produced in a country & by Americans abroad
16. <i>De facto</i> (l)	p. Belief that individuals can & should succeed by their own efforts rather than through government aid

**A-Z KEY. PAPER 1. SECTION C:**  
**Historical interpretations. Reagan (1981-9)**

A					
B					
C					
D					
E					
F					
G					
H					
I					
J					
K					
L					
M					
N					
O					
P					
Q					
R					
S					
T					
U					
V					
W					
X					
Y					
Z					

**Task 1**  
Find as many keywords for this section as you can to complete the table

**Task 2**  
Match each box below with a colour or a code. Identify whether it is an individual, less passed, positive, negative, international, national (economic), social, power, political, (territorial), financial (economic). Add the year where possible.

**CHALLENGE** – Two b/a for each term

S. COSTA – RETRIEVAL. PAPER 1. SECTION C.

**The Presidents of the United States of America (1969-96)**

Key terms	Key terms	Key terms	Key terms	Key terms	Key terms
Key events / yrs	Key events / yrs	Key events / yrs	Key events / yrs	Key events / yrs	Key events / yrs
Richard Nixon 1969-1974	Gerald Ford 1974-1977	Jimmy 'Jimmy' Carter 1977-81	Ronald Reagan 1981-1989	George Bush 1989-1993	W. J. 'Bill' Clinton 1993-2001

