**A level History. Paper 1.**

**Historical Assessment Objectives 1 and 3. Republic rule 1649-60**

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| **Oliver Cromwellby Robert Walker****oil on canvas, circa 1649** | **Oliver Cromwell**by Robert Hutchinson, after a drawing attributed to Samuel Cooper, chalk and watercolour, 1773 |

**In a Nutshell:**

**Key Features and conceptual understanding:** Content and concepts.

**Theme 1 : The quest for political stability 1649-60.** In studying Theme 1, students need to understand the nature of Republican and [Cromwell's](http://www.bbc.co.uk/timelines/zttpsbk) rule and the reasons why the system failed to provide a stable system of government in the given period. Detailed knowledge of each of the republican systems introduced in the years 1649–60 is not required, but students should understand the reasons for the unpopularity of these experiments, the [rump parliament](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/civilwar/overview/rump-dissolved/) and [Cromwell as Lord Protector](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/civilwar/overview/protectorate-parliaments/) and [changes in representation in the commons](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/civilwar/overview/commons-representation-changes/), and the factors which led to the [end of republican rule and the restoration of the monarchy](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/civilwar/overview/end-of-the-protectorate/). They should be aware of military involvement in politics, [the leadership of Oliver Cromwell](http://www.nationalarchives.gov.uk/education/civilwar/g6/key/) and the extent to which it influenced political stability in the years 1646–60.

**Theme 2 : Religion: conflict and dissent, 1649-60.** In studying Theme 2, students should be aware of the diversity of religious beliefs and opinions during the given period. They should be aware of[changes imposed on Anglicanism during the Commonwealth and Protectorate](http://www.history.ac.uk/reviews/review/1308). They should understand the extent of [religious radicalism during republican rule](http://www.history.ac.uk/reviews/review/1125).

**Cracking the Puzzle** – Preparing for revision and assessment.

**In a Nutshell:**

**The key features and concepts**

**Activity 1 : Introductory hook to Key features and concepts**

Think about the collection of visual evidence that you have been asked to consider. Think about the following features:

What can we infer from these images about?

**Activity 2 – On your marks…engaging conceptually with the key features through timeline.**

The timeline makes many brief references to the events of the period X. Use the timeline to colour code according to

Blue Lack of challenge/effective repression of opposition to Republic.

Green Open opposition and protest to Republic.

Red Serious opposition to threaten the future of the Republic.

**Chronology 1649-1660**

**January 1649** Charles I was executed. The Commons abolished monarchy and the House of Lords and declared England a Commonwealth

**1653** Oliver Cromwell dissolved the Rump Parliament (April), called the Nominated Assembly (July) and by the Instrument of Government was made Lord Protector (December)

**May 1657** Cromwell agreed to the Humble Petition and Advice but refused to be made King

**September 1658** Oliver Cromwell died, and was succeeded by his son Richard Cromwell

**April 1659** Richard Cromwell was deposed, and political anarchy ensued

**May 1660** Charles II was restored as King by resolution of the Convention

**1660** The monarchy was restored, Charles II came to the throne and the Lords were summoned to Parliament again.

**Key features and conceptual understanding**: Depth studies illustrating the nature of

**What do we need to focus on?**

In studying Theme 1, students need to understand the nature of Stuart and republican rule and the reasons why neither system provided a stable system of government in the given period. Detailed knowledge of each of the republican systems introduced in the years 1649–60 is not required, but students should understand the reasons for the unpopularity of these experiments and the factors which led to the end of republican rule and the restoration of the monarchy. They should be aware of military involvement in politics and the extent to which it influenced political stability in the years 1646–60.

In studying Theme 2, students should be aware of the diversity of religious beliefs and opinions during the given period. They should be aware of changes imposed on Anglicanism during the Commonwealth and Protectorate, and the reasons for the church’s dominance under Charles II. They should understand the extent of religious radicalism during republican rule.

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| Screen Shot 2015-02-07 at 14.14.18.png |

**Resources 1649-60**

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| **Texts** | 12 A Anderson “Stuart Britain” [Ch6](https://drive.google.com/drive/#folders/0B1nsDxK47bFYRk4xWVBmUnk1RzA/0B1nsDxK47bFYemZSM0NGNnJxQlU/0B1nsDxK47bFYYVdQakRaNWxHZ1k/0B1nsDxK47bFYY2U5cHAtNXZzUjg/0B1nsDxK47bFYajNEMWNhLXhsWms/0B1nsDxK47bFYMEZ3d3dEaVZFMEk/0B1nsDxK47bFYRWlnbThROVl1QUk/0B1nsDxK47bFYfjdEYlNYWkNoMGVDc0h0VGw5ZTZpV1F)3 B Coward “The Stuart Age” Pt3 Ch7 |
| **History Today Articles** | 1 ['A Great and Deserved Name' - Commemorating Cromwell By John Morrill | Published in History Review 1999](https://drive.google.com/drive/#folders/0B1nsDxK47bFYRk4xWVBmUnk1RzA/0B1nsDxK47bFYemZSM0NGNnJxQlU/0B1nsDxK47bFYYVdQakRaNWxHZ1k/0B1nsDxK47bFYY2U5cHAtNXZzUjg/0B1nsDxK47bFYajNEMWNhLXhsWms/0B1nsDxK47bFYMEZ3d3dEaVZFMEk/0B1nsDxK47bFYRWlnbThROVl1QUk/0B1nsDxK47bFYZlhDSXpJRFNyRGs/0B1nsDxK47bFYM1)2 [Oliver Cromwell and Parliaments. By David Smith | Published in History Review 2003](https://drive.google.com/drive/#folders/0B1nsDxK47bFYRk4xWVBmUnk1RzA/0B1nsDxK47bFYemZSM0NGNnJxQlU/0B1nsDxK47bFYYVdQakRaNWxHZ1k/0B1nsDxK47bFYY2U5cHAtNXZzUjg/0B1nsDxK47bFYajNEMWNhLXhsWms/0B1nsDxK47bFYMEZ3d3dEaVZFMEk/0B1nsDxK47bFYRWlnbThROVl1QUk/0B1nsDxK47bFYZlhDSXpJRFNyRGs/0B1nsDxK47bFYM1)3 [The Cromwellian Protectorate By Graham Goodlad | Published History Review 2007](https://drive.google.com/drive/#folders/0B1nsDxK47bFYRk4xWVBmUnk1RzA/0B1nsDxK47bFYemZSM0NGNnJxQlU/0B1nsDxK47bFYYVdQakRaNWxHZ1k/0B1nsDxK47bFYY2U5cHAtNXZzUjg/0B1nsDxK47bFYajNEMWNhLXhsWms/0B1nsDxK47bFYMEZ3d3dEaVZFMEk/0B1nsDxK47bFYRWlnbThROVl1QUk/0B1nsDxK47bFYZlhDSXpJRFNyRGs/0B1nsDxK47bFYM1)4 [Offering the Crown to Cromwell. By Patrick Little | Published in History Today](https://drive.google.com/drive/#folders/0B1nsDxK47bFYRk4xWVBmUnk1RzA/0B1nsDxK47bFYemZSM0NGNnJxQlU/0B1nsDxK47bFYYVdQakRaNWxHZ1k/0B1nsDxK47bFYY2U5cHAtNXZzUjg/0B1nsDxK47bFYajNEMWNhLXhsWms/0B1nsDxK47bFYMEZ3d3dEaVZFMEk/0B1nsDxK47bFYRWlnbThROVl1QUk/0B1nsDxK47bFYZlhDSXpJRFNyRGs/0B1nsDxK47bFYM1)5 [Sarah Mortimer looks at the historiography of what followed the British Civil Wars: the Republic led by Oliver Cromwell.](https://drive.google.com/drive/#folders/0B1nsDxK47bFYRk4xWVBmUnk1RzA/0B1nsDxK47bFYemZSM0NGNnJxQlU/0B1nsDxK47bFYYVdQakRaNWxHZ1k/0B1nsDxK47bFYY2U5cHAtNXZzUjg/0B1nsDxK47bFYajNEMWNhLXhsWms/0B1nsDxK47bFYMEZ3d3dEaVZFMEk/0B1nsDxK47bFYRWlnbThROVl1QUk/0B1nsDxK47bFYZlhDSXpJRFNyRGs/0B1nsDxK47bFYM1) |
| **Videos** | 1 [S Schama A History of Britain - 09 Revolutions](https://drive.google.com/drive/folders/0B1nsDxK47bFYRk4xWVBmUnk1RzA/0B1nsDxK47bFYemZSM0NGNnJxQlU/0B1nsDxK47bFYYVdQakRaNWxHZ1k/0B1nsDxK47bFYY2U5cHAtNXZzUjg/0B1nsDxK47bFYajNEMWNhLXhsWms/0B1nsDxK47bFYMEZ3d3dEaVZFMEk/0B1nsDxK47bFYRWlnbThROVl1QUk/0B1nsDxK47bFYNjdMTGoyaXlRU1U/0B1nsDxK47bFYfkNVQ0xqblNJNFRhN1Z5TEtjYVBJTEJEdEY0QXpWM3FJV0FlUW1SbDJOcnc)2 [D Starkey Monarchy Series 2 Episode 5 Oliver Cromwell the King Killer..Channel 4 on demand](http://www.channel4.com/programmes/monarchy/on-demand/39163-003)3 |
| **Websites** | 1 [Parliament.co.uk](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/civilwar/)2 |
| **History Faculty Lecture** | [History Faculty Lecture. Dr Rachel Hammersley The labelling and historiography of 1640-60 and the descent into war pt1](http://www.thehistoryfaculty.org/a-levels/item/286-the-labelling-and-historiography-of-1640-60-and-the-descent-into-war-pt1)[History Faculty Lecture. Dr Rachel Hammersley The labelling and historiography of 1640-60 and the descent into war pt1](http://www.thehistoryfaculty.org/a-levels/item/285-the-labelling-and-historiography-of-1640-60-and-the-descent-into-war-pt2)[History Faculty Lecture. Dr Rachel Hammersley The labelling and historiography of 1640-60 and the descent into war pt1](http://www.thehistoryfaculty.org/a-levels/item/284-the-labelling-and-historiography-of-1640-60-and-the-descent-into-war-pt3) |

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| **HA Podcasts** |  |
|  | **1 2 3 4 5 6 7 8** |
|  | **1 2 3 4 5 6 7 8** |

Online links to 17th Century British History

Lecture Links

Early Modern England with Keith E. Wrightson

This course is intended to provide an up-to-date introduction to the development of English society between the late fifteenth and the early eighteenth centuries. Particular issues addressed in the lectures will include: the changing social structure; households; local communities; gender roles; economic development; urbanization; religious change from the Reformation to the Act of Toleration; the Tudor and Stuart monarchies; rebellion, popular protest and civil war; witchcraft; education, literacy and print culture; crime and the law; poverty and social welfare; the changing structures and dynamics of political participation and the emergence of parliamentary government.

<https://www.youtube.com/watch?v=v500uw9qnDU&index=21&list=PL18B9F132DFD967A3>

Documentaries

# 1 History of Britain by [Raymond Sneyers](https://www.youtube.com/user/RUSneyers)

Taking a look at the reign of the Stuarts. An era of an expanding court, plague, fire, radical politics, religious debate, and a bloody civil war in the mid-seventeenth century between Cavaliers and Roundheads.

<https://www.youtube.com/watch?v=pR8JUQVbaEg&index=7&list=PLJxO2DxkRtAFV_SpPpM8QckwT_nlrpTJu>

2 The Stuarts by David Starkey

<https://www.youtube.com/playlist?list=PLC2C91574A2C6D0AC>

3 BBC2 The Stuarts by Dr Clare Jackson

<http://www.bbc.co.uk/programmes/p01lkn5l/clips>

# 4 Royal Heritage: Part 3. The Stuarts [George Digby](https://www.youtube.com/channel/UCyf5mDKWu4naOH-Y9QUu_3g)

<https://www.youtube.com/watch?v=5GF5zTv8S1s>

<https://www.youtube.com/watch?v=5NdMpNIYeiM>

5 Further Youtube Documenatries and Links on English Civil War

1<https://www.youtube.com/watch?v=k7jfpgFdX2E>

2<https://www.youtube.com/watch?v=1BKuLgltTY8>

3<https://www.youtube.com/watch?v=fzIzJgukqC8>

4<https://www.youtube.com/watch?v=qPwuul8J-Os>

5<https://www.youtube.com/watch?v=k7jfpgFdX2E&list=PL6oforB7ir5LIr9-L0EiNObnAIq3LFZ04>

6<https://www.youtube.com/watch?v=-TIEURRuGmo>

Maps and walks

<https://www.youtube.com/watch?v=igOiZdiVpi8>

<http://colinbrown00.com/page5.php>

<https://www.youtube.com/watch?v=G0JpV-PobcA>

<https://www.youtube.com/watch?v=txzgbkvcN7M>

Website links Britain 1649-1660

General Introduction

1 <https://www.youtube.com/watch?v=lRLRhDB-HxE>

2 <http://www.bbc.co.uk/history/british/civil_war_revolution/>

3<https://www.youtube.com/watch?v=PE0RAgHr06U&list=PLvsS9mRi0sXZx4M4Ysdxr-THM8APIMsMy>

Britain 1649-60

1 [Was the Cromwellian Protectorate a military dictatorship?](http://media.nationalarchives.gov.uk/index.php/was-the-cromwellian-protectorate-a-military-dictatorship/)

2<http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/civilwar/>

3<http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/civilwar/overview/>

**Content**

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| **1 The quest for political stability, 1649–60** | In studying Theme 1, students need to understand the nature of Republican and [Cromwell's](http://www.bbc.co.uk/timelines/zttpsbk) rule and the reasons why the system failed to provide a stable system of government in the given period. Detailed knowledge of each of the republican systems introduced in the years 1649–60 is not required, but students should understand the reasons for the unpopularity of these experiments, the[rump parliament](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/civilwar/overview/rump-dissolved/) and [Cromwell as Lord Protector](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/civilwar/overview/protectorate-parliaments/) and [changes in representation in the commons](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/civilwar/overview/commons-representation-changes/), and the factors which led to the [end of republican rule and the restoration of the monarchy](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/civilwar/overview/end-of-the-protectorate/). They should be aware of military involvement in politics, [the leadership of Oliver Cromwell](http://www.nationalarchives.gov.uk/education/civilwar/g6/key/) and the extent to which it influenced political stability in the years 1646–60.  |
| **2 Religion: conflict and dissent, 1649–60** | In studying Theme 2, students should be aware of the diversity of religious beliefs and opinions during the given period. They should be aware of [changes imposed on Anglicanism during the Commonwealth and Protectorate](http://www.history.ac.uk/reviews/review/1308). They should understand the extent of [religious radicalism during republican rule](http://www.history.ac.uk/reviews/review/1125).  |

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| **Memory Retrieval strategies and timings****Political Stability****RF** The reasons for the failure of Republican attempts to provide stable government; 1 Hour**OC** The role of Cromwell. 1 Hour **Religion****PRc** Parliament’s reordering of the church, 1640–601 Hour**PRR** Presbyterians and religious radicalism. 1 Hour**CE** The exclusion of Catholics from religious toleration. 1 Hour  |

**Theme 1 : The quest for political stability 1649-60.** n studying Theme 1, students need to understand the nature of Republican and [Cromwell's](http://www.bbc.co.uk/timelines/zttpsbk) rule and the reasons why the system failed to provide a stable system of government in the given period. Detailed knowledge of each of the republican systems introduced in the years 1649–60 is not required, but students should understand the reasons for the unpopularity of these experiments, the[rump parliament](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/civilwar/overview/rump-dissolved/) and [Cromwell as Lord Protector](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/civilwar/overview/protectorate-parliaments/) and [changes in representation in the commons](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/civilwar/overview/commons-representation-changes/), and the factors which led to the [end of republican rule and the restoration of the monarchy](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/civilwar/overview/end-of-the-protectorate/). They should be aware of military involvement in politics, [the leadership of Oliver Cromwell](http://www.nationalarchives.gov.uk/education/civilwar/g6/key/) and the extent to which it influenced political stability in the years 1646–60.

**Activity 1** 

The reasons for the failure of Republican attempts to provide stable government - p. 23-25

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| **Role 1: Textbook Researcher and scribe.** |
| **The Rule of the Rump** |  |
| **The Failure of the Rump 1** |  |
| **The Failure of the Rump 2** |  |

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| **Role 2: Website Researcher** | **Role 3: Youtube Researcher** |
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| **Role 4: Picture Researcher** |
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| **Role 5: Group Analysis on extent of change and Presenter.** |
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**Activity 2** 

The role of Oliver Cromwell, p. 26-28

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| **Role 1: Textbook Researcher and scribe.** |
| **Nominated Assembly** |  |
| **The First Protectorate Parliament, 1654-1655** |  |
| **The rule of the major-generals, 1655-1656 and the Second Protectorate Parliament** |  |
| **The Humble Petition and Advice, 1657** |  |

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| **Role 2: Website Researcher** | **Role 3: Youtube Researcher** |
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| **Role 4: Picture Researcher** |
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| **Role 5: Group Analysis on extent of change and Presenter.** |
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**Activity 3. Examples Theme 1 : The quest for political stability 1649-60.**

**Section A**.

Understanding of the period in breadth and target content specified in the themes, questions may cross themes, questions cover periods of at least 10 years covering any A01 concepts (causes and consequences, changes and continuity, similarity and difference, significance).

**EITHER**

1 To what extent was Oliver Cromwell personally responsible for the problems which faced the Republic in the years 1642–58? Make particular reference to the nature of Republican and [Cromwell's](http://www.bbc.co.uk/timelines/zttpsbk) rule and the reasons why the system failed to provide a stable system of government in the given period. Detailed knowledge of each of the republican systems introduced in the years 1649–60 is not required, but students should understand the reasons for the unpopularity of these experiments, the [rump parliament](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/civilwar/overview/rump-dissolved/) and [Cromwell as Lord Protector](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/civilwar/overview/protectorate-parliaments/) and [changes in representation in the commons](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/civilwar/overview/commons-representation-changes/), and the factors which led to the [end of republican rule and the restoration of the monarchy](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/civilwar/overview/end-of-the-protectorate/). They should be aware of military involvement in politics, [the leadership of Oliver Cromwell](http://www.nationalarchives.gov.uk/education/civilwar/g6/key/) and the extent to which it influenced political stability in the years 1646–60.

 (Total for Question 1 = 20 marks)

**OR**

2 To what extent were military developments responsible for political instability in the years 1642–60? Make particular reference to the nature of Republican and [Cromwell's](http://www.bbc.co.uk/timelines/zttpsbk) rule and the reasons why the system failed to provide a stable system of government in the given period. Detailed knowledge of each of the republican systems introduced in the years 1649–60 is not required, but students should understand the reasons for the unpopularity of these experiments, the [rump parliament](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/civilwar/overview/rump-dissolved/) and [Cromwell as Lord Protector](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/civilwar/overview/protectorate-parliaments/) and [changes in representation in the commons](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/civilwar/overview/commons-representation-changes/), and the factors which led to the [end of republican rule and the restoration of the monarchy](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/civilwar/overview/end-of-the-protectorate/). They should be aware of military involvement in politics, [the leadership of Oliver Cromwell](http://www.nationalarchives.gov.uk/education/civilwar/g6/key/) and the extent to which it influenced political stability in the years 1646–60.

(Total for Question 2 = 20 marks)

**Section B.**

A Understanding of the period in breadth and target content specified in the themes, questions may cross themes, questions cover periods of at least a third of the timespan of the themes covering any A01 concepts (causes and consequences, changes and continuity, similarity and difference, significance).

**EITHER**

3 How far do you agree that the British political system was transformed in the years

1625–60? Make particular reference to the nature of Republican and [Cromwell's](http://www.bbc.co.uk/timelines/zttpsbk) rule and the reasons why the system failed to provide a stable system of government in the given period. Detailed knowledge of each of the republican systems introduced in the years 1649–60 is not required, but students should understand the reasons for the unpopularity of these experiments, the [rump parliament](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/civilwar/overview/rump-dissolved/) and [Cromwell as Lord Protector](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/civilwar/overview/protectorate-parliaments/) and [changes in representation in the commons](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/civilwar/overview/commons-representation-changes/), and the factors which led to the [end of republican rule and the restoration of the monarchy](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/civilwar/overview/end-of-the-protectorate/). They should be aware of military involvement in politics, [the leadership of Oliver Cromwell](http://www.nationalarchives.gov.uk/education/civilwar/g6/key/) and the extent to which it influenced political stability in the years 1646–60.

(Total for Question 3 = 20 marks)

**OR**

4 How accurate is it to say that fear of Catholicism was fundamental to the discontent faced by governments in the years 1625–1660? Make particular reference to the nature of Republican and [Cromwell's](http://www.bbc.co.uk/timelines/zttpsbk) rule and the reasons why the system failed to provide a stable system of government in the given period. Detailed knowledge of each of the republican systems introduced in the years 1649–60 is not required, but students should understand the reasons for the unpopularity of these experiments, the [rump parliament](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/civilwar/overview/rump-dissolved/) and [Cromwell as Lord Protector](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/civilwar/overview/protectorate-parliaments/) and [changes in representation in the commons](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/civilwar/overview/commons-representation-changes/), and the factors which led to the [end of republican rule and the restoration of the monarchy](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/civilwar/overview/end-of-the-protectorate/). They should be aware of military involvement in politics, [the leadership of Oliver Cromwell](http://www.nationalarchives.gov.uk/education/civilwar/g6/key/) and the extent to which it influenced political stability in the years 1646–60.

(Total for Question 4 = 20 marks)

**Theme 2 : Religion: conflict and dissent, 1649-60.** In studying Theme 2, students should be aware of the diversity of religious beliefs and opinions during the given period. They should be aware of [changes imposed on Anglicanism during the Commonwealth and Protectorate](http://www.history.ac.uk/reviews/review/1308). They should understand the extent of [religious radicalism during republican rule](http://www.history.ac.uk/reviews/review/1125).

**Activity 1** 

Parliament’s reordering of the church, 1640–60, p. 46-48

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| **Role 1: Textbook Researcher and scribe.** |
| **The rejection of Arminianism in the Long Parliament, 1640-1643** |  |
| **Radicalism and reaction during the Civil War** |  |
| **The Rump and the radicals** |  |
| **The Protectorate** |  |

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| **Role 2: Website Researcher** | **Role 3: Youtube Researcher** |
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| **Role 4: Picture Researcher** |
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| **Role 5: Group Analysis on extent of change and Presenter.** |
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**Activity 2** 

Presbyterians and religious radicalism, p. 51-53

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| **Role 1: Textbook Researcher and scribe.** |
| **Presbyterians and religious radicalism 1** |  |
| **Presbyterians and religious radicalism 2** |  |

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| **Role 2: Website Researcher** | **Role 3: Youtube Researcher** |
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| **Role 4: Picture Researcher** |
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| **Role 5: Group Analysis on extent of change and Presenter.** |
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**Activity 3** 

The exclusion of Catholics from religious toleration, p. 60-61

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| **Role 1: Textbook Researcher and scribe.** |
| **Civil War and its aftermath** |  |
| **The Protectorate** |  |

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| **Role 2: Website Researcher** | **Role 3: Youtube Researcher** |
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| **Role 4: Picture Researcher** |
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| **Role 5: Group Analysis on extent of change and Presenter.** |
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**Activity 4 Examples Theme 2 : Religion: conflict and dissent, 1649-60.**

**Section A**.

Understanding of the period in breadth and target content specified in the themes, questions may cross themes, questions cover periods of at least 10 years covering any A01 concepts (causes and consequences, changes and continuity, similarity and difference, significance).

**EITHER**

1 To what extent was religious policy responsible for the problems which faced government in the years 1640–60? Make particular reference to the diversity of religious beliefs and opinions during the given period. They should be aware of[changes imposed on Anglicanism during the Commonwealth and Protectorate](http://www.history.ac.uk/reviews/review/1308). They should understand the extent of [religious radicalism during republican rule](http://www.history.ac.uk/reviews/review/1125). (Total for Question 1 = 20 marks)

**OR**

2 To what extent was social and economic developments responsible for political instability in the years 1640–60? Make particular reference to the diversity of religious beliefs and opinions during the given period. They should be aware of[changes imposed on Anglicanism during the Commonwealth and Protectorate](http://www.history.ac.uk/reviews/review/1308). They should understand the extent of [religious radicalism during republican rule](http://www.history.ac.uk/reviews/review/1125).(Total for Question 2 = 20 marks)

**Section B.**

Understanding of the period in breadth and target content specified in the themes, questions may cross themes, questions cover periods of at least a third of the timespan of the themes covering any A01 concepts (causes and consequences, changes and continuity, similarity and difference, significance).

**EITHER**

3 How far do you agree that the Church of England was transformed in the years

1625–60? Make particular reference to the diversity of religious beliefs and opinions during the given period. They should be aware of[changes imposed on Anglicanism during the Commonwealth and Protectorate](http://www.history.ac.uk/reviews/review/1308). They should understand the extent of [religious radicalism during republican rule](http://www.history.ac.uk/reviews/review/1125).(Total for Question 3 = 20 marks)

**OR**

4 How accurate is it to say that fear of Catholicism was fundamental to the discontent faced by the monarchy in the years 1625–60? Make particular reference to the diversity of religious beliefs and opinions during the given period. They should be aware of [changes imposed on Anglicanism during the Commonwealth and Protectorate](http://www.history.ac.uk/reviews/review/1308). They should understand the extent of [religious radicalism during republican rule](http://www.history.ac.uk/reviews/review/1125).(Total for Question 4 = 20 marks)

**Cracking the Puzzle**: Preparing for Revision and Assessment

**Activity 1 : Complete Trigger Memory Activity** using your background notes. An explanation on how to complete this is in your guidance booklet.

**Activity 2 : There are many excellent websites** which can be used to revisit the material covered so far. You should download some of these resources to supplement your main areas of note taking in this period. These include -

In studying Theme 1, students need to understand the nature of Republican and [Cromwell's](http://www.bbc.co.uk/timelines/zttpsbk) rule and the reasons why the system failed to provide a stable system of government in the given period. Detailed knowledge of each of the republican systems introduced in the years 1649–60 is not required, but students should understand the reasons for the unpopularity of these experiments, the[rump parliament](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/civilwar/overview/rump-dissolved/) and [Cromwell as Lord Protector](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/civilwar/overview/protectorate-parliaments/) and [changes in representation in the commons](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/civilwar/overview/commons-representation-changes/), and the factors which led to the [end of republican rule and the restoration of the monarchy](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/civilwar/overview/end-of-the-protectorate/). They should be aware of military involvement in politics, [the leadership of Oliver Cromwell](http://www.nationalarchives.gov.uk/education/civilwar/g6/key/) and the extent to which it influenced political stability in the years 1646–60. In studying Theme 2, students should be aware of the diversity of religious beliefs and opinions during the given period. They should be aware of[changes imposed on Anglicanism during the Commonwealth and Protectorate](http://www.history.ac.uk/reviews/review/1308). They should understand the extent of [religious radicalism during republican rule](http://www.history.ac.uk/reviews/review/1125).

**Activity 3** Paper 1 AS and A Level Section A

**Section A Technique AS Level Cause or consequence 40 minutes. Three main parts.**

**2 mins planning for top 3 factors, 5 top points for each, and relative significance.**

**Introduction**. X certainly made a significant contribution to Q, along with Y and Z. It is argued that whilst the interaction of these factors were responsible for Q, Z was the most significant factor. **2 minutes**

**Part 1** X made a significant contribution to Q. Top 5 points, however it was not sufficient to cause Q without Y and Z because. Its overall contribution was to provide an important stimulus by...**10 minutes**

**Part 2** Y made a more significant contribution to Q. Top 5 points, however it was not sufficient to cause Q without X and Z because. Its overall contribution was to provide an important stimulus by...**10 minutes**

**Part 3** Z made the most significant contribution to Q. Top 5 points, however it was not sufficient to cause Q on its own without the interaction of X and Y because. It was however the most significant contribution to Q because...**10 minutes**

**Conclusion** The essential interaction of factors along with their relative significance is finally commented upon. **6 mins**

**Section A Technique A Level All concepts 40 minutes. Two main parts.**

The stems‘ How far...’,‘To what extent did/was...’,‘How accurate is it to say that...’will be used in Sections A and B. The initial stem used at AS can be followed by a range of concept targets, and at A level a wider range of stem variants will be used. Additionally, more nuanced or complex judgements are required at A level,for example an A level question might ask whether it could be called a‘ transformation’. AS questions are less likely to use adjectival/adverbial qualifiers: they are more likely to ask about ‘features’ of an era (rather than‘ fundamental features’) and are less likely to require two aspects of content to be related together. So AS questions are more likely to ask how far a policy ‘failed’ (rather than ask if it‘ failed to meet its aims’); and how far a country ‘benefited’ from a course of action (rather than how far the ‘benefits outweighed the drawbacks’).

You will be able to find a full range of suggested writing techniques for all concepts for A Level Section A on the following link.

[A Level Section A and B Thinking and Writing Technique for all concepts](https://docs.google.com/document/d/1yCAFtOk6SPmaB6GGez1oS1sfVECcW2CbYkrZyd4rKAQ/edit).

**Activity 4** Paper 1 AS and A Level Section B

**Section B Technique for AS and A Level 40 minutes**

In Section B AS, the following three stems are used:

●How far.../significant.../important was...? ●To what extent did/was...?●How accurate is it to say that...?

Any of the three can be used to target any of the concepts. Here the student must recognise whether the statement which follows requires a judgement about change, causation, consequence, significance or the extent of similarity/difference.

**2 mins planning for top 3 factors, 5 top points for each, and relative significance.**

**Introduction**. X certainly made a significant contribution to Q, along with Y and Z. It is argued that whilst the interaction of these factors were responsible for Q, Z was the most significant factor. **2 minutes**

**Part 1** X made a significant contribution to Q. Top 5 points, however it was not sufficient to cause Q without Y and Z because. Its overall contribution was to provide an important stimulus by...**10 minutes**

**Part 2** Y made a more significant contribution to Q. Top 5 points, however it was not sufficient to cause Q without X and Z because. Its overall contribution was to provide an important stimulus by...**10 minutes**

**Part 3** Z made the most significant contribution to Q. Top 5 points, however it was not sufficient to cause Q on its own without the interaction of X and Y because. It was however the most significant contribution to Q because...**10 minutes**

**Conclusion** The essential interaction of factors along with their relative significance is finally commented upon. **6 mins**

**Section B Technique A Level All concepts 40 minutes. Two main parts.**

The stems‘ How far...’,‘To what extent did/was...’,‘How accurate is it to say that...’will be used in Sections A and B. The initial stem used at AS can be followed by a range of concept targets, and at A level a wider range of stem variants will be used. Additionally, more nuanced or complex judgements are required at A level,for example an A level question might ask whether it could be called a‘ transformation’. AS questions are less likely to use adjectival/adverbial qualifiers: they are more likely to ask about ‘features’ of an era (rather than‘ fundamental features’) and are less likely to require two aspects of content to be related together. So AS questions are more likely to ask how far a policy ‘failed’ (rather than ask if it‘ failed to meet its aims’); and how far a country ‘benefited’ from a course of action (rather than how far the ‘benefits outweighed the drawbacks’).

You will be able to find a full range of suggested writing techniques for all concepts for A Level Section B on the following link.

[A Level Section A and B Thinking and Writing Technique for all concepts](https://docs.google.com/document/d/1yCAFtOk6SPmaB6GGez1oS1sfVECcW2CbYkrZyd4rKAQ/edit)

**Specimen and Past Questions . Specimen**

**Section A**. Understanding of the period in breadth and target content specified in the themes, questions may cross themes, questions cover periods of at least 10 years covering any A01 concepts (Causes, consequences, change, continuity, similarity, difference, significance).

**EITHER**

1 To what extent was Oliver Cromwell personally responsible for the problems which faced the monarchy in the years 1629–46? Make specific reference to political, religious, economic and social themes.

(Total for Question 1 = 20 marks)

**OR**

2 To what extent was military involvement in politics responsible for political instability in the years 1642–60? Make specific reference to political, religious, economic and social themes.

(Total for Question 2 = 20 marks)

**Section B.** Understanding of the period in breadth and target content specified in the themes, questions may cross themes, questions cover periods of at least a third of the timespan of the themes covering any A01 concepts (Causes, consequences, change, continuity, similarity, difference, significance).

**EITHER**

3 How far do you agree that the British economy was transformed in the years

1625–60? Make specific reference to political, religious, economic and social themes.

(Total for Question 3 = 20 marks)

**OR**

4 How accurate is it to say that fear of Catholicism was fundamental to the discontent faced by the monarchy in the years 1629–60? Make specific reference to political, religious, economic and social themes.

(Total for Question 4 = 20 marks)

**June 2016**

Section A

EITHER

1? (Total for Question 1 = 20 marks)

OR

2 ? (Total for Question 2 = 20 marks)

Section B

EITHER

3 ? (Total for Question 3 = 20 marks)

OR

4 ? (Total for Question 4 = 20 marks)

**June 2018**

**Markscheme**

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| AS Level |  | A Level |
| L1 1–4 | • Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer and the answer overall lacks coherence and precision. | L1 1–3 |
| L2 5–10 | • Descriptive statements are made about key features of the period which are relevant to the topic in general terms, but they display limited analysis and are not clearly shown to relate to the question. • Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision. | L2 4–7 |
|  L3 11–16 | • Descriptive passages are included, but there is some analysis and an attempt to explain links between the relevant key features of the period and the question. • Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision. | L3 8–12 |
| L4 17–20 | • Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to meet most of its demands. • Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. • The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision. |  L4 13–16 |
|  | • Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands. • Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement. • The answer is well organised. The argument is logical and coherent throughout . |  L5 17–20 |