**A level History. Paper 1.**

**Historical Assessment Objectives 1 and 3. Restoration 1660-88**

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| [**King Charles II** attributed to Thomas Hawker c1680](http://www.npg.org.uk/take-another-look/charles-ii.php) | [**King James II** by Sir Godfrey Kneller, Bt](http://www.npg.org.uk/collections/search/portrait/mw03423/King-James-II)[oil on canvas, 1684](http://www.npg.org.uk/collections/search/portrait/mw03423/King-James-II) |

**In a Nutshell:**

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

**Theme 1 : The quest for political stability 1660-1688.In studying Theme 1, students need to understand the nature of Stuart under** [**Charles II**](http://www.royal.gov.uk/HistoryoftheMonarchy/KingsandQueensoftheUnitedKingdom/TheStuarts/CharlesII.aspx) **and** [**James II**](http://www.royal.gov.uk/HistoryoftheMonarchy/KingsandQueensoftheUnitedKingdom/TheStuarts/JamesII.aspx)**and the** [**reasons why the system failed to provide a stable system of government**](https://docs.google.com/document/d/1apcOau1lLHlnvXeB7jB2TwQ0cK5NYopG2u1ZsmldP4w/edit) **in the given period. Students should understand the shortcomings of the Restoration Settlement and** [**the reasons why conflict between crown and parliament led to the collapse of the Stuart monarchy in 1688**](https://docs.google.com/document/d/1k9R0daML9RmoVmsAggP6EpQ6xej_02O37c9E5SCYBps/edit)**.**

**Theme 2 : Religion: conflict and dissent, 1660-1688. 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 Anglican dominance under Charles II.**](https://docs.google.com/document/d/1nbsA0FjRmrjYC8_N0_zGVAV2uBdw220lRkh31wHV7Q0/edit) **Detailed knowledge of laws against dissenters during the Restoration is not required, but students should be aware of the extent of persecution and its effects during these years.** [**They should understand the significance of Catholic influence over the Stuart monarchs**](https://docs.google.com/document/d/1nbsA0FjRmrjYC8_N0_zGVAV2uBdw220lRkh31wHV7Q0/edit) **during the Restoration period to 1688.**

**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 Monarchy.

Green Open opposition and protest against Monarchy.

Red Serious opposition to threaten the future of the Monarchy.

**Chronology 1660-1688**

**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.

**1661** The Cavalier Parliament first met and sat until January 1679: The bishops sat again in the Lords and the Act of Uniformity enforced conformity to the English Church.

**1670** Charles II agreed in the secret treaty of Dover to convert to Catholicism in exchange for French subsidies.

**1673** Parliament passed a Test Act to prevent Catholics from holding office, by which the successor to the throne, James, Duke of York, had to resign.

**1677** Four peers were imprisoned by the House of Lords for claiming that Parliament was automatically dissolved because it had not met for over a year.

**1678** Parliament passed a Test Act to prevent Catholics from sitting in Parliament.

**1679** The first Exclusion Parliament met: the Commons drafted a Bill to exclude the Duke of York from the succession.

**1680** The second Exclusion Parliament met: the Exclusion Bill was defeated in the Lords.

**1681** The third Exclusion Parliament met at Oxford for only a week, the last time Parliament met outside Westminster.

**1681-4** The "Tory reaction", saw purges, prosecutions, and executions of prominent Exclusionists, or Whigs, as they were now called.

**1685** Charles II died in February and James II's Parliament first met in May, but after November was continuously prorogued until it was dissolved in July 1687.

**1686** Godden v Hales allowed James II to dispense individuals from Test Acts. The bishop of London was suspended from his office for not taking action against an anti-Catholic preacher.

**1687** James II issued his Declaration of Indulgence for Nonconformists and sent agents to find potential MPs who would vote for repeal of the Test Acts.

**June 1688** The "Seven Bishops" prosecuted by James II for refusing to announce the Declaration of Indulgence in their churches were acquitted. The "Immortal Seven" sent their invitation to William of Orange to invade England after the birth of James II's son.

**Nov.-Dec. 1688** The "Glorious Revolution" - William of Orange invaded England and James II fled to France. A Convention was summoned to decide the political settlement.

**1689** The Convention Parliament voted that James II had 'abdicated' and that William and Mary should be offered the Crown (February). The Commons read the Declaration of Rights to William and Mary, which they later enacted as statute, the Bill of Rights (December). Parliament declared war on France (the Nine Years' War) (May).

**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. Students should understand the shortcomings of the Restoration Settlement and the reasons why conflict between crown and parliament led to the collapse of the Stuart monarchy in 1688.

In studying Theme 2, students should be aware of the diversity of religious beliefs and opinions during the given period. Detailed knowledge of laws against dissenters during the Restoration is not required, but students should be aware of the extent of persecution and its effects during these years. They should understand the significance of Catholic influence over the Stuart monarchs during the Restoration period to 1688.

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

**Resources 1660-88**

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| **Texts** | 12 A Anderson “Stuart Britain” [Ch7](https://drive.google.com/drive/#folders/0B1nsDxK47bFYRk4xWVBmUnk1RzA/0B1nsDxK47bFYemZSM0NGNnJxQlU/0B1nsDxK47bFYYVdQakRaNWxHZ1k/0B1nsDxK47bFYY2U5cHAtNXZzUjg/0B1nsDxK47bFYajNEMWNhLXhsWms/0B1nsDxK47bFYMEZ3d3dEaVZFMEk/0B1nsDxK47bFYRWlnbThROVl1QUk/0B1nsDxK47bFYfjdEYlNYWkNoMGVDc0h0VGw5ZTZpV1F)3 B Coward “The Stuart Age” Pt4 Ch8, 9, 10 and 11 |
| **History Today Articles** | 1 [The Later Stuarts - A Glorious Restoration? By John Morrill | Published in History Today Issue 7 1988](https://drive.google.com/drive/#folders/0B1nsDxK47bFYRk4xWVBmUnk1RzA/0B1nsDxK47bFYemZSM0NGNnJxQlU/0B1nsDxK47bFYYVdQakRaNWxHZ1k/0B1nsDxK47bFYY2U5cHAtNXZzUjg/0B1nsDxK47bFYajNEMWNhLXhsWms/0B1nsDxK47bFYMEZ3d3dEaVZFMEk/0B1nsDxK47bFYRWlnbThROVl1QUk/0B1nsDxK47bFYZlhDSXpJRFNyRGs/0B1nsDxK47bFYM1)2 [Before the Glorious Revolution. By Graham Goodlad | Published in History Review 2007](https://drive.google.com/drive/#folders/0B1nsDxK47bFYRk4xWVBmUnk1RzA/0B1nsDxK47bFYemZSM0NGNnJxQlU/0B1nsDxK47bFYYVdQakRaNWxHZ1k/0B1nsDxK47bFYY2U5cHAtNXZzUjg/0B1nsDxK47bFYajNEMWNhLXhsWms/0B1nsDxK47bFYMEZ3d3dEaVZFMEk/0B1nsDxK47bFYRWlnbThROVl1QUk/0B1nsDxK47bFYZlhDSXpJRFNyRGs/0B1nsDxK47bFYM1)3 [Religion's Role in the Glorious Revolution. By Bill Speck | Published in History Today Issue 7 1988](https://drive.google.com/drive/#folders/0B1nsDxK47bFYRk4xWVBmUnk1RzA/0B1nsDxK47bFYemZSM0NGNnJxQlU/0B1nsDxK47bFYYVdQakRaNWxHZ1k/0B1nsDxK47bFYY2U5cHAtNXZzUjg/0B1nsDxK47bFYajNEMWNhLXhsWms/0B1nsDxK47bFYMEZ3d3dEaVZFMEk/0B1nsDxK47bFYRWlnbThROVl1QUk/0B1nsDxK47bFYZlhDSXpJRFNyRGs/0B1nsDxK47bFYM1)4 [Change & Continuity in 17th Century English Parliaments](https://drive.google.com/drive/#folders/0B1nsDxK47bFYRk4xWVBmUnk1RzA/0B1nsDxK47bFYemZSM0NGNnJxQlU/0B1nsDxK47bFYYVdQakRaNWxHZ1k/0B1nsDxK47bFYY2U5cHAtNXZzUjg/0B1nsDxK47bFYajNEMWNhLXhsWms/0B1nsDxK47bFYMEZ3d3dEaVZFMEk/0B1nsDxK47bFYRWlnbThROVl1QUk/0B1nsDxK47bFYZlhDSXpJRFNyRGs/0B1nsDxK47bFYM1)[By David Smith | Published in History Review 2002](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 3 Episode 1 The return of the King..Channel 4 on demand](http://www.channel4.com/programmes/monarchy/on-demand/39163-003)3 |
| **HA Podcasts** | 12 |
| **Websites** | 1[Parliament.co.uk](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/civilwar/)2 |
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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

* by [YaleCourses](https://www.youtube.com/user/YaleCourses)
* 25 videos
* 47,782 views
* 19 hours

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=ceFidZi9ge4&index=22&list=PL18B9F132DFD967A3>

<https://www.youtube.com/watch?v=JFwSNmV6Ijw&index=23&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>

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 1660-1688

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 1660-1688

1<http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/revolution/>

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

**Content**

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| **1 The quest for political stability, 1660–88** | In studying Theme 1, students need to understand the nature of Stuart under [Charles II](http://www.royal.gov.uk/HistoryoftheMonarchy/KingsandQueensoftheUnitedKingdom/TheStuarts/CharlesII.aspx) and [James II](http://www.royal.gov.uk/HistoryoftheMonarchy/KingsandQueensoftheUnitedKingdom/TheStuarts/JamesII.aspx)and the [reasons why the system failed to provide a stable system of government](https://docs.google.com/document/d/1apcOau1lLHlnvXeB7jB2TwQ0cK5NYopG2u1ZsmldP4w/edit) in the given period. Students should understand the shortcomings of the Restoration Settlement and [the reasons why conflict between crown and parliament led to the collapse of the Stuart monarchy in 1688](https://docs.google.com/document/d/1k9R0daML9RmoVmsAggP6EpQ6xej_02O37c9E5SCYBps/edit). |
| **2 Religion: conflict and dissent, 1660–88** | 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 Anglican dominance under Charles II.](https://docs.google.com/document/d/1nbsA0FjRmrjYC8_N0_zGVAV2uBdw220lRkh31wHV7Q0/edit) Detailed knowledge of laws against dissenters during the Restoration is not required, but students should be aware of the extent of persecution and its effects during these years. [They should understand the significance of Catholic influence over the Stuart monarchs](https://docs.google.com/document/d/1nbsA0FjRmrjYC8_N0_zGVAV2uBdw220lRkh31wHV7Q0/edit) during the Restoration period to 1688. |

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| **Memory Retrieval strategies and timings****RS** The Restoration Settlement, 1660–64. 1 Hour **KvP** The conflicts between king and parliaments, 1665–81. 1 Hour **cRP** Personal rule and the collapse of royal power, 1681–88.1 Hour**A** The restoration of Anglicanism, 1660–62 and its dominant position in religious life. 1 Hour**PD** The persecution of dissenters under Charles II and James II. 1 Hour**AC** Anti-Catholic sentiment, 1660–88.1 Hour |

**Theme 1 : The quest for political stability 1660-1688.In studying Theme 1, students need to understand the nature of Stuart under** [**Charles II**](http://www.royal.gov.uk/HistoryoftheMonarchy/KingsandQueensoftheUnitedKingdom/TheStuarts/CharlesII.aspx) **and** [**James II**](http://www.royal.gov.uk/HistoryoftheMonarchy/KingsandQueensoftheUnitedKingdom/TheStuarts/JamesII.aspx)**and the** [**reasons why the system failed to provide a stable system of government**](https://docs.google.com/document/d/1apcOau1lLHlnvXeB7jB2TwQ0cK5NYopG2u1ZsmldP4w/edit) **in the given period. Students should understand the shortcomings of the Restoration Settlement and** [**the reasons why conflict between crown and parliament led to the collapse of the Stuart monarchy in 1688**](https://docs.google.com/document/d/1k9R0daML9RmoVmsAggP6EpQ6xej_02O37c9E5SCYBps/edit)**.**

**Activity 1** 

The Restoration Settlement, 1660–64, p. 30-32

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| **Role 1: Textbook Researcher and scribe.** |
| **The Restoration Settlement, 1660-1664 1** |  |
| **The Restoration Settlement, 1660-1664 2** |  |
| **Charles II and finance** |  |

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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 conflicts between king and parliaments, 1665–81, p. 32-35

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| **Role 1: Textbook Researcher and scribe.** |
| **The conflicts between king and parliament, 1665-1681** |  |
| **Renewed suspicions, 1665-1678** |  |
| **Suspicions confirmed** |  |
| **The Popish plot** |  |
| **Whigs and Tories: The Exclusion Crisis, 1679-1681** |  |

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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 personal rule of Charles and James and the collapse of royal power, 1681–88, p. 36-39

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| **Role 1: Textbook Researcher and scribe.** |
| **The Rye House plot and decline in Whig power** |  |
| **James II and personal rule** |  |
| **James II in decline** |  |
| **Collapse of royal power** |  |

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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 1 : The quest for political stability 1660-88.**

**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 Charles II and James II personally responsible for the problems which faced the restored monarchy in the years 1660–88? Make specific reference to political, religious, economic and social themes. Furthermore make reference to **the nature of Stuart under** [**Charles II**](http://www.royal.gov.uk/HistoryoftheMonarchy/KingsandQueensoftheUnitedKingdom/TheStuarts/CharlesII.aspx) **and** [**James II**](http://www.royal.gov.uk/HistoryoftheMonarchy/KingsandQueensoftheUnitedKingdom/TheStuarts/JamesII.aspx) **and the** [**reasons why the system failed to provide a stable system of government**](https://docs.google.com/document/d/1apcOau1lLHlnvXeB7jB2TwQ0cK5NYopG2u1ZsmldP4w/edit) **in the given period. Students should understand the shortcomings of the Restoration Settlement and** [**the reasons why conflict between crown and parliament led to the collapse of the Stuart monarchy in 1688**](https://docs.google.com/document/d/1k9R0daML9RmoVmsAggP6EpQ6xej_02O37c9E5SCYBps/edit)**.**

(Total for Question 1 = 20 marks)

**OR**

2 To what extent was parliament responsible for political instability in the years 1660–88? Make specific reference to political, religious, economic and social themes. Furthermore make reference to **the nature of Stuart under** [**Charles II**](http://www.royal.gov.uk/HistoryoftheMonarchy/KingsandQueensoftheUnitedKingdom/TheStuarts/CharlesII.aspx) **and** [**James II**](http://www.royal.gov.uk/HistoryoftheMonarchy/KingsandQueensoftheUnitedKingdom/TheStuarts/JamesII.aspx) **and the** [**reasons why the system failed to provide a stable system of government**](https://docs.google.com/document/d/1apcOau1lLHlnvXeB7jB2TwQ0cK5NYopG2u1ZsmldP4w/edit) **in the given period. Students should understand the shortcomings of the Restoration Settlement and** [**the reasons why conflict between crown and parliament led to the collapse of the Stuart monarchy in 1688**](https://docs.google.com/document/d/1k9R0daML9RmoVmsAggP6EpQ6xej_02O37c9E5SCYBps/edit)**.**

(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

1642–88? Make specific reference to political, religious, economic and social themes. Furthermore make reference to **the nature of Stuart under** [**Charles II**](http://www.royal.gov.uk/HistoryoftheMonarchy/KingsandQueensoftheUnitedKingdom/TheStuarts/CharlesII.aspx) **and** [**James II**](http://www.royal.gov.uk/HistoryoftheMonarchy/KingsandQueensoftheUnitedKingdom/TheStuarts/JamesII.aspx) **and the** [**reasons why the system failed to provide a stable system of government**](https://docs.google.com/document/d/1apcOau1lLHlnvXeB7jB2TwQ0cK5NYopG2u1ZsmldP4w/edit) **in the given period. Students should understand the shortcomings of the Restoration Settlement and** [**the reasons why conflict between crown and parliament led to the collapse of the Stuart monarchy in 1688**](https://docs.google.com/document/d/1k9R0daML9RmoVmsAggP6EpQ6xej_02O37c9E5SCYBps/edit)**.**

(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 1649–1688? Make specific reference to political, religious, economic and social themes. Furthermore make reference to **the nature of Stuart under** [**Charles II**](http://www.royal.gov.uk/HistoryoftheMonarchy/KingsandQueensoftheUnitedKingdom/TheStuarts/CharlesII.aspx) **and** [**James II**](http://www.royal.gov.uk/HistoryoftheMonarchy/KingsandQueensoftheUnitedKingdom/TheStuarts/JamesII.aspx) **and the** [**reasons why the system failed to provide a stable system of government**](https://docs.google.com/document/d/1apcOau1lLHlnvXeB7jB2TwQ0cK5NYopG2u1ZsmldP4w/edit) **in the given period. Students should understand the shortcomings of the Restoration Settlement and** [**the reasons why conflict between crown and parliament led to the collapse of the Stuart monarchy in 1688**](https://docs.google.com/document/d/1k9R0daML9RmoVmsAggP6EpQ6xej_02O37c9E5SCYBps/edit)**.**

(Total for Question 4 = 20 marks)

**Theme 2 : Religion: conflict and dissent, 1660-1688. 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 Anglican dominance under Charles II.**](https://docs.google.com/document/d/1nbsA0FjRmrjYC8_N0_zGVAV2uBdw220lRkh31wHV7Q0/edit) **Detailed knowledge of laws against dissenters during the Restoration is not required, but students should be aware of the extent of persecution and its effects during these years.** [**They should understand the significance of Catholic influence over the Stuart monarchs**](https://docs.google.com/document/d/1nbsA0FjRmrjYC8_N0_zGVAV2uBdw220lRkh31wHV7Q0/edit) **during the Restoration period to 1688.**

# **Activity 1**

# The restoration of Anglicanism, 1660–62 and its dominant position in religious life, p. 49-50

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| **Role 1: Textbook Researcher and scribe.** |
| **The Restoration Church** |  |
| **The dominance of Anglicanism** |  |

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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 persecution of dissenters under Charles II and James II, p. 53-57

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| **Role 1: Textbook Researcher and scribe.** |
| **The development of non-conformity, 1660-1669 1** |  |
| **The development of non-conformity, 1660-1669 2** |  |
| **Improvements for dissenters in the 1660s** |  |
| **Continued difficulties** |  |
| **Charles II and sympathy with the dissenters**  |  |
| **Non-conformity, 1669-1688** |  |
| **Why did the dissenters survive the years of persecution?** |  |

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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** 

Anti-Catholic sentiment, 1660–88 p. 61-65

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| **Role 1: Textbook Researcher and scribe.** |
| **Charles II and continental Catholicism** |  |
| **Charles II and Catholicism at home** |  |
| **James II and anti-Catholic sentiment, 1685-1688** |  |

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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 the restored Monarchy in the years 1660–88? Make specific reference to political, religious, economic and social themes. Furthermore make reference to **the diversity of religious beliefs and opinions during the given period.** [**They should be aware of Anglican dominance under Charles II.**](https://docs.google.com/document/d/1nbsA0FjRmrjYC8_N0_zGVAV2uBdw220lRkh31wHV7Q0/edit) **Detailed knowledge of laws against dissenters during the Restoration is not required, but students should be aware of the extent of persecution and its effects during these years.** [**They should understand the significance of Catholic influence over the Stuart monarchs**](https://docs.google.com/document/d/1nbsA0FjRmrjYC8_N0_zGVAV2uBdw220lRkh31wHV7Q0/edit) **during the Restoration period to 1688.**

(Total for Question 1 = 20 marks)

**OR**

2 To what extent was social and economic developments responsible for political instability in the years 1660–88? Make specific reference to political, religious, economic and social themes. Furthermore make reference to **the diversity of religious beliefs and opinions during the given period.** [**They should be aware of Anglican dominance under Charles II.**](https://docs.google.com/document/d/1nbsA0FjRmrjYC8_N0_zGVAV2uBdw220lRkh31wHV7Q0/edit) **Detailed knowledge of laws against dissenters during the Restoration is not required, but students should be aware of the extent of persecution and its effects during these years.** [**They should understand the significance of Catholic influence over the Stuart monarchs**](https://docs.google.com/document/d/1nbsA0FjRmrjYC8_N0_zGVAV2uBdw220lRkh31wHV7Q0/edit) **during the Restoration period to 1688.**

(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

1640–88? Make specific reference to political, religious, economic and social themes. Furthermore make reference to **the diversity of religious beliefs and opinions during the given period.** [**They should be aware of Anglican dominance under Charles II.**](https://docs.google.com/document/d/1nbsA0FjRmrjYC8_N0_zGVAV2uBdw220lRkh31wHV7Q0/edit) **Detailed knowledge of laws against dissenters during the Restoration is not required, but students should be aware of the extent of persecution and its effects during these years.** [**They should understand the significance of Catholic influence over the Stuart monarchs**](https://docs.google.com/document/d/1nbsA0FjRmrjYC8_N0_zGVAV2uBdw220lRkh31wHV7Q0/edit) **during the Restoration period to 1688.**

(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 1642–88? Make specific reference to political, religious, economic and social themes. Furthermore make reference to **the diversity of religious beliefs and opinions during the given period.** [**They should be aware of Anglican dominance under Charles II.**](https://docs.google.com/document/d/1nbsA0FjRmrjYC8_N0_zGVAV2uBdw220lRkh31wHV7Q0/edit) **Detailed knowledge of laws against dissenters during the Restoration is not required, but students should be aware of the extent of persecution and its effects during these years.** [**They should understand the significance of Catholic influence over the Stuart monarchs**](https://docs.google.com/document/d/1nbsA0FjRmrjYC8_N0_zGVAV2uBdw220lRkh31wHV7Q0/edit) **during the Restoration period to 1688.**

(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 Stuart under** [**Charles II**](http://www.royal.gov.uk/HistoryoftheMonarchy/KingsandQueensoftheUnitedKingdom/TheStuarts/CharlesII.aspx) **and** [**James II**](http://www.royal.gov.uk/HistoryoftheMonarchy/KingsandQueensoftheUnitedKingdom/TheStuarts/JamesII.aspx) **and the** [**reasons why the system failed to provide a stable system of government**](https://docs.google.com/document/d/1apcOau1lLHlnvXeB7jB2TwQ0cK5NYopG2u1ZsmldP4w/edit) **in the given period. Students should understand the shortcomings of the Restoration Settlement and** [**the reasons why conflict between crown and parliament led to the collapse of the Stuart monarchy in 1688**](https://docs.google.com/document/d/1k9R0daML9RmoVmsAggP6EpQ6xej_02O37c9E5SCYBps/edit)**. 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 Anglican dominance under Charles II.**](https://docs.google.com/document/d/1nbsA0FjRmrjYC8_N0_zGVAV2uBdw220lRkh31wHV7Q0/edit) **Detailed knowledge of laws against dissenters during the Restoration is not required, but students should be aware of the extent of persecution and its effects during these years.** [**They should understand the significance of Catholic influence over the Stuart monarchs**](https://docs.google.com/document/d/1nbsA0FjRmrjYC8_N0_zGVAV2uBdw220lRkh31wHV7Q0/edit) **during the Restoration period to 1688.**

**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 .**

**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 Charles II and James II personally responsible for the problems which faced the restored monarchy in the years 1660–88? Make specific reference to political, religious, economic and social themes.

(Question 1 = 20 marks)

**OR**

2 To what extent was the role of Parliament responsible for political instability in the years 1660–88? 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

1625–88? 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 governments in the years 1642–88? 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 |