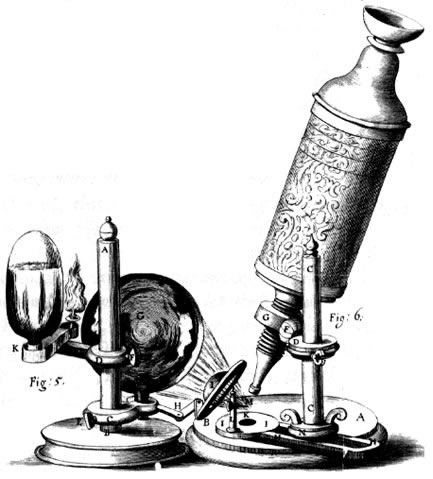
**A level History. Paper 1. Key Theme 3. Social and intellectual challenge, 1625–88**

**Historical Assessment Objectives 1 and 3**

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| Robert Hooke initially gained a strong reputation as a designer of machinery and scientific instruments, and, beginning in 1655, he was employed by the royalist Robert Boyle in Oxford to design air pumps and air pump experiments, while the Cromwellian regime was still in place. The effects of reduced air in an evacuated chamber in various kinds of experimental set-ups quickly became emblematic of the power of experimental inquiry. |

**In a Nutshell:**

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

**Part 1.** Population: reasons for the increase in population; the impact of [population growth](http://homepage.ntlworld.com/hitch/gendocs/pop.html) on urban development and rural change; growth of [poverty and vagrancy](http://cass.lancs.ac.uk/wp-content/uploads/2015/04/09-CASS-Beggars-RL-FINISHED.pdf); the Poor Laws and actions against beggars and vagrants.

**Part 2**. The changing structure of society: [the power of the nobility; the changing gentry class](https://en.wikipedia.org/wiki/Storm_over_the_gentry); urbanisation ([growth of London](http://www.bbc.co.uk/history/british/civil_war_revolution/brighter_lights_01.shtml)) and the growth of the professional and merchant classes; the impact of religious and legal changes on the status of women.

**Part 3.** A ferment of ideas: radical political ideas [Hobbes and Locke](http://www.academia.edu/860350/Explain_what_made_the_political_arguments_of_both_Hobbes_and_Locke_so_progressive_for_their_time), including the [Levellers and the Diggers](https://libcom.org/history/1642-1652-diggers-levellers); the end of divine right monarchy and a confessional state; the significance of the ideas of Hobbes and Locke; the scientific revolution, including [Francis Bacon](http://www.francisbaconsociety.co.uk/francis-bacon/influence-and-reputation/) , and the experimental method; the [significance of the Royal Society](http://www.history.org.uk/resources/secondary_resource_7382_123.html).

**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.

Green Open opposition and protest.

Red Serious opposition to threaten the future of the Tsarist state.

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

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

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| **3 Social and intellectual challenge, 1625–88** | Population: reasons for the increase in population; the impact of [population growth](http://homepage.ntlworld.com/hitch/gendocs/pop.html) on urban development and rural change; growth of [poverty and vagrancy](http://cass.lancs.ac.uk/wp-content/uploads/2015/04/09-CASS-Beggars-RL-FINISHED.pdf); the Poor Laws and actions against beggars and vagrants.  The changing structure of society: [the power of the nobility; the changing gentry class](https://en.wikipedia.org/wiki/Storm_over_the_gentry); urbanisation ([growth of London](http://www.bbc.co.uk/history/british/civil_war_revolution/brighter_lights_01.shtml)) and the growth of the professional and merchant classes; the impact of religious and legal changes on the status of women.  A ferment of ideas: radical political ideas [Hobbes and Locke](http://www.academia.edu/860350/Explain_what_made_the_political_arguments_of_both_Hobbes_and_Locke_so_progressive_for_their_time), including the [Levellers and the Diggers](https://libcom.org/history/1642-1652-diggers-levellers); the end of divine right monarchy and a confessional state; the significance of the ideas of Hobbes and Locke; the scientific revolution, including [Francis Bacon](http://www.francisbaconsociety.co.uk/francis-bacon/influence-and-reputation/) , and the experimental method; the [significance of the Royal Society](http://www.history.org.uk/resources/secondary_resource_7382_123.html). |

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| **Memory Retrieval strategies and timings**  **Population**  **P** reasons for the increase in population1 Hour  **IP** the impact of population growth on urban development and rural change1 Hour  **PPL** growth of poverty; the Poor Laws and actions against beggars and vagrants.2 Hour    **Society**  **N** the power of the nobility.1 Hour  **G** the changing gentry class. 1 Hour  **PMC** urbanisation and the growth of the professional and merchant classes. 1 Hour  **W** the impact of religious and legal changes on the status of women. 1 Hour  **Ideas**  **RPI** radical political ideas, including the Levellers and the Diggers. 1 Hour  **DR** the end of divine right monarchy and a confessional state. 1 Hour  **HL** the significance of the ideas of Hobbes and Locke. 1 Hour  **SR** the scientific revolution, including Francis Bacon and the experimental method. 1 Hour  **RS** the significance of the Royal Society.1 Hour |

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**Part 1.** Population: reasons for the increase in population; the impact of [population growth](http://homepage.ntlworld.com/hitch/gendocs/pop.html) on urban development and rural change; growth of [poverty and vagrancy](http://cass.lancs.ac.uk/wp-content/uploads/2015/04/09-CASS-Beggars-RL-FINISHED.pdf); the Poor Laws and actions against beggars and vagrants.

**Activity 1** 

The impact of population growth on urban development and rural change; p67-71

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| **Role 1: Textbook Researcher and scribe.** | |
| Developments | Explanation and Analysis |
| Extent of population increase 1600-1700 |  |
| Reason 1  Migration |  |
| Reason 2  Mortality |  |
| Reason 3  Fertility |  |
| Impact on towns |  |
| Impact on rural life |  |

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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 growth of poverty; p71-72

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| **Role 1: Textbook Researcher and scribe.** | |
| **Developments** | **Explanation and Analysis** |
| Reasons for increase in poverty |  |
| Settled poor |  |
| Migrant poor |  |
| Price inflation |  |
| What options did the poor have |  |

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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 Poor Laws and actions against beggars and vagrants.p72-73**

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| **Role 1: Textbook Researcher and scribe.** | |
| **Developments** | **Explanation and Analysis** |
| Terms of the Act of 1601 |  |
| Analyses of the Act 1601-1660 |  |
| After the restoration |  |
| Poor Relief Act 1662 |  |
| Impact on beggars and vagrants |  |

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

**Examples Theme 3 Part 1: Social and intellectual challenge. Question**

**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 were social and intellectual developments responsible for the problems which faced the monarchy in the years 1625–49, 1640-60, 1649-88? Make particular reference to Population: reasons for the increase in population; the impact of [population growth](http://homepage.ntlworld.com/hitch/gendocs/pop.html) on urban development and rural change; growth of [poverty and vagrancy](http://cass.lancs.ac.uk/wp-content/uploads/2015/04/09-CASS-Beggars-RL-FINISHED.pdf); the Poor Laws and actions against beggars and vagrants.

(Total for Question 1 = 20 marks)

**OR**

2 To what extent was social and intellectual developments responsible for political instability in the years 1625–49, 1640-60, 1649-88? Make particular reference to Population: reasons for the increase in population; the impact of [population growth](http://homepage.ntlworld.com/hitch/gendocs/pop.html) on urban development and rural change; growth of [poverty and vagrancy](http://cass.lancs.ac.uk/wp-content/uploads/2015/04/09-CASS-Beggars-RL-FINISHED.pdf); the Poor Laws and actions against beggars and vagrants.

(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 British society was transformed in the years

1625–85, 1642-88? Make particular reference to Population: reasons for the increase in population; the impact of [population growth](http://homepage.ntlworld.com/hitch/gendocs/pop.html) on urban development and rural change; growth of [poverty and vagrancy](http://cass.lancs.ac.uk/wp-content/uploads/2015/04/09-CASS-Beggars-RL-FINISHED.pdf); the Poor Laws and actions against beggars and vagrants.

(Total for Question 3 = 20 marks)

**OR**

4 How accurate is it to say that Intellectual developments were fundamental to the discontent faced by the monarchy in the years 1625–85, 1642-88? Make particular reference to Population: reasons for the increase in population; the impact of [population growth](http://homepage.ntlworld.com/hitch/gendocs/pop.html) on urban development and rural change; growth of [poverty and vagrancy](http://cass.lancs.ac.uk/wp-content/uploads/2015/04/09-CASS-Beggars-RL-FINISHED.pdf); the Poor Laws and actions against beggars and vagrants.

(Total for Question 4 = 20 marks)

**Part 2.** The changing structure of society: [the power of the nobility; the changing gentry class](https://en.wikipedia.org/wiki/Storm_over_the_gentry); urbanisation ([growth of London](http://www.bbc.co.uk/history/british/civil_war_revolution/brighter_lights_01.shtml)) and the growth of the professional and merchant classes; the impact of religious and legal changes on the status of women.

**Activity 1** 

The power of the nobility p74

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| **Role 1: Textbook Researcher and scribe.** | |
| **Developments** | **Explanation and Analysis** |
| Who were the nobility. |  |
| Analyses 1  Privileges and status |  |
| Analysis 2  Nobility suffering |  |

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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 changing gentry class; p74-75

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| **Role 1: Textbook Researcher and scribe.** | |
| **Developments** | **Explanation and Analysis** |
| Who were the gentry p74-75 |  |
| What was happening to the fortunes of the gentry? |  |
| Changing fortunes of the gentry over time? |  |
| What is the gentry controversy? |  |

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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** 

Urbanisation and the growth of the professional and merchant classes; p75-76

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| **Role 1: Textbook Researcher and scribe.** | |
| **Developments** | **Explanation and Analysis** |
| Who were the merchant classes? |  |
| Analyses of the interests of the merchant classes. |  |
| The importance of London to the merchant classes. |  |
| Who were the professional classes? |  |
| Analyses of the professional classes. |  |

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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** 

The impact of religious and legal changes on the status of women. p76-78

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| **Role 1: Textbook Researcher and scribe.** | |
| **Developments** | **Explanation and Analysis** |
| Status 1. Role of women and legal status |  |
| Status 2. Attitudes |  |
| Status 3. Extent of progress |  |
| Impact of Puritanism |  |
| Impact of Legal changes |  |

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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 5** 

**Examples Theme 3 Part 2: Social and intellectual challenge. Question**

**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 were social and intellectual developments responsible for the problems which faced the monarchy in the years 1625–49, 1640-60, 1649-88? Make particular reference to The changing structure of society: [the power of the nobility; the changing gentry class](https://en.wikipedia.org/wiki/Storm_over_the_gentry); urbanisation ([growth of London](http://www.bbc.co.uk/history/british/civil_war_revolution/brighter_lights_01.shtml)) and the growth of the professional and merchant classes; the impact of religious and legal changes on the status of women. (Total for Question 1 = 20 marks)

**OR**

2 To what extent was social and intellectual developments responsible for political instability in the years 1625–49, 1640-60, 1649-88? Make particular reference to The changing structure of society: [the power of the nobility; the changing gentry class](https://en.wikipedia.org/wiki/Storm_over_the_gentry); urbanisation ([growth of London](http://www.bbc.co.uk/history/british/civil_war_revolution/brighter_lights_01.shtml)) and the growth of the professional and merchant classes; the impact of religious and legal changes on the status of women.

(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 British society was transformed in the years

1625–85, 1642-88? Make particular reference to The changing structure of society: [the power of the nobility; the changing gentry class](https://en.wikipedia.org/wiki/Storm_over_the_gentry); urbanisation ([growth of London](http://www.bbc.co.uk/history/british/civil_war_revolution/brighter_lights_01.shtml)) and the growth of the professional and merchant classes; the impact of religious and legal changes on the status of women.

(Total for Question 3 = 20 marks)

**OR**

4 How accurate is it to say that Intellectual developments were fundamental to the discontent faced by the monarchy in the years 1625–85, 1642-88? Make particular reference to The changing structure of society: [the power of the nobility; the changing gentry class](https://en.wikipedia.org/wiki/Storm_over_the_gentry); urbanisation ([growth of London](http://www.bbc.co.uk/history/british/civil_war_revolution/brighter_lights_01.shtml)) and the growth of the professional and merchant classes; the impact of religious and legal changes on the status of women.

(Total for Question 4 = 20 marks)

**Part 3.** A ferment of ideas: radical political ideas [Hobbes and Locke](http://www.academia.edu/860350/Explain_what_made_the_political_arguments_of_both_Hobbes_and_Locke_so_progressive_for_their_time), including the [Levellers and the Diggers](https://libcom.org/history/1642-1652-diggers-levellers); the end of divine right monarchy and a confessional state; the significance of the ideas of Hobbes and Locke; the scientific revolution, including [Francis Bacon](http://www.francisbaconsociety.co.uk/francis-bacon/influence-and-reputation/) , and the experimental method; the [significance of the Royal Society](http://www.history.org.uk/resources/secondary_resource_7382_123.html)

**Activity 1** 

Radical political ideas, including the Levellers, Diggers, Seekers and Quakers;p78-81

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| **Role 1: Textbook Researcher and scribe.** | |
| **Developments** | **Explanation and Analysis** |
| Who were the levellers and what did they stand for? |  |
| Were the levelers revolutionary? |  |
| How successful were they? |  |
| Who were the diggers and what did they stand for? |  |
| Were the diggers revolutionary? |  |
| How successful were they? |  |
| Who were the seekers and quakers and what did they stand for? |  |
| Were the seekers and quakers revolutionary? |  |
| How successful were they? |  |

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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 end of divine right monarchy and a confessional state; p82-83

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| **Role 1: Textbook Researcher and scribe.** | |
| **Developments** | **Explanation and Analysis** |
| What was divine monarchy and the confessional state? |  |
| How successfully was it being challenged in the 17th Century? |  |
| What were the results of this challenge by 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 3** 

The significance of the ideas of Hobbes and Locke; p84-85

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| **Role 1: Textbook Researcher and scribe.** | |
| **Developments** | **Explanation and Analysis** |
| What were the ideas of Thomas Hobbes. |  |
| What was his impact by 1688? |  |
| What were the ideas of John Locke. |  |
| What was his impact by 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** 

The scientific revolution, including Francis Bacon and the experimental method; p86-88

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| **Role 1: Textbook Researcher and scribe.** | |
| **Developments** | **Explanation and Analysis** |
| What was the scientific revolution? |  |
| What were the ideas of Francis Bacon. |  |
| What was his impact by 1688? |  |
| What were the ideas of Isaac Newton. |  |
| What was his impact by 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 5** 

The significance of the Royal Society.

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| **Role 1: Textbook Researcher and scribe.** | |
| **Developments** | **Explanation and Analysis** |
| What was the Royal Society? |  |
| What was its impact by 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 6** 

**Examples Theme 3 Part 3: Social and intellectual challenge, 1625-49. Question**

**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 were social and intellectual developments responsible for the problems which faced the monarchy in the years 1625–49, 1640-60, 1649-88? Make particular reference to A ferment of ideas: radical political ideas [Hobbes and Locke](http://www.academia.edu/860350/Explain_what_made_the_political_arguments_of_both_Hobbes_and_Locke_so_progressive_for_their_time), including the [Levellers and the Diggers](https://libcom.org/history/1642-1652-diggers-levellers); the end of divine right monarchy and a confessional state; the significance of the ideas of Hobbes and Locke; the scientific revolution, including [Francis Bacon](http://www.francisbaconsociety.co.uk/francis-bacon/influence-and-reputation/) , and the experimental method; the [significance of the Royal Society](http://www.history.org.uk/resources/secondary_resource_7382_123.html)

(Total for Question 1 = 20 marks)

**OR**

2 To what extent was social and intellectual developments responsible for political instability in the years 1625–49, 1640-60, 1649-88? Make particular reference to A ferment of ideas: radical political ideas [Hobbes and Locke](http://www.academia.edu/860350/Explain_what_made_the_political_arguments_of_both_Hobbes_and_Locke_so_progressive_for_their_time), including the [Levellers and the Diggers](https://libcom.org/history/1642-1652-diggers-levellers); the end of divine right monarchy and a confessional state; the significance of the ideas of Hobbes and Locke; the scientific revolution, including [Francis Bacon](http://www.francisbaconsociety.co.uk/francis-bacon/influence-and-reputation/) , and the experimental method; the [significance of the Royal Society](http://www.history.org.uk/resources/secondary_resource_7382_123.html)

(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 British society was transformed in the years

1625–85, 1642-88? Make particular reference to A ferment of ideas: radical political ideas [Hobbes and Locke](http://www.academia.edu/860350/Explain_what_made_the_political_arguments_of_both_Hobbes_and_Locke_so_progressive_for_their_time), including the [Levellers and the Diggers](https://libcom.org/history/1642-1652-diggers-levellers); the end of divine right monarchy and a confessional state; the significance of the ideas of Hobbes and Locke; the scientific revolution, including [Francis Bacon](http://www.francisbaconsociety.co.uk/francis-bacon/influence-and-reputation/) , and the experimental method; the [significance of the Royal Society](http://www.history.org.uk/resources/secondary_resource_7382_123.html)

(Total for Question 3 = 20 marks)

**OR**

4 How accurate is it to say that Intellectual developments were fundamental to the discontent faced by the monarchy in the years 1625–85, 1642-88? Make particular reference to A ferment of ideas: radical political ideas [Hobbes and Locke](http://www.academia.edu/860350/Explain_what_made_the_political_arguments_of_both_Hobbes_and_Locke_so_progressive_for_their_time), including the [Levellers and the Diggers](https://libcom.org/history/1642-1652-diggers-levellers); the end of divine right monarchy and a confessional state; the significance of the ideas of Hobbes and Locke; the scientific revolution, including [Francis Bacon](http://www.francisbaconsociety.co.uk/francis-bacon/influence-and-reputation/) , and the experimental method; the [significance of the Royal Society](http://www.history.org.uk/resources/secondary_resource_7382_123.html) (Total for Question 4 = 20 marks)

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**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 -

Population: reasons for the increase in population; the impact of [population growth](http://homepage.ntlworld.com/hitch/gendocs/pop.html) on urban development and rural change; growth of [poverty and vagrancy](http://cass.lancs.ac.uk/wp-content/uploads/2015/04/09-CASS-Beggars-RL-FINISHED.pdf); the Poor Laws and actions against beggars and vagrants.

The changing structure of society: [the power of the nobility; the changing gentry class](https://en.wikipedia.org/wiki/Storm_over_the_gentry); urbanisation ([growth of London](http://www.bbc.co.uk/history/british/civil_war_revolution/brighter_lights_01.shtml)) and the growth of the professional and merchant classes; the impact of religious and legal changes on the status of women.

A ferment of ideas: radical political ideas [Hobbes and Locke](http://www.academia.edu/860350/Explain_what_made_the_political_arguments_of_both_Hobbes_and_Locke_so_progressive_for_their_time), including the [Levellers and the Diggers](https://libcom.org/history/1642-1652-diggers-levellers); the end of divine right monarchy and a confessional state; the significance of the ideas of Hobbes and Locke; the scientific revolution, including [Francis Bacon](http://www.francisbaconsociety.co.uk/francis-bacon/influence-and-reputation/) , and the experimental method; the [significance of the Royal Society](http://www.history.org.uk/resources/secondary_resource_7382_123.html)

**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)

**Past Questions**

**Specimen adapted for Theme 3 : Social and intellectual challenge, 1625-49. Question**

**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 were social and intellectual developments responsible for the problems which faced the monarchy in the years 1625–49, 1640-60, 1649-88? Make particular reference to population and poverty, social class and ideas.

(Total for Question 1 = 20 marks)

**OR**

2 To what extent was social and intellectual developments responsible for political instability in the years 1625–49, 1640-60, 1649-88? Make particular reference to population and poverty, social class and ideas.

(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 British society was transformed in the years

1625–85, 1642-88?Make particular reference to population and poverty, social class and ideas.

(Total for Question 3 = 20 marks)

**OR**

4 How accurate is it to say that Intellectual developments were fundamental to the discontent faced by the monarchy in the years 1625–85, 1642-88? Make particular reference to population and poverty, social class and ideas.

(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 2017**

**Markscheme**

|  |  |  |
| --- | --- | --- |
| 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 |