**A level History. Paper 1. Theme 4 : Economy, trade and empire, 1625–88**

**Historical Assessment Objectives 1 and 3**

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| Map of the British Empire in 1713 |

**In a Nutshell:**

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

**Part 1.** Agriculture: changes in agricultural techniques; the development of specialised farming and the growth of employment; capital investment in agriculture from [1600](http://www.ukagriculture.com/countryside/countryside_history_1600ad.cfm) to [1700](http://www.ukagriculture.com/countryside/countryside_history_1750ad.cfm); the development of national markets.

**Part 2**.[Changing trade patterns](http://www.history.org.uk/resources/secondary_resource_6803_123.html): the changing cloth trade, including ‘new draperies’ and the impact of Protestant refugees; the growth of [London and its impact on economic development; the growth of banking and insurance](http://www.bbc.co.uk/history/british/civil_war_revolution/brighter_lights_01.shtml).

**Part 3.** The impact of i[mperial expansion](http://www.history.org.uk/resources/secondary_resource_4193,4194_123.html) in [North America](http://www.history.org.uk/resources/secondary_resource_4193,4195_123.html) and the [Caribbean](http://www.history.org.uk/resources/secondary_resource_4193,4198_123.html); the Navigation Acts and the development of [mercantilist ideas](http://www.history.org.uk/resources/secondary_resource_6803_123.html); effects of [Anglo-Dutch commercial rivalry](http://www.britannica.com/topic/Anglo-Dutch-Wars); the role of the [East India Company](http://www.britannica.com/topic/East-India-Company);; the significance of [Britain’s control of the triangular trade](http://www.history.org.uk/resources/secondary_resource_4193,4198_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**:

**What do we need to focus on?** In studying Theme 4, students need to be aware of significant changes in agriculture and in trade. They should understand the trend towards specialised farming as new markets developed, and the impact of major capital investments in agriculture. They should be aware of changing trade patterns including those developments driven by imperial expansion in North America and the Caribbean. They should understand the impact on the British economy of mercantilist ideas and Britain’s control of the triangular trade.

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| **4 Economy,**  **trade and empire, 1625–88** | Agriculture: changes in agricultural techniques; the development of specialised farming and the growth of employment; capital investment in agriculture from [1600](http://www.ukagriculture.com/countryside/countryside_history_1600ad.cfm) to [1700](http://www.ukagriculture.com/countryside/countryside_history_1750ad.cfm); the development of national markets.  [Changing trade patterns](http://www.history.org.uk/resources/secondary_resource_6803_123.html): the changing cloth trade, including ‘new draperies’ and the impact of Protestant refugees; the growth of [London and its impact on economic development; the growth of banking and insurance](http://www.bbc.co.uk/history/british/civil_war_revolution/brighter_lights_01.shtml).  The impact of i[mperial expansion](http://www.history.org.uk/resources/secondary_resource_4193,4194_123.html) in [North America](http://www.history.org.uk/resources/secondary_resource_4193,4195_123.html) and the [Caribbean](http://www.history.org.uk/resources/secondary_resource_4193,4198_123.html); the Navigation Acts and the development of [mercantilist ideas](http://www.history.org.uk/resources/secondary_resource_6803_123.html); effects of [Anglo-Dutch commercial rivalry](http://www.britannica.com/topic/Anglo-Dutch-Wars); the role of the [East India Company](http://www.britannica.com/topic/East-India-Company);; the significance of [Britain’s control of the triangular trade](http://www.history.org.uk/resources/secondary_resource_4193,4198_123.html). |

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| **Memory Retrieval strategies and timings**  **Agriculture**  **A** changes in agricultural techniques. 1 Hour  **SF** the development of specialised farming and the growth of employment.1 Hour  **IA** capital investment in agriculture.1 Hour  **NM** the development of national markets.1 Hour  **Trade**  **CT** the changing cloth trade, including ‘new draperies’ and the impact of Protestant refugees.1 Hour  **L** the growth of London and its impact on economic development.1 Hour  **BI** the growth of banking and insurance..1 Hour  **Empire**  **NAJ** the significance of North America and Jamaica.1 Hour  **NA** the Navigation Acts and the development of mercantilism.1 Hour  **AvD** effects of Anglo-Dutch commercial rivalry.1 Hour  **EIC** the role of the East India Company.1 Hour  **TT** the significance of British control of the triangular trade.1 Hour |

**Part 1. Agriculture:** changes in agricultural techniques; the development of specialised farming and the growth of employment; capital investment in agriculture from [1600](http://www.ukagriculture.com/countryside/countryside_history_1600ad.cfm) to [1700](http://www.ukagriculture.com/countryside/countryside_history_1750ad.cfm); the development of national markets.

**Activity 1** 

Changes in agricultural techniques, p. 90-92.

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| **Role 1: Textbook Researcher and scribe.** | |
| Changes in agricultural techniques |  |
| Enclosure |  |
| Farming techniques |  |
| Water meadows |  |

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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 2** 

The development of specialised farming and the growth of employment, p.92-93.

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| **Role 1: Textbook Researcher and scribe.** | |
| Specialised farming |  |
| Growth of employment |  |

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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 3** 

Capital investment in agriculture, p. 94-95.

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| **Role 1: Textbook Researcher and scribe.** | |
| Capital investment in agriculture 1 |  |
| Capital investment in agriculture 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 4**

# The development of national markets, p. 95-96.

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| **Role 1: Textbook Researcher and scribe.** | |
| The development of national markets 1 |  |
| The development of national markets 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 5 Examples Theme 4 : Economy, trade and empire, 1625-88.**

**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 were Economic developments responsible for the problems which faced the monarchy in the years 1625–49, 1640-60, 1649-88? Make specific reference to Agriculture: changes in agricultural techniques; the development of specialised farming and the growth of employment; capital investment in agriculture from [1600](http://www.ukagriculture.com/countryside/countryside_history_1600ad.cfm) to [1700](http://www.ukagriculture.com/countryside/countryside_history_1750ad.cfm); the development of national markets.

(Total for Question 1 = 20 marks)

**OR**

2 To what extent was Economic developments responsible for political instability in the years 1625–49, 1640-60, 1649-88? Make specific reference to Agriculture: changes in agricultural techniques; the development of specialised farming and the growth of employment; capital investment in agriculture from [1600](http://www.ukagriculture.com/countryside/countryside_history_1600ad.cfm) to [1700](http://www.ukagriculture.com/countryside/countryside_history_1750ad.cfm); the development of national markets.

(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 economy was transformed in the years

1625–85, 1642-88? Make specific reference to Agriculture: changes in agricultural techniques; the development of specialised farming and the growth of employment; capital investment in agriculture from [1600](http://www.ukagriculture.com/countryside/countryside_history_1600ad.cfm) to [1700](http://www.ukagriculture.com/countryside/countryside_history_1750ad.cfm); the development of national markets.

(Total for Question 3 = 20 marks)

**OR**

4 How accurate is it to say that Economic developments were fundamental to the discontent faced by the monarchy in the years 1625–85, 1642-88? Make specific reference to Agriculture: changes in agricultural techniques; the development of specialised farming and the growth of employment; capital investment in agriculture from [1600](http://www.ukagriculture.com/countryside/countryside_history_1600ad.cfm) to [1700](http://www.ukagriculture.com/countryside/countryside_history_1750ad.cfm); the development of national markets.

(Total for Question 4 = 20 marks)

**Part 2.** [Changing trade patterns](http://www.history.org.uk/resources/secondary_resource_6803_123.html): the changing cloth trade, including ‘new draperies’ and the impact of Protestant refugees; the growth of [London and its impact on economic development; the growth of banking and insurance](http://www.bbc.co.uk/history/british/civil_war_revolution/brighter_lights_01.shtml).

**Activity 1** 

**T**he changing cloth trade, including ‘new draperies’ and the impact of Protestant refugees, p. 96-97.

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| **Role 1: Textbook Researcher and scribe.** | |
| The changing cloth trade |  |
| The growth of the domestic system |  |
| ‘New draperies’ and Protestant immigration |  |

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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**

# **T**he growth of London and its impact on economic development, p. 98.

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| **Role 1: Textbook Researcher and scribe.** | |
| **T**he growth of London and its impact on economic development 1 |  |
| **T**he growth of London and its impact on economic development 2 |  |
| Banking |  |

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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**

# **T**he growth of banking and insurance, p. 99-102.

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| **Role 1: Textbook Researcher and scribe.** | |
| **T**he growth of banking and insurance |  |
| Money scriveners |  |
| Goldsmith-bankers |  |
| Marine insurance |  |
| Fire insurance |  |

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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 4 : Economy, trade and empire, 1625-88.**

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**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 Economic developments responsible for the problems which faced the monarchy in the years 1625–49, 1640-60, 1649-88? Make specific reference to [Changing trade patterns](http://www.history.org.uk/resources/secondary_resource_6803_123.html): the changing cloth trade, including ‘new draperies’ and the impact of Protestant refugees; the growth of [London and its impact on economic development; the growth of banking and insurance](http://www.bbc.co.uk/history/british/civil_war_revolution/brighter_lights_01.shtml).

(Total for Question 1 = 20 marks)

**OR**

2 To what extent was Economic developmentsresponsible for political instability in the years 1625–49, 1640-60, 1649-88? Make specific reference to [Changing trade patterns](http://www.history.org.uk/resources/secondary_resource_6803_123.html): the changing cloth trade, including ‘new draperies’ and the impact of Protestant refugees; the growth of [London and its impact on economic development; the growth of banking and insurance](http://www.bbc.co.uk/history/british/civil_war_revolution/brighter_lights_01.shtml).

(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 economy was transformed in the years

1625–85, 1642-88? Make specific reference to [Changing trade patterns](http://www.history.org.uk/resources/secondary_resource_6803_123.html): the changing cloth trade, including ‘new draperies’ and the impact of Protestant refugees; the growth of [London and its impact on economic development; the growth of banking and insurance](http://www.bbc.co.uk/history/british/civil_war_revolution/brighter_lights_01.shtml).

(Total for Question 3 = 20 marks)

**OR**

4 How accurate is it to say that Economic developments were fundamental to the discontent faced by the monarchy in the years 1625–85, 1642-88? Make specific reference to [Changing trade patterns](http://www.history.org.uk/resources/secondary_resource_6803_123.html): the changing cloth trade, including ‘new draperies’ and the impact of Protestant refugees; the growth of [London and its impact on economic development; the growth of banking and insurance](http://www.bbc.co.uk/history/british/civil_war_revolution/brighter_lights_01.shtml).

(Total for Question 4 = 20 marks)

**Part 3.** The impact of i[mperial expansion](http://www.history.org.uk/resources/secondary_resource_4193,4194_123.html) in [North America](http://www.history.org.uk/resources/secondary_resource_4193,4195_123.html) and the [Caribbean](http://www.history.org.uk/resources/secondary_resource_4193,4198_123.html); the Navigation Acts and the development of [mercantilist ideas](http://www.history.org.uk/resources/secondary_resource_6803_123.html); effects of [Anglo-Dutch commercial rivalry](http://www.britannica.com/topic/Anglo-Dutch-Wars); the role of the [East India Company](http://www.britannica.com/topic/East-India-Company);; the significance of [Britain’s control of the triangular trade](http://www.history.org.uk/resources/secondary_resource_4193,4198_123.html).

**Activity 1** 

# The significance of North America and Jamaica, p. 103-105.

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| **Role 1: Textbook Researcher and scribe.** | |
| North America 1 |  |
| North America 2 |  |
| The Caribbean 1 |  |
| The Caribbean 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 Navigation Acts and the development of mercantilism, p. 105-106.

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| **Role 1: Textbook Researcher and scribe.** | |
| The Navigation Acts and the development of mercantilism 1 |  |
| The Navigation Acts and the development of mercantilism 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 effects of Anglo-Dutch commercial rivalry, p. 106-109.

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| **Role 1: Textbook Researcher and scribe.** | |
| Early rivalry 1 |  |
| Early rivalry 2 |  |
| Anglo-Dutch Wars 1 |  |
| Anglo-Dutch Wars 2 |  |
| The end of Anglo-Dutch rivalry |  |

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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 role of the East India Company, p. 109-110.

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| **Role 1: Textbook Researcher and scribe.** | |
| The role of the East India Company 1 |  |
| The role of the East India Company 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 5**

# The significance of British control of the triangular trade, p. 110-111.

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| **Role 1: Textbook Researcher and scribe.** | |
| The significance of British control of the triangular trade 1 |  |
| The significance of British control of the triangular trade 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 6**

# **Examples Theme 4 : Economy, trade and empire, 1625-88.**

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**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 Economic developments responsible for the problems which faced the monarchy in the years 1625–49, 1640-60, 1649-88? Make specific reference to The impact of i[mperial expansion](http://www.history.org.uk/resources/secondary_resource_4193,4194_123.html) in [North America](http://www.history.org.uk/resources/secondary_resource_4193,4195_123.html) and the [Caribbean](http://www.history.org.uk/resources/secondary_resource_4193,4198_123.html); the Navigation Acts and the development of [mercantilist ideas](http://www.history.org.uk/resources/secondary_resource_6803_123.html); effects of [Anglo-Dutch commercial rivalry](http://www.britannica.com/topic/Anglo-Dutch-Wars); the role of the [East India Company](http://www.britannica.com/topic/East-India-Company);; the significance of [Britain’s control of the triangular trade](http://www.history.org.uk/resources/secondary_resource_4193,4198_123.html).

(Total for Question 1 = 20 marks)

**OR**

2 To what extent was Economic developments responsible for political instability in the years 1625–49, 1640-60, 1649-88? Make specific reference to The impact of i[mperial expansion](http://www.history.org.uk/resources/secondary_resource_4193,4194_123.html) in [North America](http://www.history.org.uk/resources/secondary_resource_4193,4195_123.html) and the [Caribbean](http://www.history.org.uk/resources/secondary_resource_4193,4198_123.html); the Navigation Acts and the development of [mercantilist ideas](http://www.history.org.uk/resources/secondary_resource_6803_123.html); effects of [Anglo-Dutch commercial rivalry](http://www.britannica.com/topic/Anglo-Dutch-Wars); the role of the [East India Company](http://www.britannica.com/topic/East-India-Company);; the significance of [Britain’s control of the triangular trade](http://www.history.org.uk/resources/secondary_resource_4193,4198_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 economy was transformed in the years

1625–85, 1642-88? Make specific reference to The impact of i[mperial expansion](http://www.history.org.uk/resources/secondary_resource_4193,4194_123.html) in [North America](http://www.history.org.uk/resources/secondary_resource_4193,4195_123.html) and the [Caribbean](http://www.history.org.uk/resources/secondary_resource_4193,4198_123.html); the Navigation Acts and the development of [mercantilist ideas](http://www.history.org.uk/resources/secondary_resource_6803_123.html); effects of [Anglo-Dutch commercial rivalry](http://www.britannica.com/topic/Anglo-Dutch-Wars); the role of the [East India Company](http://www.britannica.com/topic/East-India-Company);; the significance of [Britain’s control of the triangular trade](http://www.history.org.uk/resources/secondary_resource_4193,4198_123.html).

(Total for Question 3 = 20 marks)

**OR**

4 How accurate is it to say that Economic developments were fundamental to the discontent faced by the monarchy in the years 1625–85, 1642-88? Make specific reference to The impact of i[mperial expansion](http://www.history.org.uk/resources/secondary_resource_4193,4194_123.html) in [North America](http://www.history.org.uk/resources/secondary_resource_4193,4195_123.html) and the [Caribbean](http://www.history.org.uk/resources/secondary_resource_4193,4198_123.html); the Navigation Acts and the development of [mercantilist ideas](http://www.history.org.uk/resources/secondary_resource_6803_123.html); effects of [Anglo-Dutch commercial rivalry](http://www.britannica.com/topic/Anglo-Dutch-Wars); the role of the [East India Company](http://www.britannica.com/topic/East-India-Company);; the significance of [Britain’s control of the triangular trade](http://www.history.org.uk/resources/secondary_resource_4193,4198_123.html).

(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 -

Agriculture: changes in agricultural techniques; the development of specialised farming and the growth of employment; capital investment in agriculture from [1600](http://www.ukagriculture.com/countryside/countryside_history_1600ad.cfm) to [1700](http://www.ukagriculture.com/countryside/countryside_history_1750ad.cfm); the development of national markets.

[Changing trade patterns](http://www.history.org.uk/resources/secondary_resource_6803_123.html): the changing cloth trade, including ‘new draperies’ and the impact of Protestant refugees; the growth of [London and its impact on economic development; the growth of banking and insurance](http://www.bbc.co.uk/history/british/civil_war_revolution/brighter_lights_01.shtml).

The impact of i[mperial expansion](http://www.history.org.uk/resources/secondary_resource_4193,4194_123.html) in [North America](http://www.history.org.uk/resources/secondary_resource_4193,4195_123.html) and the [Caribbean](http://www.history.org.uk/resources/secondary_resource_4193,4198_123.html); the Navigation Acts and the development of [mercantilist ideas](http://www.history.org.uk/resources/secondary_resource_6803_123.html); effects of [Anglo-Dutch commercial rivalry](http://www.britannica.com/topic/Anglo-Dutch-Wars); the role of the [East India Company](http://www.britannica.com/topic/East-India-Company);; the significance of [Britain’s control of the triangular trade](http://www.history.org.uk/resources/secondary_resource_4193,4198_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**

**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 Economic developments responsible for the problems which faced the monarchy in the years 1625–49, 1640-60, 1649-88? Make specific reference to economic and social developments.

(Total for Question 1 = 20 marks)

**OR**

2 To what extent was Economic developments responsible for political instability in the years 1625–49, 1640-60, 1649-88? Make specific reference to economic and social developments.

(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 economy was transformed in the years

1625–85, 1642-88? Make specific reference to economic and social developments.

(Total for Question 3 = 20 marks)

**OR**

4 How accurate is it to say that Economic developments were fundamental to the discontent faced by the monarchy in the years 1625–85, 1642-88? Make specific reference to economic and social developments.

(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**

**June 2018**

**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 |