**A level History. Paper 1.**

**Historical Assessment Objectives 1 and 3**

**Historical Interpretations.** [**The Glorious Revolution 1688**](http://www.thegloriousrevolution.org/)

**How revolutionary in the years to 1701, was the Glorious Revolution 1688-1689?**

[**www.parliament.uk**](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/revolution/) **-** [**The Glorious Revolution**](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/revolution/)

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| *The crown of England being offered to William of Orange (1650 -1702) and his wife, Mary (1662 - 1694) by the Lords and Commons at Whitehall. Engraving by H. Bourne from the fresco by Edward Matthew Ward in the new Houses of Parliament, painted circa 1860. (Photo by Hulton Archive/Getty Images)* |

**In a Nutshell: The key features and concepts**

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

**Introduction.** The course of events 1688-1701

**Part 1** Students will need to understand the [revolutionary ideals which led to the overthrow of James II](https://docs.google.com/document/d/1k9R0daML9RmoVmsAggP6EpQ6xej_02O37c9E5SCYBps/edit). **Part 2** Students should be aware of the importance of the [Toleration Act](http://www.jacobite.ca/documents/1689toleration.htm).

**Part 3** The significance of the Triennial Act 1694 and the growth of parliamentary power.

**Part 4** They should be aware that [William III’s war with France led to a restructuring of government finances,](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/revolution/overview/financialrevolution/)

**Conclusion.** How revolutionary was the Glorious Revolution?

**Spinning conceptual understanding:** How can this period be understood thematically and how differently is it interpreted?

**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 state.

**Chronology**

**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).

**1690** Parliament passed an Act establishing a Commons' Commission of Public Accounts to oversee the Crown's use of the revenue.

**1694** The Bank of England was founded by parliamentary statute (April). The Triennial Act providing for parliamentary elections every three years was passed (November). Queen Mary died and William III became sole ruler (December)

**1696** Revelations of a plot to assassinate William III led to the drafting of an oath of loyalty to the King, rejected by many Tory MPs and peers.

**1697** The Treaty of Ryswyck ended the Nine Years' War.

**1700** The 11-year old Duke of Gloucester, last surviving child of Princess Anne and second in line to the throne, died.

**June 1701** Parliament passed the Act of Settlement to prohibit Catholics from sitting on the throne and placing the succession with the House of Hanover.

**1701** James II died and Louis XIV recognised his son as James III (the "Old Pretender") as rightful king of England and Scotland (September), prompting Parliament to legislate for an oath requiring a public abjuration of the Stuarts' claim to the throne.

**1702** William III died (March), succeeded by Queen Anne, who almost immediately declared a renewed war against France (the War of the Spanish Succession).

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

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

This topic focuses on the Glorious Revolution of 1688–89 which led to the fall of James II and the accession of William and Mary as joint sovereigns. Students will need to understand the revolutionary ideals which led to the overthrow of James II. The significance of the Bill of Rights of 1689 and the Act of Settlement of 1701 should be understood, and the extent to which these acts confirmed the end of divine right and established a constitutional monarchy. Students should be aware of the importance of the Toleration Act and of those who were excluded from the Act’s provisions. They should note the extent to which the supremacy of the Anglican Church, and of a confessional state, were both undermined. The importance of the role of parliament in the years 1688–1701 should be understood, and students should be aware of how far parliament had become a partner with the monarchy, in the government of the country. They should be aware that William III’s war with France led to a restructuring of government finances, public scrutiny of government income and expenditure and the establishment of the Bank of England in 1694. Students should understand the significance of the change from royal control of finance to parliamentary oversight.

**Resources on Glorious Revolution**

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| **Texts** | 1  2 A Anderson “Stuart Britain” [Ch](https://drive.google.com/drive/#folders/0B1nsDxK47bFYRk4xWVBmUnk1RzA/0B1nsDxK47bFYemZSM0NGNnJxQlU/0B1nsDxK47bFYYVdQakRaNWxHZ1k/0B1nsDxK47bFYY2U5cHAtNXZzUjg/0B1nsDxK47bFYajNEMWNhLXhsWms/0B1nsDxK47bFYMEZ3d3dEaVZFMEk/0B1nsDxK47bFYRWlnbThROVl1QUk/0B1nsDxK47bFYfjdEYlNYWkNoMGVDc0h0VGw5ZTZpV1FkRTdOZ281eUt5ZVIzWExSQmhmMjA)8  3 B Coward “The Stuart Age” Pt5 Ch12 |
| **History Today Articles** | 1 [**Charles Wilson sets the scene for a special issue celebrating the tercentenary of the Glorious Revolution and England's 'Dutch Connection'.**](https://docs.google.com/document/d/1FjnBt9ngDLHW73efuQGnpONDPqnNy4oIp_UosODv6bU/edit)  2 [**Graham Goodlad reviews an ambitious and highly scholarly study of the 'Glorious Revolution'.**](https://docs.google.com/document/d/10kL-P04y-nx_kwRBBXdwGC6yKqwozBxiPqRmaUww5wY/edit)  3 [**The Glorious Revolution was the result of a contest between two competing visions of the modern state, argues Steven Pincus. The springboard for Britain’s eventual global dominance, this surprisingly violent series of events became a model for change the world over**](https://docs.google.com/document/d/1-gC4FUbsf8Ai5zwgYZF6l3nCeKWtf8fbqTpssFMncd0/edit)  4 [**John Carswell analyses some of the foremost political actors in the Glorious Revolution of 1688.**](https://docs.google.com/document/d/1DqbuFLeho-8mAlHSd-pY1k_BMCUAvwVVqsKdYwOjeuM/edit)  5 [**John Spurr reviews two books on the Glorious Revolution.**](https://docs.google.com/document/d/1pjvb5KRG5WFW08cf-j31r-1ioZ9Axu00U-_VKj1mB3E/edit) |
| **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 2 The Glorious Revolution..Channel 4 on demand](http://www.channel4.com/programmes/monarchy/on-demand/39163-003)  3 [D Starkey Monarchy Series 3 Episode 3 Rule Britannia..Channel 4 on demand](http://www.channel4.com/programmes/monarchy/on-demand/39163-003) |
| **HA Podcasts** | 1 https://drive.google.com/drive/folders/0B1nsDxK47bFYQ1phcmJ6UEtOZHM |

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=OTXtUzVKhCI&index=24&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 1688-1703

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 1688-1703

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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| **Historical Interpretations.**  **How revolutionary in the years to 1701, was the Glorious Revolution 1688-1689?** | This topic focuses on the [overview of the Glorious Revolution](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/revolution/overview/) of 1688–89 which led to the fall of [James II](http://www.royal.gov.uk/HistoryoftheMonarchy/KingsandQueensoftheUnitedKingdom/TheStuarts/JamesII.aspx) and the accession of [William and Mary](http://www.royal.gov.uk/HistoryoftheMonarchy/KingsandQueensoftheUnitedKingdom/TheStuarts/MaryIIWilliamIIIandTheActofSettlement/MaryIIWilliamIII.aspx) as joint sovereigns and the [historiography of the development](https://docs.google.com/document/d/1dxpnkPcEdFr-RnXgUJuJtigMkPIDvGuadQNB5UqTAcY/edit)  **Introduction.** The course of events 1688-1701  **Part 1** Students will need to understand the [revolutionary ideals which led to the overthrow of James II](https://docs.google.com/document/d/1k9R0daML9RmoVmsAggP6EpQ6xej_02O37c9E5SCYBps/edit). The significance of the [Bill of Rights of 1689](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/revolution/overview/billofrights/) and the [Act of Settlement of 1701](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/revolution/overview/actofsettlement/) should be understood, and the extent to which these acts confirmed the end of divine right and established a constitutional monarchy.  **Part 2** Students should be aware of the importance of the [Toleration Act](http://www.jacobite.ca/documents/1689toleration.htm) and of those who were excluded from the Act’s provisions. They should note the extent to which the supremacy of the Anglican Church, and of a confessional state, were both undermined.    **Part 3** The significance of the Triennial Act 1694 and the growth of parliamentary power. The importance of the [role of parliament in the years 1688–1701](https://books.google.co.uk/books?id=6kyFAgAAQBAJ&pg=PA195&lpg=PA195&dq=Parliament+and+Monarchy+1688-1701&source=bl&ots=YFNhe9-B4b&sig=Fd0p6906zjYZEzO4PKFUaU46U1w&hl=en&sa=X&ei=HOqHVcaMIoubsgGMmYPYCQ&ved=0CDAQ6AEwAw#v=onepage&q=Parliament%20and%20Monarchy%201688-1701&f=false) should be understood, and students should be aware of how far parliament had become a partner with the monarchy, in the government of the country.    **Part 4** They should be aware that [William III’s war with France led to a restructuring of government finances, public scrutiny of government income and expenditure and the establishment of the Bank of England in 1694](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/revolution/overview/financialrevolution/). Students should understand the significance of the [change from royal control of finance to parliamentary oversight](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/revolution/overview/financialrevolution/).  **Conclusion.** How revolutionary was the Glorious Revolution? |

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| **Memory Retrieval strategies 1688-1703**  **ICM** **Part 1** The significance of revolutionary ideals in the establishment of a constitutional monarchy. 2 Hours  **ITA** **Part 2** The impact of the Toleration Act 1688 and the end of Anglican supremacy.  2 Hours  **STA** **Part 3** The significance of the Triennial Act 1694 and the growth of parliamentary power.  2 Hours  **WWFR** **Part 4** The importance of William III’s wars in the development of a financial revolution.2 Hours |

# **Introduction.** **Evaluating Interpretations.** **The course of events 1688 by 1701.**

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# **Activity 1**

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| **Role 1: Textbook Researcher and scribe. p114-116** | |
| **Introduction** | **1 For long not been treated as a significant event because**  **2 Some historians have countered this concensus**  **3 Religious reform was a key element of the settlement** |
| **1 Course of Events.** | **1 In April 1687**  **2**  **3** |
| **2 Course of Events.** | **1 In December 1688 James fled the country**  **2**  **3** |
| **3 Course of Events.** | **1 Meanwhile James attempted to amass a force in Ireland to take back the throne.**  **2**  **3** |
| **4 Course of Events.** | **1 Fears of a potential Catholic Succession once again became pronounced in the late 1690’s and in 1701 the Act of Settlement was passed.**  **2**  **3** |
| **Evaluating Interpretations.** | **1 The job of an historian is to provide judgements about what happened based on research and an assessment of the available evidence, and this process will inevitably result in their opinion or beliefs influencing the outcome of their research.**  **2 Sound interpretations need to be based on evidence and it is important for historians to show how they have arrived at their opinion. When reading interpretations students should consider the following questions;**  **a**  **b**  **c**  **d**  **3 A summary of three famous historians and their different methods can be found below**  **Herodotus believed that**  **Leopold von Ranke believed that**  **Christopher Hill believed that** |

**Part 1** : **The significance of revolutionary ideals in the establishment of a constitutional monarchy.**

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# **Activity 1**

This topic focuses on the [overview of the Glorious Revolution](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/revolution/overview/) of 1688–89 which led to the fall of [James II](http://www.royal.gov.uk/HistoryoftheMonarchy/KingsandQueensoftheUnitedKingdom/TheStuarts/JamesII.aspx) and the accession of [William and Mary](http://www.royal.gov.uk/HistoryoftheMonarchy/KingsandQueensoftheUnitedKingdom/TheStuarts/MaryIIWilliamIIIandTheActofSettlement/MaryIIWilliamIII.aspx) as joint sovereigns and the [historiography of the development](https://docs.google.com/document/d/1dxpnkPcEdFr-RnXgUJuJtigMkPIDvGuadQNB5UqTAcY/edit)

**Part 1** Students will need to understand the [revolutionary ideals which led to the overthrow of James II](https://docs.google.com/document/d/1k9R0daML9RmoVmsAggP6EpQ6xej_02O37c9E5SCYBps/edit). The significance of the [Bill of Rights of 1689](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/revolution/overview/billofrights/) and the [Act of Settlement of 1701](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/revolution/overview/actofsettlement/) should be understood, and the extent to which these acts confirmed the end of divine right and established a constitutional monarchy.

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| **Role 1: Textbook Researcher and scribe. p116-121** | |
| **The revolutionary ideals leading to overthrow of James II** | 1 In 1688  2 Historical Interpretations of the overthrow of James II tend to explain the events with reference to a number of key themes.   1. Traditional interpretations include Macauley and Marxist historians.   Macaulay argues  Marxist historians argue   1. A key motive for those who prompted the overthrow of the King was religious conviction. For example   3 James reissued the Declaration of Indulgence in 1688 to grant religious toleration to all religious groups but this caused huge problems. For example  4 Gilbert Burnett explained that  5 In the end political change resulted from James resigning his throne voluntarily.  6 Williams invasion was equally important in leading to a change. |
| **Significance of Bill of Rights 1689** | 1 After William arrived the terms of the political settlement were not absolutely clear so William arranged for a meeting with sympathetic Peers and MPs on the 26th December 1688.  2 The Bill of Rights in late 1689 laid down that  3 The Bill of Rights is often cited as a significant constitutional document.  4 The legal status of the Bill of Rights is contested.  5 Parliament asserted its control   1. Marxist Historian Hill argues that 2. John Morrill argues that   6 The Mutiny Acts were also of significance |
| **Significance of the Act of Settlement 1701** | 1 The Act of Settlement appeared in 1701 and stated that  2 The Act was not limited to providing for a smooth succession and enabled a number of legislative proposals put forward in 1689 to finally reach the statute books.  3 The fear of absolutism and a desire to rein in the king is clear throughout the Act. |
| **How far did these two Acts confirm the end of Divine Right and establish principle of Constitutional monarchy** | 1 There can be no doubt the concept of divine right monarchy was severely damaged and significantly reduced the Crown’s prerogative powers.  2 Historians have developed different interpretations on the impact of the Bill of Rights and the Act of Settlement.   1. Whig writers argue that 2. However Revisionist historians such as John Morrill argue that   3 What was created through the political settlement can best be described as a monarchy of parliaments choosing. |

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| **Role 2: Group Analysis on extent of change and Presenter.** |
| **Evolutionary change** (Thomas Macauley, Trevelyan, Morrill, Christopher Hill)  1  2  **Revolutionary change** (Catherine Macauley, Tim Harris, Steve Pincus, Edward vallance North and Weingast)  1  2 |

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# **Activity 2. Identify two extracts approx 300 words each with different interpretations and answer the following Question.**

Study Extracts 1 and 2 in the Extracts Booklet before you answer this question.

5 In the light of differing interpretations, how convincing do you find the view that, divine monarchy had been fundamentally undermined and a constitutional monarchy established?

To explain your answer, analyse and evaluate the material in both extracts, using your

own knowledge of the issues.

**Extract 1: From J Morrill, The Sensible Revolution, 1688, published 1993. p121**

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| The Sensible Revolution Of 1688-89 was a conservative Revolution. It did not create damaging new rifts in the English Nation although it did sharpen and to some extent extend divisions in Scotland and Ireland that were of lasting consequence. The constitutional settlement and the ecclesiastical settlements were both fudges. it was possible in the 1689 for all kinds of people to continue to believe all sorts of contradictory things such as that ; James had been lawfully resisted by his subjects because he had violated their civil rights and threatened the true religion or that there had been no resistance in 1688 only passive disobedience and that Williams expedition had been intended merely to remonstrate with his uncle about the violations of English men's rights and to secure his wife's rights to the succession in the face of a possible the dynastic fraud. if the actors in 1689 were confused largely unprincipled living from day to day and scrambling for solutions then there can be no turning point no great divide. The revisionist question precludes the whig answer. In establishing a new pattern of constitutional relationships many of them anticipated, in creating a new context within which men and women had to make sense of spiritual and moral imperative, in crystallising out of the two great parties which in constant evolution would dominate English politics for the next 200 years, enforcing a redefinition of England's relationship to Europe and the world, the events of 1688 89 quickened and nurtured a distinctive phase in British historical development. |

**Extract 2: From T Harris, Revolution: The Great Crises of the British Monarchy 1685-1720, published 2006. p136**

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| One scholar has even claimed that the true English Revolution occurred neither in mid century nor in 1688-89 but in the 1690s. Historians disagree however over whether such changes were the result of the Glorious Revolution itself or of the subsequent war against France, in with England became involved, The English Monarchy become limited and bureaucratic and it ceased to be a personal monarchy in quite the same way it had been under Charles II or James II. Yet in many respects it became a monarchy with more real Power as a result of the creation of the fiscal military state and the concomitant ability to harness the economic wealth of the country in the service of the Sovereign, now the the King or Queen in Parliament. It is in this sense that the Glorious Revolution despite the legal conservatism of the Declaration of Rights, truly brought about A Revolutionary transformation of the English state. |

**Planning your Answer**

**Introduction** Source 1 supports this view “ “whilst source 2 challenges this view and support “”. It is argued that the view expressed in source 1 as some strengths, it is not the most convincing interpretation of the controversy concerning the Glorious Revolution. The most convincing interpretation is……which is supported by source 2.

**Part 1** **Argue**. Source 1 offers an over simplistic view that

**Case for.** This view as some minor evidence to support it

● **Source**. For example the source 1 suggests “ +S“ . Use source as evidence and content

● **Knowledge**. This can be further supported by K

● **Repeat** this pattern 2 or 3 times integrating source analysis and knowledge

● **Corroborate.** Finally this is partially supported by source 2

**Case against**. However this view has some major limitations in terms of the evidence

● **Source**.For example source 1 suggests “ -S“. Use source as evidence as well as content

● **Knowledge**.This can be further supported by -K

● **Repeat** this pattern 2 times integrating source analysis and knowledge

● **Corroborate.**Finally this view is also challenged by source 2 that suggests

**Summarise.** Clearly this view plays an important role in understanding the controversy over the Glorious Revolution, but it is arguably not the most significant.

**Part 2** **Argue**. The most convincing view of this controversy is which is supported by Source 2.

**Case for.** This view as some major evidence to support it

● **Source**. For example source 2 suggests “ +S“ . Use source as evidence and content

● **Knowledge**.This can be further supported by K

● **Repeat** this pattern 2 or 3 times integrating source analysis and knowledge

● **Corroborate.** Finally this is partially supported by sources 1

**Case against**. However this view has some minor limitations

● **Source**. For example source 2 suggests “ -S“. Use source as evidence as well as content

● **Knowledge**.This can be further supported by -K

● **Repeat** this pattern once integrating source analysis and knowledge

● **Corroborate.** Finally this view is also challenged by source 1 that suggests

**Summarise.** Clearly this view is the most convincing in understanding the controversy over the Glorious Revolution, but that is not to dismiss the other contributory interpretations which also make a significant contribution to the historiography of this in this controversy

**Conclusion** Display an understanding of the basis of the differing arguments (for example, what criteria are being used on which to base a claim or judgement) and why you find one more convincing than the other. Reference to the works of named historians is not expected, but students may consider historians’ viewpoints in framing their argument.

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# **Part 2** : **The impact of the** [**Toleration Act 1689**](https://en.wikipedia.org/wiki/Toleration_Act_1688) **and the end of Anglican supremacy.**

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# **Activity 1**

# **Part 2** Students should be aware of the importance of the [Toleration Act](http://www.jacobite.ca/documents/1689toleration.htm) and of those who were excluded from the Act’s provisions. They should note the extent to which the supremacy of the Anglican Church, and of a confessional state, were both undermined.

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| **Role 1: Textbook Researcher and scribe. p 122-23** | |
| **The importance of the Toleration Act** | **1 A religious settlement was established after the Glorious Revolution.**  **2 The Act was passed by the reluctant Tories influenced by John Locke’s “A Letter Concerning Toleration”.**  **3 The Toleration Act served to humiliate the Anglican clergy and Tories in the Commons.** |
| **Who was excluded from the Act’s provisions and why?** | **1 The Act excluded Catholics, non-Trinitarians and Jews.** |
| **Was the Anglican Church and the confessional state undermined?** | **1 The Toleration Act and events of the period 1688-1701 served to undermine the established Anglican Church in a number of ways**   1. **Christopher Hill argues that the role of religion in local government and the legal system was also reduced. For example** 2. **However J Champion argues that the Anglican Church still had an important role. For example**   **2**  **3** |

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| **Role 2: Group Analysis on extent of change and Presenter.** |
| **Evolutionary change** (Thomas Macauley, Trevelyan, Morrill, Christopher Hill)  1  2  **Revolutionary change** (Catherine Macauley, Tim Harris, Steve Pincus, Edward vallance North and Weingast)  1  2 |

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# **Activity 2 Identify two extracts approx 300 words each with different interpretations and answer the following Question.**

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Study Extracts 1 and 2 in the Extracts Booklet before you answer this question.

5 In the light of differing interpretations, how convincing do you find the view that, the the Anglican Church and the confessional state had been completely undermined?

To explain your answer, analyse and evaluate the material in both extracts, using your

own knowledge of the issues.

**Extract 1: From C Hill, The Century of Revolution, published 1961. p123**

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| The Toleration Act of 1689 finally killed off the old conception of a single state church of which all Englishmen were members. The parish became more exclusively a local government area, whose officers regarded themselves as responsible to secular rather than to ecclesiastical authority. The atempt to punish sin by judicial process was virtually abandoned. The laity had won its centuries long struggle against the church courts. in this respect to the Middle Ages were over. The Toleration Act served a political purpose. it was necessary for National unity and the safety of the regime that dissenters should be allowed freedom of worship. But they remained excluded from political life**.** |

**Extract 2: From J Champion, Toleration and Citizenship in Enlightenment England, published 1999. p123**

|  |
| --- |
| To some extent England remained a confessional state. The Toleration Act and succeeding acts in Scotland and Ireland establishing right to public worship to Protestant dissenters, did not break the connection between religious identity and civil rights. Penal laws removed did not enfranchise even Protestant dissenters to participate in local and national office. the Test and Corporations Acts meant that to be fully competent subject all individuals have to swear Oath of Allegiance and supremacy to the Crown and certificate that they had taken Anglican sacraments. The statutory requirements excluded not only the obvious minorities, Catholics, Quakers, Jews, Muslims, atheists, but also many of the more mainstream Protestant dissenters. This compromise between full toleration of a diversity of religious beliefs and the restriction of full civil liberties to the Anglican confession was the result of the theological origins of the Toleration Act itself. The statutory legislation of 1689 was the result of complex and careful negotiation between Anglican and dissenting interests rather than the conclusion of conceptual considerations about the rights of conscience. Such statutory provisions were calculated to avoid much more dangerous alternatives being advanced, the overwhelming imperative was to preserve the authority and legitimacy of the true Anglican religion. |

**Planning your Answer**

**Introduction** Source 1 supports this view “ “whilst source 2 challenges this view and support “”. It is argued that the view expressed in source 1 as some strengths, it is not the most convincing interpretation of the controversy concerning the Glorious Revolution. The most convincing interpretation is……which is supported by source 2.

**Part 1** **Argue**. Source 1 offers an over simplistic view that

**Case for.** This view as some minor evidence to support it

● **Source**. For example the source 1 suggests “ +S“ . Use source as evidence and content

● **Knowledge**. This can be further supported by K

● **Repeat** this pattern 2 or 3 times integrating source analysis and knowledge

● **Corroborate.** Finally this is partially supported by source 2

**Case against**. However this view has some major limitations in terms of the evidence

● **Source**.For example source 1 suggests “ -S“. Use source as evidence as well as content

● **Knowledge**.This can be further supported by -K

● **Repeat** this pattern 2 times integrating source analysis and knowledge

● **Corroborate.**Finally this view is also challenged by source 2 that suggests

**Summarise.** Clearly this view plays an important role in understanding the controversy over the Glorious Revolution, but it is arguably not the most significant.

**Part 2** **Argue**. The most convincing view of this controversy is which is supported by Source 2.

**Case for.** This view as some major evidence to support it

● **Source**. For example source 2 suggests “ +S“ . Use source as evidence and content

● **Knowledge**.This can be further supported by K

● **Repeat** this pattern 2 or 3 times integrating source analysis and knowledge

● **Corroborate.** Finally this is partially supported by sources 1

**Case against**. However this view has some minor limitations

● **Source**. For example source 2 suggests “ -S“. Use source as evidence as well as content

● **Knowledge**.This can be further supported by -K

● **Repeat** this pattern once integrating source analysis and knowledge

● **Corroborate.** Finally this view is also challenged by source 1 that suggests

**Summarise.** Clearly this view is the most convincing in understanding the controversy over the Glorious Revolution, but that is not to dismiss the other contributory interpretations which also make a significant contribution to the historiography of this in this controversy

**Conclusion** Display an understanding of the basis of the differing arguments (for example, what criteria are being used on which to base a claim or judgement) and why you find one more convincing than the other. Reference to the works of named historians is not expected, but students may consider historians’ viewpoints in framing their argument.

# **Part 3** **The significance of the** [**Triennial Act 1694**](http://www.historyofparliamentonline.org/volume/1690-1715/parliament/1695) **and the growth of parliamentary power.**

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# **Activity 1**

# **Part 3** The significance of the [Triennial Act 1694](http://www.historyofparliamentonline.org/volume/1690-1715/parliament/1695) and the growth of parliamentary power. The importance of the [role of parliament in the years 1688–1701](https://books.google.co.uk/books?id=6kyFAgAAQBAJ&pg=PA195&lpg=PA195&dq=Parliament+and+Monarchy+1688-1701&source=bl&ots=YFNhe9-B4b&sig=Fd0p6906zjYZEzO4PKFUaU46U1w&hl=en&sa=X&ei=HOqHVcaMIoubsgGMmYPYCQ&ved=0CDAQ6AEwAw#v=onepage&q=Parliament%20and%20Monarchy%201688-1701&f=false) should be understood, and students should be aware of how far parliament had become a partner with the monarchy, in the government of the country.

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| --- | --- |
| **Role 1: Textbook Researcher and scribe. p124-28** | |
| **Williams advisors** | **1 William used his prerogative powers immediately after becoming King in order to form a Privy Council of his own choosing.**  **2 George Saville, Marquess of Halifax.**  **3** |
| **Williams relationship with the political parties** | **1 The Parliament of 1690 consisted of**  **2 The War in Ireland**  **3 A group of Whi rebels known as the Whig Junto became influential 1692-93** |
| **The significance of the Triennial Act 1694** | **1 By the beginning of 1694**  **2 The period c1690-1715 has been referred to as the Rage of Party characterised by instability as a result of frequent elections.**  **3 The impact of the Act on both parliament and government is disputed.**   1. **E Vallance argues that** 2. **H Horwitz argues that** |
| **The role of Parliament 1694-1701** | **1 The Triennial Act gave the Commons a new found confidence**  **2 The tug of war between the kings ministry and the commons continued throughout 1697-98.**  **3 The heavy blows sustained by the government in 1698 contributed to the Whig Junto dismantling.**  **4**  **5** |
| **How far did Parliament become a partner in Government.** | **1 If the revolution did not represent the dawn of parliamentary democracy it certainly represented a move towards parliamentary government.**  **2 The argument in favour of parliament becoming a partner in government is a strong one. For example**  **3 However, although parliament** |

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| **Role 2: Group Analysis on extent of change and Presenter.** |
| **Evolutionary change** (Thomas Macauley, Trevelyan, Morrill, Christopher Hill)  1  2  **Revolutionary change** (Catherine Macauley, Tim Harris, Steve Pincus, Edward vallance North and Weingast)  1  2 |

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# **Activity 2 Identify two extracts approx 300 words each with different interpretations and answer the following Question.**

Study Extracts 1 and 2 in the Extracts Booklet before you answer this question.

5 In the light of differing interpretations, how convincing do you find the view that, there had been a revolution in the relationship between the Monarchs government and Parliament?

To explain your answer, analyse and evaluate the material in both extracts, using your

own knowledge of the issues.

**Extract 1: From E Vallance, The Glorious Revolution 1688 Britains fight for Liberty, published 2006. p125**

|  |
| --- |
| Military success made Parliament more ready to lend money, Williams assent to the Triennial Act of 1694 insured regular parliaments and ushered in a period of feverish electioneering and deeply partisan politics. Between 1689 and 1715 there were 12 general elections in 1689 1690 1695 1698 1701 (two) 1702 1705 1708 1710 1713 and 1715. Each of these saw on average 100 out of 269 seats contested. Over that period only 19 constituencies managed to avoid having contest at all, meaning that in almost every constituency in England local electorate was at some point asked to decide between rival candidates. Politics was increasingly being governed by loyalty to one or other party. There is strong evidence that after 1695 voting in The Commons was conducted largely along party lines with only 14% of MPs regularly engaging in cross-party voting. |

**Extract 2: From H Horwitz, Parliament, Policy and Politics in the reign of William III, published 1977. p126**

|  |
| --- |
| It was the conflict over issues and the competition for places among those loyal to William that principally shaped domestic politics between 1689 and 1702. Pre Revolution issues were not at all resolved in 1689. The Revolution itself was a subject of controversy, and the King's policies and engendered new disputes. Despite the enlargement of the government apparatus during the war, there was never a shortage of suitors for the For the offices of profit in the Crowns gift. William is said to have exclaimed on occasion that he wished every man that was in any office immortal so that he would not be badgered about the disposition of their posts. The competition for place was affected in turn by the enhanced importance of Parliament. Seats in the Commons were more and more Stepping Stones to office so that Hartley's prediction before the general election of 1695 that the new triennial legislation would help to render gentleman less willing to spend money to come into the house proved to be mistaken. As Lord Cheyne observed ” in truth a seat in Parliament is not worth the pains we undergo to attain, but a place at court with a seat there is most people's aim” |

**Planning your Answer**

**Introduction** Source 1 supports this view “ “whilst source 2 challenges this view and support “”. It is argued that the view expressed in source 1 as some strengths, it is not the most convincing interpretation of the controversy concerning the Glorious Revolution. The most convincing interpretation is……which is supported by source 2.

**Part 1** **Argue**. Source 1 offers an over simplistic view that

**Case for.** This view as some minor evidence to support it

● **Source**. For example the source 1 suggests “ +S“ . Use source as evidence and content

● **Knowledge**. This can be further supported by K

● **Repeat** this pattern 2 or 3 times integrating source analysis and knowledge

● **Corroborate.** Finally this is partially supported by source 2

**Case against**. However this view has some major limitations in terms of the evidence

● **Source**.For example source 1 suggests “ -S“. Use source as evidence as well as content

● **Knowledge**.This can be further supported by -K

● **Repeat** this pattern 2 times integrating source analysis and knowledge

● **Corroborate.**Finally this view is also challenged by source 2 that suggests

**Summarise.** Clearly this view plays an important role in understanding the controversy over the Glorious Revolution, but it is arguably not the most significant.

**Part 2** **Argue**. The most convincing view of this controversy is which is supported by Source 2.

**Case for.** This view as some major evidence to support it

● **Source**. For example source 2 suggests “ +S“ . Use source as evidence and content

● **Knowledge**.This can be further supported by K

● **Repeat** this pattern 2 or 3 times integrating source analysis and knowledge

● **Corroborate.** Finally this is partially supported by sources 1

**Case against**. However this view has some minor limitations

● **Source**. For example source 2 suggests “ -S“. Use source as evidence as well as content

● **Knowledge**.This can be further supported by -K

● **Repeat** this pattern once integrating source analysis and knowledge

● **Corroborate.** Finally this view is also challenged by source 1 that suggests

**Summarise.** Clearly this view is the most convincing in understanding the controversy over the Glorious Revolution, but that is not to dismiss the other contributory interpretations which also make a significant contribution to the historiography of this in this controversy

**Conclusion** Display an understanding of the basis of the differing arguments (for example, what criteria are being used on which to base a claim or judgement) and why you find one more convincing than the other. Reference to the works of named historians is not expected, but students may consider historians’ viewpoints in framing their argument.

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# **Part 4** **The importance of William III’s wars in the development of a** [**financial revolution.**](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/revolution/overview/financialrevolution/)

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# **Activity 1**

# **Part 4** They should be aware that [William III’s war with France led to a restructuring of government finances, public scrutiny of government income and expenditure and the establishment of the Bank of England in 1694](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/revolution/overview/financialrevolution/). Students should understand the significance of the [change from royal control of finance to parliamentary oversight](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/revolution/overview/financialrevolution/).

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| **Role 1: Textbook Researcher and scribe. p129-34** | |
| **The course of the Nine years war** | **1 The Nine Years War was fought between the League of Augustburg led by Holland, England and Spain and the Holy Roman Empire, and France under Louis XIV.**  **2 Louis appeared to have a number of advantages**  **3 Despite the stalling of peace talks both sides were bankrupt by 1697, and** |
| **Restructuring of government finances** | **1 The annual average expenditure**  **2 An administrative revolution was taking place. The unprecedented**  **3 By the end of the war,** |
| **Public scrutiny of government income and expenditure** | **1 During William’s reign**  **2 In 1690**  **3 The scrutiny was carried out**  **4 Members of the Commission** |
| **The establishment of the Bank of England** | **1 The Bank of England was the brainchild of Whig Chancellor Charles Montagu and was supported by many Whigs and opposed by many Tories.**  **2 The investors in the Bank**  **3 The Bank took over affairs related to**  **4 Furthermore a Recoinage Act was given** |
| **The significance of parliamentary control of finance** | **1 A distinction was made bewteen military and civil expenditure. Parliament made significant steps forward in relieving the King of any of the funding of the army and navy. The significance of parliament controlling various aspects of national finance is summed up by the following;**  **a)**  **b)**  **c)**  **d)**  **2 John Miller argues that**  **3 Christopher Hill argues that**  **4 North and Weingast argue that**  **5 Claydon argues that** |

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| **Role 2: Group Analysis on extent of change and Presenter.** |
| **Evolutionary change** (Thomas Macauley, Trevelyan, Morrill, Christopher Hill)  1  2  **Revolutionary change** (Catherine Macauley, Tim Harris, Steve Pincus, Edward vallance North and Weingast)  1  2 |

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# **Activity 2 Identify two extracts approx 300 words each with different interpretations and answer the following Question.**

Study Extracts 1 and 2 in the Extracts Booklet before you answer this question.

5 In the light of differing interpretations, how convincing do you find the view that, there had been a revolution on government finance 1688-1701?

To explain your answer, analyse and evaluate the material in both extracts, using your

own knowledge of the issues.

**Extract 1: From J Miller, The Glorious Revolution, published 1997. p 133**

|  |
| --- |
| Having distinguished between the civil and military elements in the crown’s ordinary expenditure, the commons increasingly took over responsibility for military and naval expenditure, voting money to pay the interest on debts incurred on the various branches of the ordinary revenue. Under the pressures of War, the old distinction between ordinary and extraordinary revenue became so blurred has to be meaningless. Some argued that the revenue is “in the crown as a trust” and that “what is given to the King is not as he is King but for support of the Nation”. It was superseded by a more realistic distinction between civil and military expenditure. Such a distinction seemed particularly necessary in 1697-98 when many were unwilling to trust William with the army left over from the war, but it would probably have developed anyway. With the king giving a revenue adequate only for his civil expenditure, the tradition that he should “live of his own” which had received some mortal blows in 1689 -0 was buried forever. From the reign of Anne, the monarchy was voted the civil list for life, while the army and Navy estimates were put before Parliament each year.  The failure to grant William an adequate revenue in 1689-90 was deliberate. Dislike or distrust of William made the commons determined not to surrender the financial weapon placed in their hands by the Revolution. Whatever the motives, the destruction of all hope of an independent royal revenue transformed the crown’s relationship with Parliament. Now the commons, if they chose, could force their wishes on the King by withholding supply. |

**Extract 2: From T Claydon, William III, published 2002. p134**

|  |
| --- |
| William treasured the legislature as a fierce financial watchdog. Earlier Stuart Kings had faced calls for Commons control over how the court spent money. Fears of corruption and extravagance in the royal Household had sparked demands that parliament scrutinise and supervise public expenditure to ensure that all sums were used for the public good. Being Stuart Kings Williams predecessors had resisted these calls. They had taken the traditional line that money voted for the King became his private revenue, and insisted that parliamentary comments on the King's finances were unwarranted intrusions into the mysteries of the State. By contrast William saw a use for Cummins mistrust. He knew that parliamentarians suspected that money was wasted and embezzled at court. At the same time, he was determined that money his legislators voted for the struggle with France should actually be used for that purpose. William therefore saw a central role for Parliament in ensuring financial probity. He also seems to have wider views on the usefulness of his assembly. He appears to have had a vision of it as a source of information and counsel which could provide an alternative to his own circle. He apparently believed that a Parliament which represented the nation and knew it's condition, should have a central role in formulating policy. |

**Planning your Answer**

**Introduction** Source 1 supports this view “ “whilst source 2 challenges this view and support “”. It is argued that the view expressed in source 1 as some strengths, it is not the most convincing interpretation of the controversy concerning the Glorious Revolution. The most convincing interpretation is……which is supported by source 2.

**Part 1** **Argue**. Source 1 offers an over simplistic view that

**Case for.** This view as some minor evidence to support it

● **Source**. For example the source 1 suggests “ +S“ . Use source as evidence and content

● **Knowledge**. This can be further supported by K

● **Repeat** this pattern 2 or 3 times integrating source analysis and knowledge

● **Corroborate.** Finally this is partially supported by source 2

**Case against**. However this view has some major limitations in terms of the evidence

● **Source**.For example source 1 suggests “ -S“. Use source as evidence as well as content

● **Knowledge**.This can be further supported by -K

● **Repeat** this pattern 2 times integrating source analysis and knowledge

● **Corroborate.**Finally this view is also challenged by source 2 that suggests

**Summarise.** Clearly this view plays an important role in understanding the controversy over the Glorious Revolution, but it is arguably not the most significant.

**Part 2** **Argue**. The most convincing view of this controversy is which is supported by Source 2.

**Case for.** This view as some major evidence to support it

● **Source**. For example source 2 suggests “ +S“ . Use source as evidence and content

● **Knowledge**.This can be further supported by K

● **Repeat** this pattern 2 or 3 times integrating source analysis and knowledge

● **Corroborate.** Finally this is partially supported by sources 1

**Case against**. However this view has some minor limitations

● **Source**. For example source 2 suggests “ -S“. Use source as evidence as well as content

● **Knowledge**.This can be further supported by -K

● **Repeat** this pattern once integrating source analysis and knowledge

● **Corroborate.** Finally this view is also challenged by source 1 that suggests

**Summarise.** Clearly this view is the most convincing in understanding the controversy over the Glorious Revolution, but that is not to dismiss the other contributory interpretations which also make a significant contribution to the historiography of this in this controversy

**Conclusion** Display an understanding of the basis of the differing arguments (for example, what criteria are being used on which to base a claim or judgement) and why you find one more convincing than the other. Reference to the works of named historians is not expected, but students may consider historians’ viewpoints in framing their argument.

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# **Conclusion.** **How revolutionary was the Glorious Revolution of 1688 by 1701?**

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# **Activity 1**

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| **Role 1: Textbook Researcher and scribe. p135-37** | |
| **Analysis 1** **Evolutionary Not Revolutionary.** | **1 A well established view is that the events of 1688-1701 was little more than a change of dynasty and that the events were unrevolutionary as argued by the Whig historians and many historians of the 20th Century.**  **2 Evidence to support this view includes**  **a)**  **b)**  **c)**  **d)** |
| **Analysis 2** **Revolutionary.** | **1 A revisionist view is that the events of 1688-1701 were revolutionary as argued by the Enlightenment thinkers and revisionist historians of the 20th Century such as Tim Harris and Steve Pincus.**  **2 Evidence to support this view includes**  **a)**  **b)**  **c)**  **d)**  **e)** |

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| **Role 2: Group Analysis on extent of change and Presenter.** |
| **Evolutionary change** (Thomas Macauley, Trevelyan, Morrill, Christopher Hill)  1  2  **Revolutionary change** (Catherine Macauley, Tim Harris, Steve Pincus, Edward Vallance North and Weingast)  1  2 |

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# **Activity 2 Identify two extracts approx 300 words each with different interpretations and answer the following Question.**

Study Extracts 1 and 2 in the Extracts Booklet before you answer this question.

5 In the light of differing interpretations, how convincing do you find the view that, the Glorious Revolution of 1688 had been genuinely revolutionary by 1701?

To explain your answer, analyse and evaluate the material in both extracts, using your

own knowledge of the issues.

**Extract 1: From J Morrill, The Sensible Revolution, 1688, published 1993. p121**

|  |
| --- |
| The Sensible Revolution Of 1688-89 was a conservative Revolution. It did not create damaging new rifts in the English Nation although it did sharpen and to some extent extend divisions in Scotland and Ireland that were of lasting consequence. The constitutional settlement and the ecclesiastical settlements were both fudges. it was possible in the 1689 for all kinds of people to continue to believe all sorts of contradictory things such as that ; James had been lawfully resisted by his subjects because he had violated their civil rights and threatened the true religion or that there had been no resistance in 1688 only passive disobedience and that Williams expedition had been intended merely to remonstrate with his uncle about the violations of English men's rights and to secure his wife's rights to the succession in the face of a possible the dynastic fraud. if the actors in 1689 were confused largely unprincipled living from day to day and scrambling for solutions then there can be no turning point no great divide. The revisionist question precludes the whig answer. In establishing a new pattern of constitutional relationships many of them anticipated, in creating a new context within which men and women had to make sense of spiritual and moral imperative, in crystallising out of the two great parties which in constant evolution would dominate English politics for the next 200 years, enforcing a redefinition of England's relationship to Europe and the world, the events of 1688 89 quickened and nurtured a distinctive phase in British historical development. |

**Extract 2: From T Harris, Revolution: The Great Crises of the British Monarchy 1685-1720, published 2006. p136**

|  |
| --- |
| One scholar has even claimed that the true English Revolution occurred neither in mid century nor in 1688-89 but in the 1690s. Historians disagree however over whether such changes were the result of the Glorious Revolution itself or of the subsequent war against France, in with England became involved, The English Monarchy become limited and bureaucratic and it ceased to be a personal monarchy in quite the same way it had been under Charles II or James II. Yet in many respects it became a monarchy with more real Power as a result of the creation of the fiscal military state and the concomitant ability to harness the economic wealth of the country in the service of the Sovereign, now the the King or Queen in Parliament. It is in this sense that the Glorious Revolution despite the legal conservatism of the Declaration of Rights, truly brought about A Revolutionary transformation of the English state. |

**Planning your Answer**

**Introduction** Source 1 supports this view “ “whilst source 2 challenges this view and support “”. It is argued that the view expressed in source 1 as some strengths, it is not the most convincing interpretation of the controversy concerning the Glorious Revolution. The most convincing interpretation is……which is supported by source 2.

**Part 1** **Argue**. Source 1 offers an over simplistic view that

**Case for.** This view as some minor evidence to support it

● **Source**. For example the source 1 suggests “ +S“ . Use source as evidence and content

● **Knowledge**. This can be further supported by K

● **Repeat** this pattern 2 or 3 times integrating source analysis and knowledge

● **Corroborate.** Finally this is partially supported by source 2

**Case against**. However this view has some major limitations in terms of the evidence

● **Source**.For example source 1 suggests “ -S“. Use source as evidence as well as content

● **Knowledge**.This can be further supported by -K

● **Repeat** this pattern 2 times integrating source analysis and knowledge

● **Corroborate.**Finally this view is also challenged by source 2 that suggests

**Summarise.** Clearly this view plays an important role in understanding the controversy over the Glorious Revolution, but it is arguably not the most significant.

**Part 2** **Argue**. The most convincing view of this controversy is which is supported by Source 2.

**Case for.** This view as some major evidence to support it

● **Source**. For example source 2 suggests “ +S“ . Use source as evidence and content

● **Knowledge**.This can be further supported by K

● **Repeat** this pattern 2 or 3 times integrating source analysis and knowledge

● **Corroborate.** Finally this is partially supported by sources 1

**Case against**. However this view has some minor limitations

● **Source**. For example source 2 suggests “ -S“. Use source as evidence as well as content

● **Knowledge**.This can be further supported by -K

● **Repeat** this pattern once integrating source analysis and knowledge

● **Corroborate.** Finally this view is also challenged by source 1 that suggests

**Summarise.** Clearly this view is the most convincing in understanding the controversy over the Glorious Revolution, but that is not to dismiss the other contributory interpretations which also make a significant contribution to the historiography of this in this controversy

**Conclusion** Display an understanding of the basis of the differing arguments (for example, what criteria are being used on which to base a claim or judgement) and why you find one more convincing than the other. Reference to the works of named historians is not expected, but students may consider historians’ viewpoints in framing their argument.

**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 -

The importance of William III’s wars in the development of a financial revolution.This topic focuses on the [overview of the Glorious Revolution](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/revolution/overview/) of 1688–89 which led to the fall of [James II](http://www.royal.gov.uk/HistoryoftheMonarchy/KingsandQueensoftheUnitedKingdom/TheStuarts/JamesII.aspx) and the accession of [William and Mary](http://www.royal.gov.uk/HistoryoftheMonarchy/KingsandQueensoftheUnitedKingdom/TheStuarts/MaryIIWilliamIIIandTheActofSettlement/MaryIIWilliamIII.aspx) as joint sovereigns and the [historiography of the development](https://docs.google.com/document/d/1dxpnkPcEdFr-RnXgUJuJtigMkPIDvGuadQNB5UqTAcY/edit)

**Part 1** Students will need to understand the [revolutionary ideals which led to the overthrow of James II](https://docs.google.com/document/d/1k9R0daML9RmoVmsAggP6EpQ6xej_02O37c9E5SCYBps/edit). The significance of the [Bill of Rights of 1689](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/revolution/overview/billofrights/) and the [Act of Settlement of 1701](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/revolution/overview/actofsettlement/) should be understood, and the extent to which these acts confirmed the end of divine right and established a constitutional monarchy.

**Part 2** Students should be aware of the importance of the [Toleration Act](http://www.jacobite.ca/documents/1689toleration.htm) and of those who were excluded from the Act’s provisions. They should note the extent to which the supremacy of the Anglican Church, and of a confessional state, were both undermined.

**Part 3** The significance of the Triennial Act 1694 and the growth of parliamentary power. The importance of the [role of parliament in the years 1688–1701](https://books.google.co.uk/books?id=6kyFAgAAQBAJ&pg=PA195&lpg=PA195&dq=Parliament+and+Monarchy+1688-1701&source=bl&ots=YFNhe9-B4b&sig=Fd0p6906zjYZEzO4PKFUaU46U1w&hl=en&sa=X&ei=HOqHVcaMIoubsgGMmYPYCQ&ved=0CDAQ6AEwAw#v=onepage&q=Parliament%20and%20Monarchy%201688-1701&f=false) should be understood, and students should be aware of how far parliament had become a partner with the monarchy, in the government of the country.

**Part 4** They should be aware that [William III’s war with France led to a restructuring of government finances, public scrutiny of government income and expenditure and the establishment of the Bank of England in 1694](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/revolution/overview/financialrevolution/). Students should understand the significance of the [change from royal control of finance to parliamentary oversight](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/revolution/overview/financialrevolution/)

**Activity 3: Paper 1 AS and A Level Section C Exam Technique**

**AS Level**

Historians have different views about the reasons for the Glorious Revolution of 1688 and the consequences that transpired. The stems are “Analyse and evaluate the extracts and use your knowledge of the issues to explain your answer to the following question”. How far do you agree with the view that X came about because of the failure of Y? In the AS paper, the extracts total about 300 words and may be amended for accessibility, if necessary. One of the extracts may be from an A level textbook. The first extract contains a clear expression of an interpretation which can be evaluated by students in the light of their own knowledge of differing views. The second extract adds a contrasting view which the answer should acknowledge providing support for students in constructing their argument.

**Part C Technique. 10 mins reading the sources and planning your 2 part answer time.**

**Introduction** Source 1 supports this view “ “whilst source 2 challenges this view and support “”. It is argued that the view expressed in source 1 as some strengths, it is not the most convincing interpretation of the controversy concerning the Glorious Revolution. The most convincing interpretation is……which is supported by source 2.

**Part 1** **Argue**. Source 1 offers an over simplistic view that

**Case for.** This view as some minor evidence to support it

● **Source**. For example the source 1 suggests “ +S“ . Use source as evidence and content

● **Knowledge**. This can be further supported by K

● **Repeat** this pattern 2 or 3 times integrating source analysis and knowledge

● **Corroborate.** Finally this is partially supported by source 2

**Case against**. However this view has some major limitations in terms of the evidence

● **Source**.For example source 1 suggests “ -S“. Use source as evidence as well as content

● **Knowledge**.This can be further supported by -K

● **Repeat** this pattern 2 times integrating source analysis and knowledge

● **Corroborate.**Finally this view is also challenged by source 2 that suggests

**Summarise.** Clearly this view plays an important role in understanding the controversy over the Glorious Revolution, but it is arguably not the most significant.

**Part 2** **Argue**. The most convincing view of this controversy is which is supported by Source 2.

**Case for.** This view as some major evidence to support it

● **Source**. For example source 2 suggests “ +S“ . Use source as evidence and content

● **Knowledge**.This can be further supported by K

● **Repeat** this pattern 2 or 3 times integrating source analysis and knowledge

● **Corroborate.** Finally this is partially supported by sources 1

**Case against**. However this view has some minor limitations

● **Source**. For example source 2 suggests “ -S“. Use source as evidence as well as content

● **Knowledge**.This can be further supported by -K

● **Repeat** this pattern once integrating source analysis and knowledge

● **Corroborate.** Finally this view is also challenged by source 1 that suggests

**Summarise.** Clearly this view is the most convincing in understanding the controversy over the Glorious Revolution, but that is not to dismiss the other contributory interpretations which also make a significant contribution to the historiography of this in this controversy

**Conclusion**

Stress the interaction of factors but the significance of the view support by cross referencing with the sources for as final time

**A Level**

The extracts provided for A level are longer (about 350 words) and more complex. Extracts from textbooks will not be used in the A level paper. The task requires students to reach a judgement about the extent to which a view expressed in one is convincing in the light of their own knowledge of differing views and of the differences which they should analyse in the presented extracts. The highest level requires students to **display an understanding of the basis of the differing arguments (for example, what criteria are being used on which to base a claim or judgement). It also requires students to take account of the differences when coming to a judgement. Reference to the works of named historians is not expected, but students may consider historians’ viewpoints in framing their argument.**

**Part C Technique. 10 mins reading the sources and planning your 2 part answer time.**

**Introduction** Source 1 supports this view “ “whilst source 2 challenges this view and support “”. It is argued that the view expressed in source 1 as some strengths, it is not the most convincing interpretation of the controversy concerning the Glorious Revolution. The most convincing interpretation is……which is supported by source 2.

**Part 1** **Argue**. Source 1 offers an over simplistic view that

**Case for.** This view as some minor evidence to support it

● **Source**. For example the source 1 suggests “ +S“ . Use source as evidence and content

● **Knowledge**. This can be further supported by K

● **Repeat** this pattern 2 or 3 times integrating source analysis and knowledge

● **Corroborate.** Finally this is partially supported by source 2

**Case against**. However this view has some major limitations in terms of the evidence

● **Source**.For example source 1 suggests “ -S“. Use source as evidence as well as content

● **Knowledge**.This can be further supported by -K

● **Repeat** this pattern 2 times integrating source analysis and knowledge

● **Corroborate.**Finally this view is also challenged by source 2 that suggests

**Summarise.** Clearly this view plays an important role in understanding the controversy over the Glorious Revolution, but it is arguably not the most significant.

**Part 2** **Argue**. The most convincing view of this controversy is which is supported by Source 2.

**Case for.** This view as some major evidence to support it

● **Source**. For example source 2 suggests “ +S“ . Use source as evidence and content

● **Knowledge**.This can be further supported by K

● **Repeat** this pattern 2 or 3 times integrating source analysis and knowledge

● **Corroborate.** Finally this is partially supported by sources 1

**Case against**. However this view has some minor limitations

● **Source**. For example source 2 suggests “ -S“. Use source as evidence as well as content

● **Knowledge**.This can be further supported by -K

● **Repeat** this pattern once integrating source analysis and knowledge

● **Corroborate.** Finally this view is also challenged by source 1 that suggests

**Summarise.** Clearly this view is the most convincing in understanding the controversy over the Glorious Revolution, but that is not to dismiss the other contributory interpretations which also make a significant contribution to the historiography of this in this controversy

**Conclusion** Display an understanding of the basis of the differing arguments (for example, what criteria are being used on which to base a claim or judgement) and why you find one more convincing than the other. Reference to the works of named historians is not expected, but students may consider historians’ viewpoints in framing their argument.

**Past Questions**

**Specimen**

Study Extracts 1 and 2 in the Extracts Booklet before you answer this question.

5 In the light of differing interpretations, how convincing do you find the view that, as a

result of the Glorious Revolution, parliament became ‘pre-eminent’ (Extract 1, line 15)

in the government of the country?

To explain your answer, analyse and evaluate the material in both extracts, using your

own knowledge of the issues.

**Extracts for use with Section C.**

**Extract 1: From Julian Hoppit, A Land of Liberty?: England 1689–1727, published 2000.**

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**Extract 2: From John Morrill, The Oxford Illustrated History of Tudor and Stuart Britain, published 2009.**

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|  |

**June 2016**

Study Extracts 1 and 2 in the Extracts Booklet before you answer this question.

5 In the light of differing interpretations, how convincing do you find the view that, ?

To explain your answer, analyse and evaluate the material in both extracts, using your

own knowledge of the issues.

**Extract 1: From X, Title, published Y.**

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**Extract 2: From X, Title, published Y.**

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**Markscheme**

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| --- | --- | --- |
| AS level |  | A level |
| L1 1–4 | • Demonstrates only limited comprehension of the extracts, selecting some material relevant to the debate.  • Some relevant contextual knowledge is included, with limited linkage to the extracts.  • Judgement on the view is assertive, with little or no supporting evidence. | L1 1–3 |
| L2 5–10 | • Demonstrates some understanding and attempts analysis of the extracts by describing some points within them that are relevant to the debate.  • Contextual knowledge is added to information from the extracts, but only to expand on matters of detail or to note some aspects which are not included.  • A judgement is given, but with limited support and related to the extracts overall, rather than specific issues. | L2 4–7 |
| L3 11–16 | • Demonstrates understanding of the extracts and shows some analysis by selecting and explaining some key points of interpretation they contain and indicating differences.  • Knowledge of some issues related to the debate is included to link to, or expand, some views given in the extracts.  • A judgement is given and related to some key points of view in the extracts and discussion is attempted, albeit with limited substantiation. | L3 8–12 |
| L4 17–20 | • Demonstrates understanding of the extracts, analysing the issues of interpretation raised within them and by comparison of them. • Integrates issues raised by extracts with those from own knowledge to discuss the views. Most of the relevant aspects of the debate will be discussed, although treatment of some aspects may lack depth.  • Discusses evidence provided in the extracts in order to reach a supported overall judgement. Discussion of points of view in the extracts demonstrates understanding that the issues are matters of interpretation. | L4 13–16 |
|  | • Interprets the extracts with confidence and discrimination, analysing the issues raised and demonstrating understanding of the basis of arguments offered by both authors.  • Integrates issues raised by extracts with those from own knowledge when discussing the presented evidence and differing arguments.  • Presents sustained evaluative argument, reaching fully substantiated judgements on the views given in both extracts and demonstrating understanding of the nature of historical debate. | L5 17–20 |