

- » Unit 1 has several very important characteristics:
 - it covers a lengthy period of History as it fulfils the national criteria that History has to be studied in breadth at both AS and A level
 - it focuses entirely on assessing understanding of key historical concepts as laid down in Assessment Objective 1
 - its focus is on skills rather than on content and facts
- » It is stressed that all the content in each option has to be taught, although it is equally stressed that the content does not have to be taught in depth.

ADVICE ON APPROACHING THE CONTENT OF UNIT 1 PERIOD STUDY 1

In order to manage the content of Period Study 1 it is recommended that teachers look to use a general overview of important individuals, events, terms, and dates that are essential to understanding each topic or issue. It is vital to stress that the Period Study should be looked at as a whole and where appropriate, links and connections should be made between and across features and characteristics.

One possible way of managing the content of this option is to approach each main topic through discussion. Beginning and ending the study of each topic or issue with discussions or debates helps to focus attention on significant features associated with the topic or issue. This should help learners focus their attention on what matters most in the period studied.

Teachers should make use of the range of suggested discussions as a means of organising their approach to the content of the specification but should not assume or expect that examination questions will be set directly or solely based on any of the discussions suggested below.

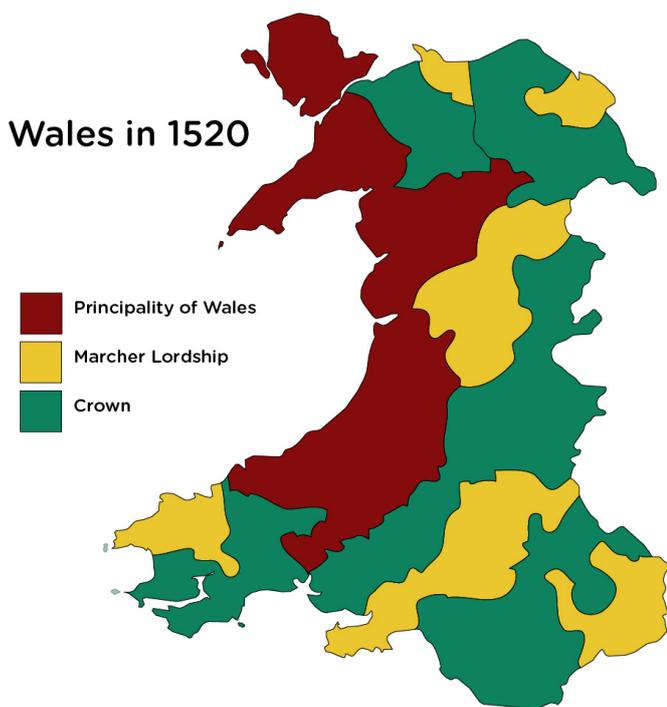
The content of Period Study 1 can be managed by engaging in a series of discussions or debates. Suggestions include:

- Discuss the methods used by Henry VII to establish the Tudor dynasty
- Assess the relationship between Tudor monarchs and their ministers in the period 1485-1547
- Assess the relationship between Tudor monarchs and their parliaments in the period 1529-1603
- Discuss the significance of the main changes in religion after 1529
- Analyse the reasons for the outbreak of protests and rebellions in the period up to 1569
- Evaluate the reasons why protest and rebellions failed in the period up to 1569
- Outline the changing attitudes to poverty and vagrancy in the sixteenth century
- Discuss the extent of social and economic change in the sixteenth century
- Discuss the extent to which the relationship between Wales and England changed after 1530.

ADVICE ON THE USE OF THIS ACTIVITY

In order to introduce and debate some of the suggested discussions in this option it is possible to use illustrations to introduce or develop understanding of some of the issues. Most of the specified content covered in this option can be introduced, developed, debated or reviewed using illustrations. These can be cartoons, paintings, prints or maps. Below is an example which focuses on discussing the concept of **similarity and difference**.

The maps below show the political make-up of Wales in 1520 and again in 1536. Use the maps to begin a discussion of what was similar and what was different in Wales between 1520 and 1536. Discuss why these changes occurred in Wales.



ADVICE ON THE USE OF THIS ACTIVITY

For each of the suggested discussions given above, learners should be able to analyse and evaluate a range of features and characteristics associated with each one. For example, these can be considered for their importance or significance in each issue. To start this process, learners could use three coloured highlighters to put a Red, Amber or Green star next to each feature.

Red: Features that have little relevance to the enquiry

Amber: Features that have some relevance to the enquiry

Green: Features which are directly relevant to the enquiry.

Related activities would be to use coloured highlighters to identify these features and characteristics in relation to:

Time – are they long term or short term factors?

Perspective – are they political, economic, social, individual factors or a combination of these?

Here is an example of a suggested discussion:

Analyse the reasons for the outbreak of protests and rebellions in the period up to 1569

Rag-rate the following features and characteristics associated with this discussion:

- Economic problems such as enclosure, unemployment, price inflation
- Religious grievances due to changes in the state religion, forms of worship
- Political ambition of powerful subjects such as Wyatt and Northumberland
- Unpopularity of government policies such as the closure of the monasteries
- Unpopularity of government ministers such as Cromwell and Cecil
- Anger and resentment at greed and corruption of local officials
- Fear of change – social, religious and cultural
- Weak and incompetent leadership by monarchs and regents such as Mary and Somerset

- Growth of the middle classes – merchants, burgesses, tradesmen, yeomen
- Regional differences and loyalties

Now repeat the activity for any three of the other suggested discussions on page 2.

ADVICE ON THE USE OF THIS ACTIVITY

Activity 2 can be followed up by one which asks the learners to justify their RAG-rating decisions. This will help in understanding the difference between assertion and argument.

Assertion: a statement or an opinion which is not supported by a reason or further detail.

Argument: an assertion justified with a reason or further detail which explains or justifies something and counters other arguments.

In order to help move from assertion to argument, read the example question below and then add support to each of the assertions to turn it into an argument.

To what extent were economic conditions mainly responsible for protest and rebellion in the period 1549-1569?

A1: Economic conditions played a vital role in causing protest and rebellion in this period.

Provide support for this assertion

A2: Another issue to consider is that political pressures caused growing tension and rivalry amongst the nobility

Provide support for this assertion

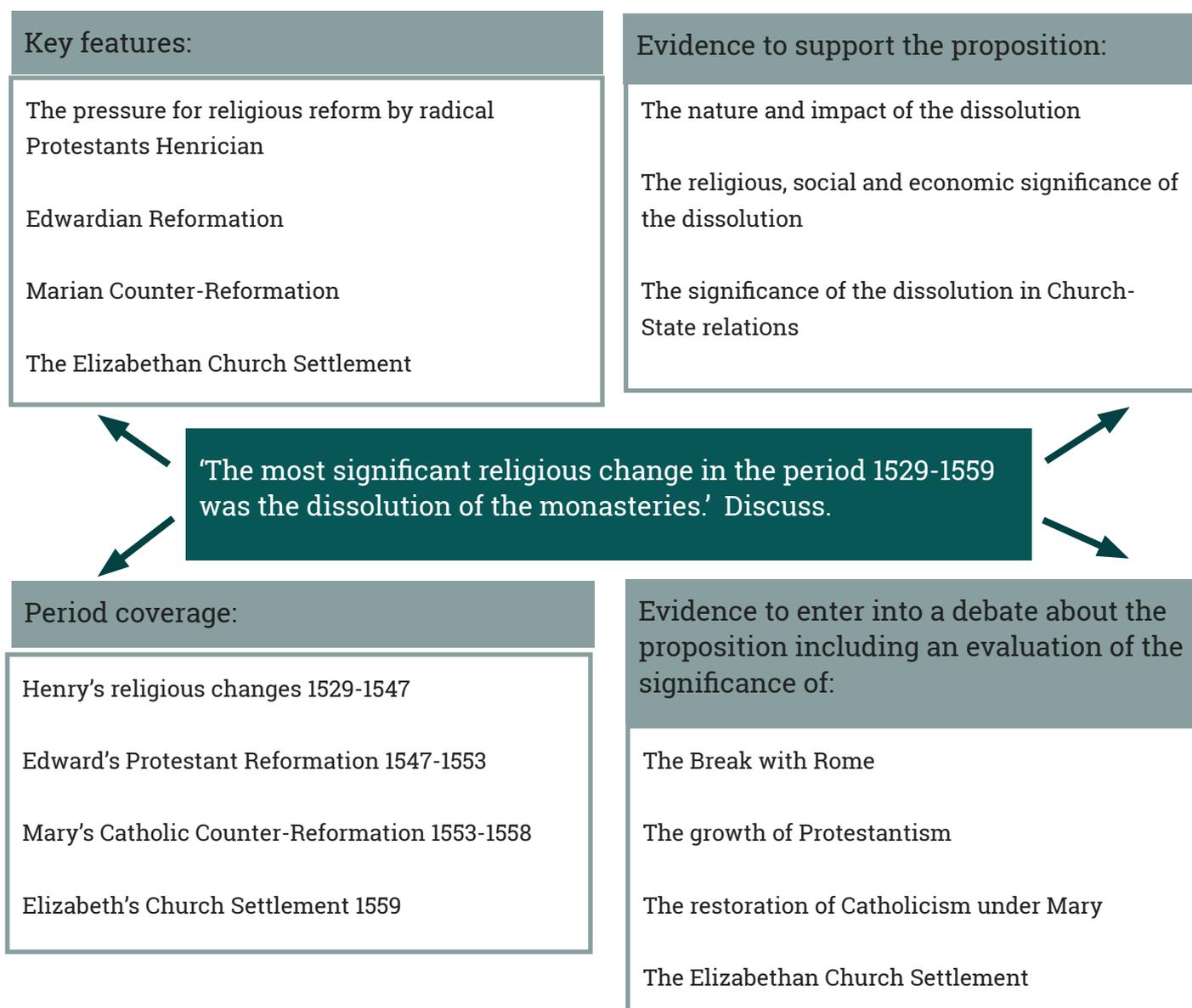
A3: It can be argued that the real responsibility for protest and rebellion was the impact of religious change.

Provide support for this assertion

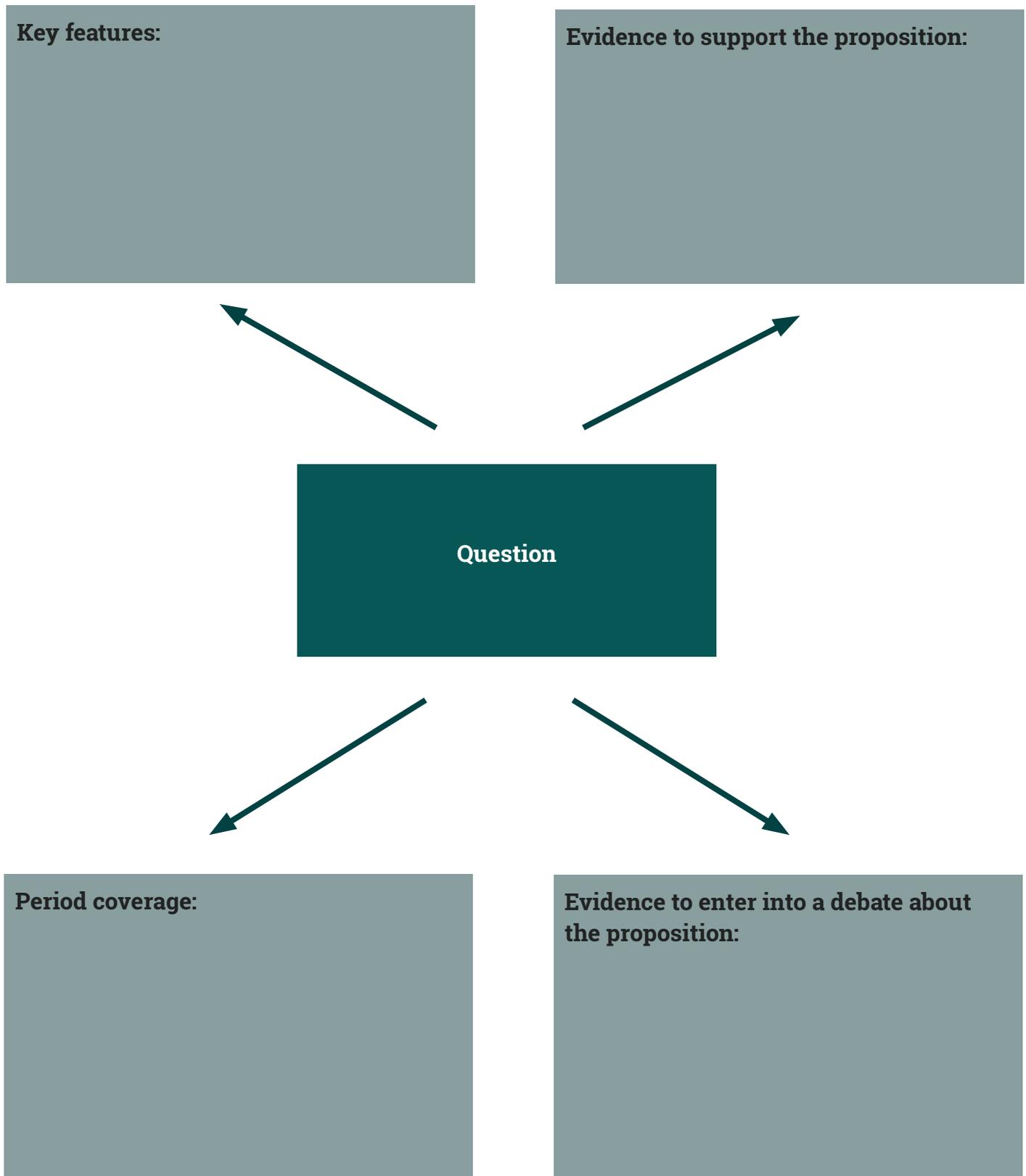
ADVICE ON THE USE OF THIS ACTIVITY

In considering the key historical concepts which underpin this option, it is expected that learners will demonstrate the ability to analyse the issues, evaluate their importance and be able to provide a substantiated judgement supported by appropriate information over the period set. This can often be done in conjunction with the suggested discussions approach as seen on page 2 of this document. Each of the examples of the suggested discussions identified can be used to address specific historical concepts and also to assist learners to develop a reasoned argument.

Here are some examples of how teachers and learners can approach the development of a reasoned argument in answer to a set question:



Using the example above, **complete the diagram that follows** for two more questions that have appeared on past examination papers for this option.



ADVICE ON THE USE OF THIS ACTIVITY

Assessment Objective 1 outlines a number of concepts which underpin the study of History at AS and A Level. When responding to their assignments, learners often fail to focus on the key concepts in their responses, instead deploying information in a narrative or listing style.

It is important that learners understand that the content in Period Study 1 is linked with the key historical concepts which underpin AO1. These key concepts are shown below with examples of how the content of this option can be utilised to illustrate these particular concepts.

Look at the specification that you are studying for Period Study 1. **Identify two more features of the content of the specification that can illustrate each key concept.**

Remember that the specified content can be used to illustrate more than one concept if appropriate.

Key concepts	Examples of content to illustrate these concepts	
Cause and consequence	1	The main causes of disorder, protest and rebellion 1525-1569
	2	
	3	
Change and continuity	1	The changing role of the monarchs in developments in religion 1529-1588
	2	
	3	
Similarity and difference	1	The extent to which the relationship between Wales and England changed 1536-1603
	2	
	3	
Significance and importance	1	The significance of the growth of towns in the sixteenth century
	2	
	3	

ADVICE ON THE USE OF THIS ACTIVITY

All the questions set for Unit 1 will expect you to engage with a debate over an historical concept. To do this effectively you should become skilled at spotting the concept and the evaluation that the question requires.

Can you identify the key concept from the sample questions below? This first one is completed and identified in **bold**.

- 'The government's attitude to poverty and vagrancy was **mainly influenced** by the fear of crime in the period 1495-1601.' Discuss.
- To what extent was the increasing power of Parliament the most significant development in politics and government in the period 1485-1547?
- How far do you agree that the growth of towns was the most significant development in the society and economy of Wales and England in the sixteenth century?
- Was the demand in Wales for strong government mainly responsible for the Acts of Union in the period 1500-1543?
- How successfully did the Crown deal with the threat of protest and rebellion in the period 1536-1569?
- To what extent was the career of Thomas Cromwell the most important influence on the changes in politics and government in the period 1515-1598?

You can also use the WJEC Question Bank facility to practice spotting the key concepts in a range of other past questions. This is available at:

<http://www.wjec.co.uk/question-bank/index.html>

ADVICE ON THE USE OF THIS ACTIVITY

In order to understand the broader nature of Unit 1 it is important that teachers and learners become familiar with how conceptual questions are formed, how they can be phrased and how they can be adapted according to what area of the Period Study is being taught. The following advice is offered:

- the question should be on a **mainstream issue** which is named or closely linked to the detail in the specification. Try not to set questions on minor or inconsequential areas of the specification
- there has to be **sufficient substance** to the main issue set that it promotes a lively debate of the topic studied. Do not set an issue that the learners can easily dismiss
- the question set should cover a **substantial period of time**
- the question should allow learners to **sustain an argument** throughout the answer
- the question should allow learners to show accurate **understanding of the relevant historical concept** in the question
- the question should include a **key word or words** which will allow learners to form a balanced judgement e.g. *'The monarch was the main influence on the development of politics and government 1547-1603.'* Discuss.

A suggested way of approaching this aspect of learning is to use the following checklist when tasks and questions are set to learners.

Does the question set....	YES	NO
highlight a mainstream issue?		
allow a debate to be engaged with?		
cover a substantial period of time?		
focus on a key historical concept?		
include an evaluative word?		

Try and set your own conceptual questions on the content of Period Study 1. Can you set appropriate conceptual questions on the following content areas?

- The causes of the Henrician Reformation 1507-1529
- The reasons for failure of the protests and rebellions 1536-1569
- A comparison of the roles played by the monarchs in religious change 1529-1558
- The impact of social and economic change 1500-1600
- The importance of ministers in Tudor government 1507-1603

Once you have done this, try and rag-rate the key features associated with your questions.

Here are two examples of answers to Unit 1 questions set in the 2017 examinations.

- Can you apply the checklist on page 11 of the Introducing historical concepts in Unit 1 document to these essays?
- Consider the strengths and limitations of each essay.
- Consider how each one could be improved and what advice you could give to the learner who wrote it.

Exemplar 1

'The main reason for the failure of rebellions in the period between 1536 and 1558 was the strength of the Crown.' Discuss.

There were many reasons for the failure of the rebellions during the period 1536 and 1558.

One of the reasons that the rebellions failed was due to the religion of the crown. The main religion of the crown was protestant, giving the country stability and as most of the population were protestant at the time, this meant that less people would rebel against the crown.

Henry the eighth had many policies in place to prevent rebellion and made it clear to his people that they shouldn't rebel against him. He took away any land from those who opposed him as he did post Battle of Bosworth. The dissolution of the monasteries caused many people to rebel against Henry VIII. Although the crown was strong, it wasn't the main reason why the rebellions failed. The opposition of the crown at this point wasn't as big as the people who supported Henry meaning the success of the rebellions were inevitably going to fail.

Henry not being a legitimate heir to the throne also caused rebellions across the country. However, the failure of the rebellions wasn't mainly due to the strength of the crown but due to the fact that Henry was a good leader and his policies worked well with his people who he put first.

Henry the seventh's reign wasn't as powerful or as strong as Henry the eighth. They lacked the policies such as the financial policy. Religion played a huge part in the opposition of the crown especially when Mary came into power.

Mary made the whole country change their religion from Protestantism to catholic. This caused rebellions but however the strength of the crown quickly dissolved them. Mary had anyone who was opposed to Catholicism burned at the stake and within her reign had hundreds of people killed. This made people fearful of opposing the crown and strengthened the crown. Out of all the claims to the throne Mary caused the most substantial opposition.

Exemplar 2

How far do you agree that Edward VI's Protestant Reformation was the most significant change in religion in Wales and England between 1529 and 1588?

Undoubtedly Edward VI's Protestant Reformation – largely brought about by the Duke of Somerset and later Northumberland who individually acted as regents for most of his reign – was a significant change in religion during the period between 1529 and 1588, a period of considerable religious volatility in England and Wales. However, as to whether Edward's Protestant Reformation was the most significant religious change in this period is open to debate and discussion.

Edward VI in his Reformation largely followed on from his father, Henry VIII, in advancing the religious changes he made in terms of the Dissolution of the Monasteries and the break with Rome, albeit with a distinct protestant edge. Indeed the far more Protestant outlook of Edward's Reformation can be seen not only in his Dissolution of the Chantries in 1547 – a continuation of his father's Dissolution of the Monasteries – but also in his introduction of two Common Books of Prayer (1549 and 1552). These Common Books of Prayer, particularly the second one, were much more critical of Catholicism than that of his father with the 1552 version providing a scathing critique of what was construed as 'popish vestments' in the use of these at service: these were banned by the Book. Moreover it also introduced the idea known as the 'Black Rubric' which was to become a focal point of sectarian divide in England and Wales later on. Although Edward VI's Reformation can therefore be seen as the most significant due to the fact that it was the first time when radical change of religious service was undertaken in this period – unlike Henry VIII's Reformation when there was 'Catholicism without a Pope' – its significance as a religious change is hindered somewhat due to the brevity of his reign (1547-1553). This meant that much of his religious changes failed to last, for his successor, the Catholic Mary, repealed most of his religious changes meaning that some almost vanished after his reign making their overall significance somewhat slim.

In addition to Edward's Reformation however, one can also argue that Henry VIII's Break with Rome was the most significant in the period 1529-1588. Indeed, Henry's Break with Rome largely came to fruition as a result of the King's 'Great Matter' which erupted in 1526 over Henry's desire to get an annulment of his marriage to Catherine of Aragon in order to marry Anne Boleyn. Thomas Wolsey, the King's Chief Minister at the time, was tasked with solving the problem. Despite two years of fruitless diplomacy (1529-1530) culminating in a papal envoy Cardinal Carpeggio being sent to England to oversee the matter, he failed to do so with such a dispensation being denied by the Pope, prompting Wolsey's fall from power. As a result of failing to get a papal dispensation, Henry VIII decided to act on the advice of Thomas Cromwell, a minister under Wolsey, who suggested that the King should break with Rome in order to get his divorce. This became a reality in 1534 with Parliament passing the Act of Supremacy and Act of Succession, thereby formally ending England's one thousand year association with Catholicism. The significance of this religious change

cannot be underestimated. This was the biggest religious change in religion in England for a millennium. Moreover, it can be argued that it was far more significant than Edward's Reformation for this split still exists today unlike Edward's changes which have largely disappeared. However, unlike Edward's changes, the Break with Rome actually did little to change the conduct of religion in England with church services still largely Catholic in style meaning that many people in the period would have been forgiven if they didn't realise this religious change thereby hindering its significance in this respect in comparison to Edward's Reformation.

Moreover the Dissolution of the Monasteries (1536-1541) can also be said to rival Edward's Reformation in terms of its significance during this period. The Dissolution of the Monasteries largely came about through Cromwell's desire to exploit their vast wealth which he discovered via the compilation of the 1535 Valor Ecclesiasticus. Under the pretext of monastic corruption, Cromwell initiated the Dissolution in 1536 beginning with the smallest monasteries where standards seemed to have slipped the most. However as a consequence of the 1539 Pilgrimage of Grace, dissolution was accelerated with a 1539 Act of Parliament being passed to dissolve all monasteries. This finally happened by 1541. The significance of this religious change can be seen as perhaps greater than Edward's Reformation for not only does it surpass it in terms of longevity (the monasteries remain dissolved to this day) but also in terms of its effect on society with poverty and vagrancy surging after the dissolution as many relied on the monasteries for charitable and educational services. However, as this is a social aspect, it is perhaps less significant in religious terms than the changes of Edward which clearly made England a Protestant country.

Furthermore, Mary's counter-reformation can also be seen as a rival to Edward's Reformation in terms of significance. She aimed to re-establish Catholicism in England which, under the guidance of Reginald Pole, she achieved, albeit briefly, the repeal of the religious changes made by Edward VI and passed the 1555 Heresy Law which resulted in the death of some three hundred Protestants. However, Mary's changes compare with those of her brother in terms of their lack of permanence with her short reign ending with the accession of the Protestant Elizabeth who like what Mary did to the religious reforms of her brother – reformed most of her sister's religious changes.

Lastly, it can also be argued that the religious changes made by Elizabeth during this period were the most significant. Indeed, Elizabeth in this period followed a 'third way' in her religious policy aiming to heal the sectarian divide in England which plagued her predecessors. This desire for a third way can be seen in her 1559 Act of Supremacy and Act of Uniformity with the former re-instating Elizabeth as the head of the Church albeit under the title 'Governor' in order not to antagonise Catholics, whilst the latter introduced a more Catholic-friendly Common Book of Prayer as well as allowing private worship for Catholics. The Elizabethan settlement's significance cannot be understated for it not only outlasted Edward VI's Reformation in terms of permanence but it also had a far larger immediate impact with religious services being changed and indeed the religious divide in England being reduced.

Overall, all the religious changes in this period had a profound significance. However, as to whether Edward VI's Reformation was the most important of these changes I must argue the contrary: it is my view that the Elizabethan Settlement was by far the most significant for it not only lasted but it largely brought a temporary peace to the religious divide which characterised the earlier part of this period which the other religious changes failed to achieve.