

APPROACHING THE TEACHING OF UNIT 1

- » 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 2

In order to manage the content of Period Study 2 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 2 can be managed by engaging in a series of discussions or debates. Suggestions include:

- Discuss the methods used by James I to establish and maintain the Stuart dynasty
- Analyse the main challenges faced by Charles I up to 1642
- Discuss the reasons why the Civil War broke out in 1642
- Evaluate the impact of the experiments in Parliamentary government in the period 1649-1660
- Discuss the impact of the Civil War and the Commonwealth on the lives of the people of Wales and England 1642-1660
- Analyse the reasons why the monarchy had been restored by 1660
- Discuss the main challenges faced by Charles II
- Debate the reasons for the Glorious Revolution of 1688
- Evaluate the impact that the Revolutionary Settlement had on politics 1689-1715

ACTIVITY 1: USING ILLUSTRATIONS TO DISCUSS CONCEPTS

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 the concept of **causation**.

The painting below shows the attempted arrest of the 'five members' by Charles I in 1642. Use the painting to begin a discussion of the reasons why the Civil War broke out in 1642.



Arrest of the five members by Charles I

Image by Charles West Cope / This image is in the public domain

ACTIVITY 2: RAG-rate the key features and characteristics**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 why the monarchy had been restored by 1660

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

- Growing disenchantment with Oliver Cromwell's leadership and policies
- Inept leadership of Richard Cromwell
- Popular backlash against republicanism
- Influence of ambitious army generals
- The influence of Anglican Church and church leaders
- Influence of pro-monarchist propaganda
- Changing attitudes of politicians and political groups
- Fear of disorder and protest
- Resentment against corruption in local government

- Growing desire to restore/return to 'golden age' of monarchy
- Decline in support for radical movements and ideas

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

ACTIVITY 3: MOVING FROM ASSERTION TO ARGUMENT**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.

'The main problem faced by the Crown in the period 1660-1689 was religion.' Discuss.

A1: The problems associated with religion caused massive difficulties for the Crown in this period.

Provide support for this assertion

A2: Another issue to consider is that the main problem faced by the Crown was actually more connected with the personalities of Charles II and James II.

Provide support for this assertion

A3: It can be argued that the Crown's main problem was the growing assertiveness of Parliament.

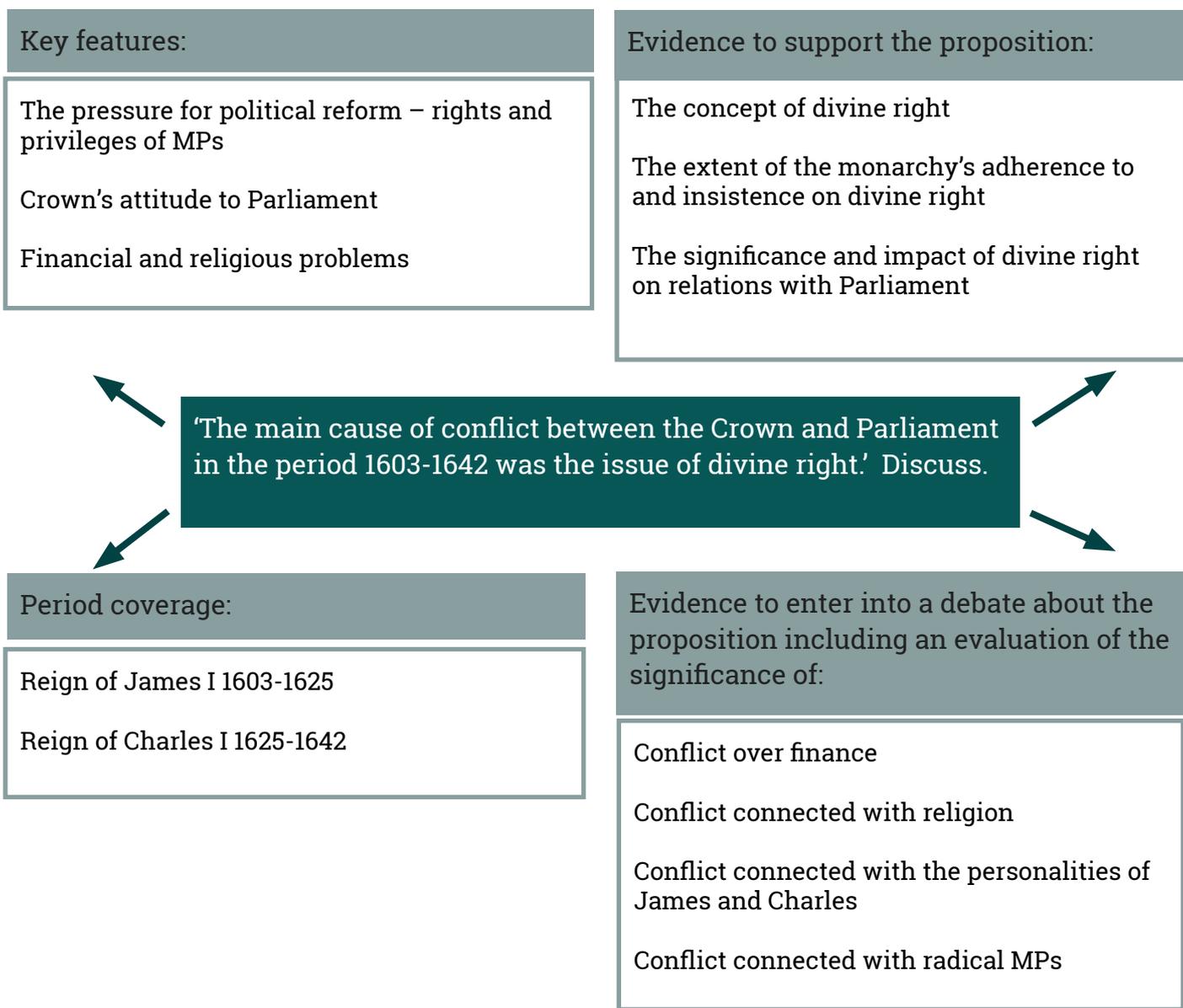
Provide support for this assertion

ACTIVITY 4: DEVELOPING A REASONED ARGUMENT

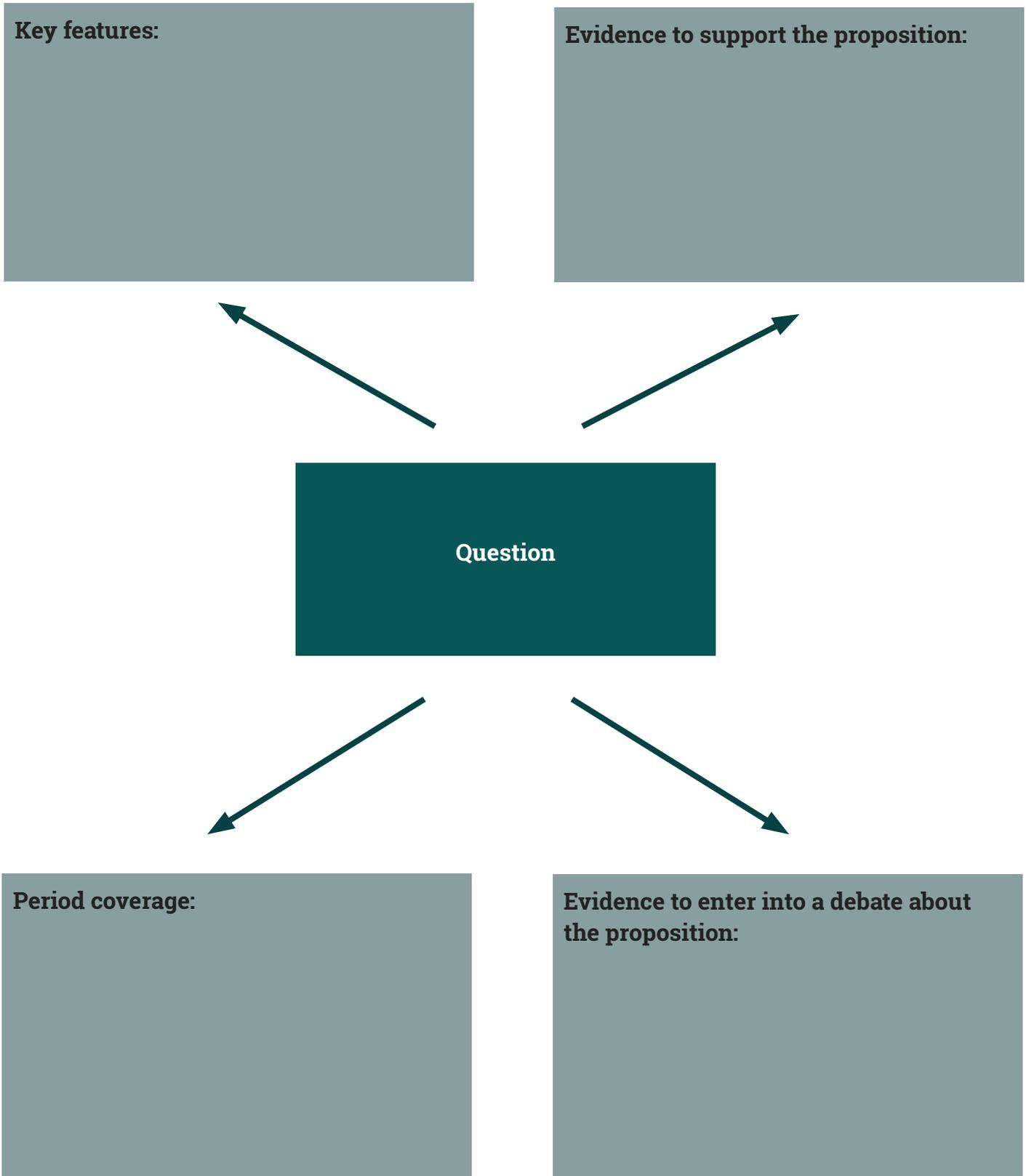
ADVICE ON THE USE OF THIS ACTIVITY

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.



ACTIVITY 5: LINKING CONTENT WITH KEY CONCEPTS

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 2 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 2. **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 the Civil War 1625-1642
	2	
	3	
Change and continuity	1	The changing fortunes of radical groups 1640-1689
	2	
	3	
Similarity and difference	1	The extent to which the relationship between the Crown and Parliament had changed 1625-1689
	2	
	3	
Significance and importance	1	The significance of religious issues in the Revolutionary Settlement
	2	
	3	

ACTIVITY 6: SPOTTING HISTORICAL CONCEPTS

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**.

- **How successfully** did the Crown deal with the challenges it faced in the period 1603-1642?
- To what extent were the Major-Generals an effective solution to the problems facing Cromwell in the period of the Interregnum?
- 'The ideas of the Levellers were the most significant influence upon social and political reform in the period 1642-1660.' Discuss.
- How far do you agree that the Diggers were the most effective radical movement in the period 1645-1715?
- Was the demand for religious freedom and toleration mainly responsible for the Glorious Revolution in 1688?
- How far had the disputes between the Crown and Parliament been settled by 1689?

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>

ACTIVITY 7: SETTING APPROPRIATE CONCEPTUAL QUESTIONS

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 1660-1715.'* 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 2. Can you set appropriate conceptual questions on the following content areas?

- The reasons for changes in government 1642-1689
- The effectiveness of government policies during the Interregnum 1649-1660
- A comparison of the significance of Buckingham and Laud 1615-1642
- The impact of Civil War on the lives of the people of Wales and England 1642-1660
- The extent to which government and politics changed in the period 1660-1715

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

ACTIVITY 8: EVALUATING ESSAY STYLE WORK

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

- Can you apply the checklist on page 11 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 cause of tension between James I and Parliament between 1603-1625 was the promotion of royal favourites.' Discuss.

It is arguable that the primary catalyst in the growing tension and the deterioration of the relationship between James I and Parliament was his promotion of royal favourites as this fuelled the suspicion of the King that was already perceived by Parliament due to his foreign, Scottish nature. This was also largely due to the fact that James' favourites were largely Scottish themselves; this concerned Parliament regarding the sudden plethora of Scottish favourites receiving money and titles at England's expense. This coaxed Parliament to confront James regarding the selection of his favourites which furthermore placed him in a period of hostility towards Parliament, as he believed that Parliaments' attempted dictatorship over his rule was a threat to his royal prerogative and thus conflicted with his belief in the divine right of kings.

Nevertheless it could be debated as to whether or not it was James' absolutist attitudes that were so characteristic of the entire Stuart monarchy that resulted in conflicts between the monarch and the political nation, as James rarely met with Parliament and remained rather ignorant towards political policies during his reign, far more interested in extravagances such as hunting, feasting and partying while still maintaining that he had supremacy over the country and that Parliament was subservient to him. It was due to James' expensive tastes that he became financially irresponsible, which may also be interpreted itself as being at least a prominent factor in Parliament's feud with the King as, although James had inherited over £100,000 in debt from his predecessor, within a few months of his reign, he had already accumulated £816,000 of more debt. Thus Parliament had to monitor his expenditure, fuelling a relationship of growing resentment and distrust between James and Parliament. Nevertheless Parliament offered a sum of money in order to alleviate James' debts, which he then proceeded to grant to his Scottish favourites. Therefore it is arguable that the main cause of tension between the royal and political nations was not merely the promotion of royal favourites, but instead the treatment and extortionate generosity shown towards the royal favourites and, in particular, the royal favourites that James had brought from Scotland at the start of his reign in 1603.

However, although James was undoubtedly irresponsible financially, Parliament granted a subsidy that was inadequate for the maintenance of the royal household. Although he received the same amount of money as Elizabeth, James was financially responsible for his Dutch wife and children, as well as the Prince of Wales. Thus it could be said that, due to the fact that Parliament was largely uninformed regarding the costs of the royal household, as well as James' exploitation of the Parliamentary subsidy and the grants he had received, the most prominent cause of the tension between James and Parliament was not the promotion of royal favourites but instead the immense financial dilemmas that arose during the years 1603-1625.

As forementioned, it is equally debatable that it was indeed James' promotion of his

favourites that resulted in the decline of royal and political co-operation. James allegedly was involved in scandalous homosexual affairs, most prominently with Robert Carr and George Villiers, later Duke of Buckingham. It appears that James; lack of effort to conceal these affairs endorsed resentment and suspicion, particularly in Parliament and may have contributed to the perception of how it was James' promotion and later treatment of his favourites that greatly increased the tension.

It could also be considered that James was becoming increasingly estranged from Parliament largely because of Parliament's challenging of the royal prerogative, acting invasively in James' life and attempting to assert their own authority. This, it seems, was at the root of all other problems, both political and financial, as the actions of Parliament conflicted with James' absolutist beliefs. All other tensions can be linked back to this perception.

Exemplar 2

To what extent was religion mainly responsible for the tensions between the Crown and Parliament in the period 1660-1689?

During the period 1660-1689 there were two monarchs, King Charles I who was a Protestant and ruled between 1660-1685, and his younger brother James II who was a Catholic and ruled between 1685 and 1689. They both had very different extreme views of religion which led to tensions between Crown and Parliament.

It is argued that religion was the main cause of tensions between the Crown and Parliament. During King Charles II's reign the Treaty of Dover was signed between Charles and King Louis XIV of France who was a Catholic. In this Treaty, Louis promised to send Charles £200,000 a year and help fight the Dutch as long as King Charles II would secretly become Catholic and announce it when possible. Parliament knew something was going on and felt threatened that the King would turn to Catholicism. This would have caused major rebellions and tensions between Parliament and the monarch as the majority of Parliamentarians were Puritans, a strong form of Protestantism. This therefore caused major tensions between the Crown and Parliament.

Furthermore in 1685 when King Charles II had died his younger brother James II took to the throne. This further created tensions between Parliament and the Crown as they both had very different religious views and Parliament did not want a Catholic monarch. As he was disliked James went over to Ireland to gain support from the Catholics over there. Parliament also invited William III of Orange, a Dutch Protestant, to take the English throne to overthrow James. This shows that there were severe differences in religion between the Crown and Parliament. After King James was succeeded a bill was introduced to state that there could be no Catholic monarch of England, Ireland and Scotland and this is still around today. This shows just how much of a problem religion caused.

However, there were still other problems not including religion which could be held responsible for the tensions between Crown and Parliament. Charles II was often known as the 'Merry Monarch' as he often enjoyed spending his money on art and literature and did not like to fully get involved in politics at the time. His political advisor Clarendon often took the majority of the work. However he was not liked by many as he came across as arrogant. As things were not going great for Charles he liked to blame Clarendon for many things such as the three Dutch Wars, the plague in 1665 and in 1666 the Fire of London and threw him to the 'political wolves' also known as politicians who criticised and disliked him. This therefore held political tensions between the monarch and Parliament over Clarendon. King Charles II also ruled without Parliament for several years and many thought that he may follow after his father King Charles I.

To conclude I believe religion was certainly most responsible for tensions between the Crown and Parliament in the period of 1660-1689 due to the fear of a Catholic monarch and a change to Catholicism in England. I believe James II caused the most problems as he wanted to change the country from mainly Protestant to Catholic and people did not like his views. The fact that no Catholic monarchs are allowed in Britain today suggests how much of an important issue this was.