

## 2c. Content of unit group 1: British period study and enquiry (Units Y101 to Y113)

### Introduction to unit group 1

Centres should choose one unit from the thirteen available in unit group 1.

Each unit has two elements: a Period Study and an Enquiry. The Enquiry element either precedes or continues the Period Study element so as to provide increased coherence and coverage of the chosen period of British history.

The Period Study element of the unit is assessed by essays, which will allow learners to develop their use and understanding of historical terms, concepts and skills. The length of the periods studied will encourage learners to develop their interest in, and understanding of, important developments. The topics available in the units in this group will enable learners to ask significant questions about important issues. They are sufficiently broad and balanced to ensure both coherence and variety and have sufficient chronological range to provide for the study of continuity and change, which allows analysis of causes and consequences within the periods.

The addition of the Enquiry element to either the beginning or end of the period will ensure that learners do not have a borehole approach to their study, but will be able to see change and developments, and make substantiated judgements, over a substantial length of time, so that they can see issues in a wider perspective. The Enquiry topic areas include the study of significant individuals, societies, events and issues. They also include a range of different historical perspectives, for example aesthetic, cultural, economic, ethnic, political, religious, scientific, social and technological.

The nature of the examination will require learners to demonstrate an understanding of the key historical terms and concepts relevant to the period studied. The questions relating to the Period Study element will require learners to recall, select and deploy

appropriate knowledge and communicate this clearly and effectively. Learners will be expected to demonstrate abilities to explain, assess, analyse and consider the relationships between key features of the period studied in order to reach substantiated judgements. All responses will require judgements, and at the top level will be more analytical with judgements more effectively substantiated than similar questions set at AS Level. This is ensured by a more demanding top level to the generic mark scheme.

In the Enquiry element, the focus will be on the critical use of evidence in investigating and assessing historical questions, problems and issues. The link with the Period Study will make it easier for teachers to provide the historical background, context and awareness of how their option is located within the longer term developments of the topic. The focus of the questions may be on depth of one Key topic or breadth, using parts of several key topics for the evaluation of a theme. Each Enquiry topic is of sufficient length to provide a coherent and worthwhile study within the overall period. Each provides a range of perspectives affecting individuals, societies and groups and will enable learners to analyse and evaluate different interpretations and representations of the past through contemporary perspectives. The critical evaluation of sources will be central to this element, with all marks awarded against AO2. The sources selected for examination will be a range of types of written sources, contemporary to the period. Learners will always have to analyse and evaluate **four** sources, answering **one** question which sets the sources in their historical context. The complexity of this task thus represents differentiation from AS, where fewer sources are analysed and shorter-answer questions are set. Sources will be fully attributed and only edited for accessibility. Learners' knowledge of the historical context will only be credited insofar as it is used to analyse and evaluate the sources in relation to the question set.

<b>Unit Y108: The Early Stuarts and the Origins of the Civil War 1603–1660</b>	
<b>British Period Study: The Early Stuarts 1603–1646</b>	
<b>Key Topics</b>	<b>Content</b> <b>Learners should have studied the following:</b>
<b>James I and Parliament</b>	James I and Divine Right; James I and his financial problems, inherited problems, the inadequacy of royal finances, James I and his extravagance, financial disputes, the Great Contract; James I and foreign policy, his aims and reactions to the policy in Parliament, peace with Spain (1604), England and the Thirty Years War, the Spanish Match.
<b>James I and religion</b>	The religious situation in 1603; the Anglican Church and Puritanism; the Hampton Court Conference (1604), the development of Arminianism, the growth of Puritan opposition; James' attitude to Catholics; the Gunpowder Plot; the impact of Catholicism on policies.
<b>Charles I 1625–1640</b>	Charles' aims and problems in 1625; relations with Parliament and the impact of foreign policy; financial problems, Buckingham; the dissolution of parliament in 1629; Personal Rule and the reasons for embarking on Personal Rule, financial policies and the reactions to them, Laud's religious policies and the reaction to them; Wentworth and the policy of Thorough in England and Ireland, Scotland and the Bishops' Wars, the breakdown of Personal Rule.
<b>Charles I and the victory of Parliament 1640–1646</b>	The Short and Long Parliaments; the aims and policies of Charles and the opposition; the crises of 1640–1642, including Pym, dismantling of prerogative government, divisions over reform of the Church, the impact of the Irish Rebellion, the Grand Remonstrance, the Five Members; the outbreak of Civil War; Royalists and Parliamentarians (strengths and weaknesses), the course and outcome of the First Civil War, the formation of the New Model Army, the development of neutralism.

<b>Enquiry Topic: The Execution of Charles I and the Interregnum 1646–1660</b>	
<b>Key Topics</b>	<b>Content</b> <b>Learners should have studied the following:</b>
<b>The failure to achieve a settlement 1646–1649</b>	Negotiations with Charles I; the role of Oliver Cromwell, the Scots and the army; the emergence and growth of radicalism, the Leveller debate and the reaction to them; the Second Civil War; religious issues; Pride's Purge; the trial and execution of Charles I.
<b>Commonwealth and Protectorate</b>	Religious and political issues, the rule of the Rump Parliament 1649–1653, its achievements and dismissal; the Parliament of the Saints (Barebones); the Instrument of Government; Cromwell as Lord Protector, royalist plots, the offer of the throne, the role of the army; the rule of the Major Generals; Cromwell in Ireland; death of Oliver Cromwell.
<b>The Restoration of Charles II</b>	Richard Cromwell; the role of the army and General Monck in the Restoration; the Convention Parliament; Charles II's actions, the Declaration of Breda; proclamation of Charles as king and the reaction to his return.