

**COMPONENT 3:**  
**HISTORICAL INVESTIGATION**



**TOPIC LEADERS:**

**SEVENTEENTH CENTURY ENGLAND: MISS WINTERS, MISS BLYTHE AND MRS DUNN**

**GERMANY 1848-1949: MR MCHALE AND MR CLARK**

**AFRICAN AMERICAN CIVIL RIGHTS: MISS BONE AND MRS BELLWOOD**

## Year 12 Coursework Transition

Between now and September, you will be choosing your topic and laying the ground work for your year 13 compulsory coursework. This coursework is worth 35% of your final mark. This pack provides all of the information you need to make a successful transition to year 13. All work in this pack must be completed and ready to discuss with your Coursework Tutor in your first History lesson in September. Failure to complete this work could mean you are prevented from continuing your History A-Level and this will be reflected in future university references written on your behalf.

### Component 3: Coursework

#### **Component 3**

Students must complete a Historical investigation. This tests AO1, AO2 and AO3. The Historical investigation must:

- be independently researched and written by the student
- take the form of a question in the context of approximately 100 years that does not duplicate content within option chosen for Components 1 and 2
- be presented in the form of a piece of extended writing of between 3000 and 3500 words in length
- draw upon the student's investigation of sources (both primary and secondary) which relate to the development or issue chosen and the differing interpretations that have been placed on this.

The Historical investigation carries 40 marks.

#### Success Criteria:

- ✓ This piece of work will take the form of a 3,000-3,500 word essay
- ✓ It must include at least 5 different Historians views
- ✓ You must be able to show a conflict between 2 Historians views and evaluate which is perspective is most valid
- ✓ You must include 3 primary sources
- ✓ You must consider the value of these sources
- ✓ As such, this work brings together the assessment objectives and skills you have learned in your units of study so far

Assessment Objective	Max Mark
AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance	20
AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within the historical context.	10
AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.	10

This work must therefore reflect your full skill set as a Historian and will be the culmination of 6 months of study on the topic as well as the year you have spent in year 12 developing your skills. Therefore, this piece of work needs careful planning and attention and cannot be written overnight!

How will I complete this work?

	What needs to be achieved?	Role of Coursework Tutor
June and August	<ul style="list-style-type: none"> <li><input type="radio"/> I need to choose which topic area I will study</li> <li><input type="radio"/> I need to start a coursework file to keep myself organised</li> <li><input type="radio"/> I need to complete the starter pack reading by making a set of comprehensive notes for each chapter/article</li> <li><input type="radio"/> I need to create a timeline of key events for my topic area</li> <li><input type="radio"/> I need to complete a set of key event cards for my topic area</li> <li><input type="radio"/> I need to complete the summer reading challenge</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> You will be linked with a coursework tutor who will guide you until the work is completed</li> <li><input type="radio"/> You will be taught how to make effective notes</li> <li><input type="radio"/> You will be given guidance on where to access additional reading</li> </ul>
Coursework Week 1, 2 and 3 5 <sup>th</sup> - 22 <sup>nd</sup> September	<ul style="list-style-type: none"> <li><input type="radio"/> I need to be ready to discuss my summer reading with my coursework tutor</li> <li><input type="radio"/> I need to be ready to complete a subject knowledge audit</li> <li><input type="radio"/> I need to have identified additional reading which I will need to complete over the coming half term</li> <li><input type="radio"/> I need to plan my essay</li> <li><input type="radio"/> I need to submit my primary source section and Historians section of the work</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> You will be taught generic planning and structuring skills</li> <li><input type="radio"/> You will be advised how to gather Historians views and Primary sources</li> <li><input type="radio"/> You will have individual tutorials with your tutor to discuss progress so far and to set targets for the rest of the half term</li> </ul>
Check-in week 16 <sup>th</sup> October	<ul style="list-style-type: none"> <li><input type="radio"/> I need to have a completed essay ready to discuss with my tutor</li> <li><input type="radio"/> I need to clearly understand how to finalise my work</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> Generic writing skills</li> <li><input type="radio"/> You will have individual tutorials with your tutor to discuss progress so far and to set targets for the rest of the half term</li> </ul>
Coursework Week 3 30 <sup>th</sup> October	<ul style="list-style-type: none"> <li><input type="radio"/> I need to have an improved essay ready to discuss with my tutor</li> <li><input type="radio"/> I need to clearly understand how to finalise my work</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> You will have individual tutorials with your tutor to discuss progress so far and to set targets for the rest of the half term</li> </ul>
<b>Final Deadline</b>	<b>22<sup>nd</sup> December</b>	<b>22<sup>nd</sup> December</b>

## June to August: Prep Time

The following work must be completed to the deadlines provided.

Week 1: Spend this time familiarising yourself with the three topics available to you:

- Seventeenth Century England: 1600-1700: The Stuart Age
- Germany: 1848-1949
- African American Civil Rights in the USA: 1865-1968
- Submit the topic request form to your teacher by the end of this week for approval to begin your chosen area

Week 2- 5: Subject Knowledge Development

- Use the “Starter Packs” to complete the following tasks:
- Read all of the chapters and articles in the pack. Make a set of comprehensive notes for your file. The notes must meet the standards set by your teacher.
- Create a timeline for the period you are studying. The more detailed the better. Your teacher will be able to guide you on the level of depth needed
- Create a set of key event cards- follow the format of the model provided

Summer Reading Challenge:

- In your summer break you must read an additional 3 Historians of your topic. Use the pages provided
- These must be substantial chapters or multiple smaller chapters by the same Historian
- You may find some of this online but you will most likely have to visit a library! A Newcastle University access form has been included.
- **ALL WORK MUST BE COMPLETED BY SEPTEMBER**

## England in the reign of Charles II (David Ogg)

- PS 1 > "Behind the symbolism of this posthumous coronation was the fear that ~~there~~ a precarious alliance of personality and chance was at the point of dissolution, and that the rule of single person must either die, or be re-embodied in more traditional guise."
- r . Ogg sees the lead up to the restoration through a division of two parties; one who valued religion and piety, and the other who were willing to "compromise high principle for settled government" PS 2. ← For Ogg, until this party "had sattered momentum, was the restoration of monarchy possible." PS 2.
- PS 3 > "The return of the purged Long Parliament necessarily meant the end of the protectorate, because the former consisted government with neither protector nor upper chamber." PS 3.
- PS 7 > For Ogg, restoration was not caused by financial woes with the depts etc, as at the time there was no complaints of heavy taxes or debt or poor trade.
- PS 8 > "By his personality and his control of the army, Cromwell had forced these groups into cohesion or impotence; but soon as he was gone, they began to fall apart or assert themselves?"
- PS 34 > "The royal equipage then proceeded by easy stages to London, through highways resounding with the cheer of a populace which rejoiced that its king had returned."

## Exemplar Key Event Cards

<p><b>James I</b></p> <p><b>1603 – 1625</b></p> <p>Ruled England and Wales, Ireland and Scotland. Each of these had separate Parliament and legal system and church organisation and languages</p> <p>He ruled by divine right and claimed to be appointed by god and this gave him ultimate control over key decisions. Protestant.</p>	<p><b>Millenary petition 1603</b></p> <p>Upon James’s arrival in England he was presented by a petition allegedly signed by 1000 puritan ministers calling for religious reform upon more protestant lines.</p> <p><b>Impact:</b> <i>James called Hampton Court conference and warned that if they did not conform to the rules he set down, he would “Harry them out of his Kingdom”. Showed he viewed the church in Political terms and that the church would support his rule.</i></p>
<p><b>Apology of the Commons – 1604</b></p> <p>Following the Buckinghamshire elections and the attempts of the court to replace the elected candidate with their choice, parliament issued the Apology setting out what they saw as their rights and privileges.</p> <p><b>Impact:</b> <i>James responded by saying that these rights were granted by Monarchs and in turn implied that they could be as swiftly taken away. James’s prerogative asserted and parliament dissolved quickly.</i></p>	<p><b>1621 – Protestation</b></p> <p>Parliament began debating the nature of the King’s foreign policy and his finances and he angrily reminded them of the limits of the freedom of speech and that he felt they had encroached into discussions that were of a Prerogative nature. Parliament in turn set out what they considered to be their rights in a “Protestation”. James promptly tore this page out of the Commons journal.</p> <p>Parliament swiftly dissolved.</p> <p><b>Impact:</b> <i>This was an extension of the 1604 discussion and James was within his rights to challenge what Parliament was doing. However it showed how the debate was beginning to harden over what constituted Parliamentary rights.</i></p>
<p><b>1623-24 – Marriage of Charles</b></p> <p>In 1623 Charles and Buckingham launched secret talks to marry Charles to Isabella, the Infanta of Spain. These talks failed and subsequently Charles went on to marry Henrietta Maria, the sister of the King of France.</p> <p><b>Impact:</b> <i>Demonstrated the power that Buckingham had developed and cemented the bond between him and Charles. Aroused suspicions of Catholicism in the heir to the throne as part of the agreement was that Henrietta Maria’s Catholicism would be tolerated.</i></p>	<p><b>Overbury Scandal 1616</b></p> <p>Robert Carr had been one of James I’s favourites at court and James had intervened to allow Frances Howard to divorce her husband to free her to marry Carr. They were then found guilty of the murder of his secretary in 1616 and banished from court. Following this George Villiers (Later Buckingham) was introduced to James by a rival faction.</p> <p><b>Impact:</b> <i>demonstrated James’s tendency to favour particular individuals and the freedom they were allowed to dominate court. Allowed Buckingham to rise to dominance at court.</i></p>

<p><b>1608 – New Book of rates and Bates’ case.</b></p> <p>Since the Tudors, Monarchs had demonstrated the right to levy impositions, or taxation on imports. James issued a new Book of rates to raise income and this was challenged unsuccessfully by Bates, a merchant.</p> <p><b>Impact:</b> <i>The Judges that ruled in the crowns favour identified that prerogative allowed the king to do this without Parliamentary permission and effectively set up a precedent for that King to tax at will.</i></p>	<p><b>1610 – Great Contract and its failure</b></p> <p>By 1610 the King’s finances were in a dire state and Cecil, the lord Chancellor proposed a Great Contract whereby the King would give up some of his outdated feudal dues in return for an annual Parliamentary income of £200,000 p.a. This was defeated in the commons</p> <p><b>Impact:</b> <i>This showed how wary both King and Parliament was of each other. The King was worried about losing the leverage of feudal dues to control his subjects and Parliament were worried about giving the King financial independence from Parliament.</i></p>
<p><b>1628 – Petition of Right</b></p> <p>Led by Sir Edward Coke, when Charles was forced to call parliament a group of MPs issued this in protest over ship money and the 5 knights. They agreed to 5 subsidies being granted if Charles accepted he was in the wrong.</p> <p><b>Impact:</b> <i>Could have been reconciliation but parliament outwardly celebrating the assassination of Buckingham and Charles was angry at this and refused to accept it.</i></p>	<p><b>Charles I 1625-1649</b></p> <p>Charles was the second son of James and lived in the shadow of Henry, who died in 1612. He was shy and sensitive and lacked confidence. He was influenced by the formality of the Spanish court following his visit in 1623. He was Anglican but had an appreciation of the “beauty of holiness”. He had a tendency to be influenced by those around him such as Buckingham, Laud and his wife Henrietta Maria.</p>
<p><b>1633 – Appointment of William Laud as archbishop of Canterbury.</b></p> <p>Laud introduced the Injunctions which many saw a slide back to Catholicism. Similarly many saw it as a return to the days when clerics held both church and state offices</p> <p><b>Impact:</b> <i>Laud aroused intense hostility and coupled with the growing tolerance of Catholicism at court due to Henrietta Maria, people became sensitive about the true nature of Charles’ religious views.</i></p>	<p><b>1625 – Failure of Parliament to grant Tonnage and Poundage for life of monarch</b></p> <p>It had become an unwritten tradition for Parliament to grant the Monarch Tonnage and poundage for life, but following James’ actions with the Book of rates, parliament only granted for one year.</p> <p><b>Impact:</b> <i>Charles continued to collect it anyway and went on to arrest those who didn’t pay, further inflaming relations with King and parliament. Parliament was dissolved.</i></p>



# St Robert of Newminster Catholic School and Sixth Form College



*Biddick Lane, Washington, Tyne & Wear, NE38 8AF*

**Tel:** (0191) 561 3810 **Fax:** (0191) 415 3801 **Email:** [school@strobertofnewminster.co.uk](mailto:school@strobertofnewminster.co.uk)

**Head Teacher:** Mr. D. Juric

**Chair of Governors:** Fr. A. Cornforth

---

Sixth Form access to University Library facilities June- September 2016

Dear Sir/Madam

I can confirm that \_\_\_\_\_

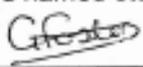
is a student at St Robert of Newminster School and that they wish to use the library facilities to undertake research for their personal enquiry for A2 History.

Yours Faithfully

Miss L. Winters  
Subject leader for History

**SIXTH FORM ACCESS TO UNIVERSITY LIBRARY**  
**Library access for A and AS level students**

**Application Form**

Surname:	School name: ST ROBERT OF NEWMINSTER R.C. SCHOOL AND SIXTH FORM COLLEGE
First name:	Course Expiry date: JULY 2015
Home Address:	School Address: BIDDICK LANE, WASHINGTON
Postcode:	Postcode: NE38 8AF
School Teacher/Librarian name: GABRIELLE FOSTER	
School Teacher/Librarian Telephone N°: 0191 5613810	
School Teacher/Librarian signature (I support the above named student for a sixth form access ticket) 	
Applicant Signature (I agree to abide by the Library's Regulations and rules: <a href="http://www.ncl.ac.uk/library/regulations.php">http://www.ncl.ac.uk/library/regulations.php</a> )	
Name of course: HISTORY A-LEVEL	
Subjects being studied: HISTORY	
School stamp:  ST. ROBERT OF NEWMINSTER SCHOOL AND SIXTH FORM COLLEGE	
<b>UNIVERSITY LIBRARY STAFF ONLY</b>	
Staff Initials	Date