Change and continuity

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| Decode the question: write down the q, underlining the following:   * **Topic focus** (the topic of the question) * **Conceptual focus** (the 2nd order historical concept of the question) * **Chronological focus** (the time period of the question) * **Adjectival/adverbial qualifier:** these are specific words in the question and they expect you to respond to and challenge. I.e. If they use the word ‘transformed’ or ask about **‘fundamental features**’ of an era (rather than ‘features’), address the precise meaning of this word in your introduction, challenge it based on what you know and come up with a better word instead that fits your judgement. | | | |
| Intro (this should be the hardest part of the essay) | 1. Address the question, including any specific language used. | 1. State the 3-**4 factors** you will address | 1. State and explain your judgement of most important precisely and explicitly in 1-2 sentences. Use valid criteria to show relative importance of factors. |
| **Body of the essay – 8 peels**   * **Evidence needs to be detailed, specific and cover the full range of the question.** * **Explain the impact and results of your examples – how and why?** It is not enough to say ‘therefore this led to problems for henry, if you don’t say how and why - from whom, for whom, when, how, why, in what form, what was being challenged precisely? A good way to do this is to think about the sequence of events that followed as a result – *this led to….. As a result….* * **Link back** to your judgement and the question and **link** between your factors (peel). This is a must for level 3 (d-c grade). E.g. *However, the factor of….would not have caused a threat hand it not been for ..* *Without the factor of….* I*f* ….*had it not been for….* | | | |
| Factor 1 | Change peel | Continuity peel | Vocabulary to show extent of change |
| Factor 2 | Change peel | Continuity peel | Vocabulary to show extent of change |
| Factor 3 | Change peel | Continuity peel | Vocabulary to show extent of change |
| Factor 4 (if time) | Change peel | Continuity peel | Vocabulary to show extent of change |
| Conclusion | 1. State and explain your judgement of most important precisely and explicitly in 1-2 sentences. 2. Use valid criteria = how have you made your decision? Use valid criteria to show the relative importance of factors. E.g. pace of change, range of change in affecting the population, degree of impact etc. 3. Show links between as many factors as you can. 4. Use the language of extent. | | |

Factor Qs: Causation

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| Decode the question: write down the q, underlining the following:   * **Topic focus** (the topic of the question) * **Conceptual focus** (the 2nd order historical concept of the question) * **Chronological focus** (the time period of the question) * **Adjectival/adverbial qualifier:** these are specific words in the question and they expect you to respond to and challenge. I.e. If they use the word ‘transformed’ or ask about **‘fundamental features**’ of an era (rather than ‘features’), address the precise meaning of this word in your introduction, challenge it based on what you know and come up with a better word instead that fits your judgement. | | | |
| Intro (this should be the hardest part of the essay) | 1. Address the question, including any specific language used. | 1. State the 3-**4 factors** you will address | 1. State and explain your judgement of most important precisely and explicitly in 1-2 sentences. Use valid criteria to show relative importance of factors. |
| **Body of the essay – 4 peels**   * **Evidence needs to be detailed, specific and cover the full range of the question.** * **Explain the impact and results of your examples – how and why?** It is not enough to say ‘therefore this led to problems for henry, if you don’t say how and why - from whom, for whom, when, how, why, in what form, what was being challenged precisely? A good way to do this is to think about the sequence of events that followed as a result – *this led to….. As a result….* * **Link back** to your judgement and the question and **link** between your factors (peel). This is a must for level 3 (d-c grade). E.g. *However, the factor of….would not have caused a threat hand it not been for ..* *Without the factor of….* I*f* ….*had it not been for….* | | | |
| Factor 1 | PEEL | | Relative importance (use VALID CRITERIA vocab) |
| Factor 2 | PEEL | | Relative importance (use VALID CRITERIA vocab) |
| Factor 3 | PEEL | | Relative importance (use VALID CRITERIA vocab) |
| Factor 4 (if time) | PEEL | | Relative importance (use VALID CRITERIA vocab) |
| Conclusion | 1. State and explain your judgement of most important precisely and explicitly in 1-2 sentences. 2. Use valid criteria = how have you made your decision? Use valid criteria to show the relative importance of factors. E.g. degree of impact, range of impact across population, tangible change, a product of another cause, exacerbates etc. 3. Show links between as many factors as you can. 4. Use the language of extent. | | |