

# **South Pacific Board For Educational Assessment**



## **SOUTH PACIFIC FORM SEVEN CERTIFICATE**

### **HISTORY**

*Effective from January 2004*

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# SOUTH PACIFIC FORM SEVEN CERTIFICATE

## HISTORY

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# HISTORY

## Preamble

This prescription provides the specifications for assessment for the South Pacific Form Seven Certificate History Examination.

This prescription is derived from the requirements of the New Zealand University Entrance, Bursaries and Scholarships prescription as administered by the New Zealand Qualifications Authority.

Students may also consolidate knowledge skills and understanding of outcomes from the Pacific Senior Secondary Certificate or a comparable Sixth Form Qualification, which are related to the specific outcomes of this prescription.

Although there is no prerequisite course of study required for candidates to enrol in Form 7 History, it is strongly recommended that they will have undertaken courses at Form 5 and/or Form 6 History.

The course is designed for students who may undertake further studies in a tertiary institution as well as for those students who will complete their formal education at the end of Form 7.

## Aims

Students should be able to:

- develop an understanding of continuity and change over an extended time period and of their heritage in a longer time frame than previously
- develop the skills of independent historical investigation and communication of historical ideas and understanding
- develop a critical approach to historical sources by exposing them to the varying interpretations and debates that result from historical study.

## Objectives

### 1. Information gathering

Students should be able to:

- define an area of historical inquiry
- identify a variety of relevant primary and secondary sources
- reference and organise items of evidence in a logical manner.

### 2. Information processing

Students should be able to:

- identify and evaluate different historical interpretations, make generalisations, form judgements
- recognise different perspectives in relation to a particular issue or event
- summarise, sift and classify information

- weigh evidence – fact versus opinion, significant versus trivial, bias, propaganda, limitations of a piece of evidence
- establish historical relationships – cause and effect, past and present, general and specific, similarities and differences.

### 3. **Presentation of historical ideas and understanding**

Students should be able to:

- present a sustained and convincing argument, supported with evidence
- use appropriate historical format/style
- use accepted historical conventions such as footnoting and bibliographies.

## **OUTCOMES**

### **SECTION A: BROAD SURVEY**

#### ***Option 1: England, 1558 – 1667***

##### **Part A: Economy and Society**

###### **Outcome 1**

Students will examine the nature of English society and economic activity from the 1560s to the 1660s, identifying major trends and changes characterizing the century between these dates.

Students will be expected to:

- 1.1 explain the importance of marriage and family life in society, identify gender roles and discuss differences in the social hierarchy;
- 1.2 analyse the nature of the institutional church and the importance of popular beliefs and practices;
- 1.3 identify structural features of rural and urban society and economy, and assess the impact of changes on society and economy.

##### **Part B: Government and Politics, 1558 – 1640**

###### **Outcome 2**

Students will analyse the nature of Elizabethan and early Stuart government, identifying major issues faced by rulers and how they dealt with them.

Students will be expected to:

- 2.1 describe and compare the characteristics of the personal monarchies of Elizabeth I, James I, and Charles I;
- 2.2 explain and evaluate key features of the machinery of government of England under Elizabeth I, James I and Charles I;

- 2.3 identify key issues of government under Elizabeth I, James I and Charles I and assess their impact.

***Explanatory Notes***

In 2.2, machinery of government includes central and local governments, court patronage, favourites and factions, and the role of parliament.

In 2.3, key issues include religion, finance, archaic machinery of state, peace and war, cooperation and conflict between monarch and governing class, multiple kingdoms.

**Part C: Revolution, Republic and Restoration, 1640 – 1667**

**Outcome 3**

Students will examine why England experienced a turbulent period between 1640 – 1667, beginning with civil war and followed by regicide, the Interregnum and, finally, Restoration of the Monarchy.

Students will be expected to:

- 3.1 identify key causes of civil war, and explain the impact and consequences of civil war in the period 1642-1649
- 3.2 assess the impact of key developments during the Commonwealth and Protectorate period and the role played by Oliver Cromwell
- 3.3 explain the reasons for the Restoration of Charles II and describe what was restored, and what was unresolved.

***Explanatory Note***

In 3.2, key developments include radicalism and conservatism, authority and dissent, experiments in government and reasons for their failure.

***Option 2: New Zealand In The Nineteenth Century***

**Part A: Maori / Pakeha Race Relations**

**Outcome 1**

Students will examine how relationships between Maori and Pakeha developed and changed in the nineteenth century.

Students will be expected to:

- 1.1 identify and describe key social, economic, religious and political contacts and interaction between Maori and Pakeha before 1840;
- 1.2 assess the impact, and analyse the competing Maori and Pakeha perspectives of the Treaty of Waitangi in the period 1840 – 1900;
- 1.3 identify and evaluate the significance of key issues in Maori-Pakeha race relations between 1845 – 1900.

***Explanatory notes***

In 1.3, key issues include wars, land, law, sovereignty and rangatiratanga, political and religious movements.

## **Part B: Economic And Political Change**

### **Outcome 2**

Students will identify the main economic and political changes in the nineteenth century and examine the relationship between political and economic development.

Students will be expected to:

- 2.1 outline and describe political developments and leadership in the nineteenth century;
- 2.2 identify and explain the main factors affecting changes in the economic structure of nineteenth century New Zealand;
- 2.3 assess the key industries and other economic activities that contributed to the development of the New Zealand economy.

#### ***Explanatory notes***

In 2.1, political developments include change from Maori authority to colonial government and then settler government at local, provincial and central levels.

In 2.2, factors include economic growth and depression and their impact, issues of a dependent economy, the development of transport and communications and the relationship between government policies and economic change.

In 2.3, development includes local, regional, national and international aspects.

## **Part C: Society And Attitudes**

### **Outcome 3**

Students will examine the nature of Maori and Pakeha population, social organisation, settlement and views of the world and how these changed over the nineteenth century.

Students will be expected to:

- 3.1 identify and explain key factors of social development in nineteenth century New Zealand;
- 3.2 describe and evaluate the impact of major issues such as gender, the world of work, welfare, education, religion and prohibition in New Zealand society in the nineteenth century;
- 3.3 evaluate the changing values and aspirations and fears of nineteenth century New Zealanders.

#### ***Explanatory notes***

In 3.1, factors include changing demographic and settlement patterns, migration to and within New Zealand and social organization.

In 3.2, gender could include the suffrage movement.

In 3.3, the term New Zealander includes Maori and migrant and settler Pakeha.

### ***Option 3: The Pacific 1870s – 1970s***

#### **Part A: Imperialism in the Pacific (1870 – 1914)**

##### **Outcome 1**

Students will examine the nature of imperialism and its impact on Pacific societies.

Students will be expected to:

- 1.1 define and explain the process of imperialism in the period 1870 – 1914;
- 1.2 describe the nature of the partition of the Pacific and compare and contrast the patterns of imperial administration with reference to specific countries;
- 1.3 identify the social, economic and political impact of imperial expansion on the indigenous populations of the Pacific by the early twentieth century.

##### ***Explanatory Notes***

In 1.1, the process of imperialism includes social, economic, religious and political aspects.

In 1.2, the partition of the Pacific includes motives of both the imperial powers and the indigenous populations. Patterns of imperial administration include the various political arrangements for government of island countries.

#### **Part B: The Response to Colonialism in the Inter-war Period (1914 – 1945)**

##### **Outcome 2**

Students will examine the impact of World War I and the changing response to colonialism in the inter-war period.

Students will be expected to:

- 2.1 evaluate the impact of World War I on Pacific societies;
- 2.2 outline and analyse indigenous responses to colonialism;
- 2.3 describe and explain the beginnings of indigenous independence movements.

##### ***Explanatory Notes***

In 2.1, the impact includes the involvement of Pacific Island men in the war, the Influenza epidemic of 1918 and changes in the balance of power in the region.

In 2.2, indigenous responses include how indigenous people adopted, adapted and adjusted or reacted to colonialism in the Pacific during the period 1918-45.

#### **Part C: Decolonisation and the Road to Independence (1945 – 1970s)**

##### **Outcome 3**

Students will examine the impact of World War II, the process of decolonisation including the role of the United Nations, and will compare and contrast the varying roads to independence.

Students will be expected to:

- 3.1 examine the impact of World War II;
- 3.2 describe the process of decolonisation in Pacific societies and explain the role of the United Nations in this process;
- 3.3 compare and contrast different roads to independence with reference to specific countries.

***Explanatory Notes***

In 3.2, decolonisation includes identifying the process of change in the minds and leadership of the Pacific Islanders with calls for freedom and self-determination; and the clear identifiable process of transferring legal and constitutional power from the colonial administration to the new elites of the newly proposed states.

## **SECTION B: INDEPENDENT RESEARCH (INTERNAL ASSESSMENT)**

Students will be able to conduct independent research on areas of historical significance.

### **Outcome 1**

Students will be able to plan and carry out independent historical research.

Students will be expected to:

- 1.1 develop a research proposal, explain the scope of the inquiry and the research process and formulate the hypothesis or focus questions;
- 1.2 gather information from a range of primary and secondary sources, organize and reference the material and maintain a personal log of the research process;
- 1.3 evaluate the information gathered by showing the usefulness of material for answering the focus questions or supporting/refuting the hypothesis.

### **Outcome 2**

Students will be able to communicate historical ideas and understandings.

Students will be expected to:

- 2.1 show understanding of historical ideas and relationships;
- 2.2 draw valid conclusions from an historical study;
- 2.3 identify and evaluate different historical interpretations;
- 2.4 present a sustained and convincing argument with supporting evidence;
- 2.5 present the final product in an appropriate historical format, using accepted historical conventions.

## ASSESSMENT

Students will be assessed by a two hour 30 minute written examination (60%) and an internal assessment component (40%). All outcomes in the prescription will be assessed.

### **The Written Examination (Section A)**

There will be a two hour 30 minute written examination which will test a range of knowledge, understanding and skills consistent with the aims of the prescription. Students will be required to select questions from EITHER the England OR New Zealand OR Pacific option. Each option will be assessed by a comparable range of essay questions and one set of resource questions.

Each of the options is divided into three areas of historical study, with each area further subdivided into three parts. An essay question will be set on each of the three parts, that is a total of nine questions will be set. However, students will be required to answer TWO of the essay questions only from their chosen option. In addition they will need to answer ALL of the resource-based questions from their chosen option. The essay form of question has predominance because the writing of essays is a significant skill for this subject at this level.

The essay questions will cover broad issues and understandings within the prescribed content. The resource-based questions will refer to several written and/or visual resources printed in the examination paper, their purpose being to test a range of skills appropriate to Form 7 History.

Each essay answer will have a maximum mark of 20, and the resource-based questions a combined total of 20 marks, giving a weighting of 60 marks for the complete examination.

### **Internal Assessment (Section B)**

Students are required to complete THREE studies which are assessed by teachers in schools.

These three studies can focus on EITHER:

- (1) a place different to that studied in Section A
- OR
- (2) if the same place, a time period different to that in Section A

Examples of possible combinations:

<b>Combination</b>	<b>Section A</b>	<b>Section B</b>
1	NZ in the 19 <sup>th</sup> Century	NZ: A research activity in the 20 <sup>th</sup> Century
2	Pacific 1870s – 1970s	Pacific: A research activity in the pre contact period
3	England 1558-1667	England: A research activity set between the two world wars of the 20 <sup>th</sup> century

Students should be given sufficient background information to place the studies in historical context. These studies can concentrate on any area of historical significance, e.g. an era, issue, event or personality. The emphasis in internal assessment should be placed on the research process.

The weightings for these three studies are:

- One major research study 20%
- Two other research-based exercises 20% in total

A different weighting can be applied to each of the two research-based exercises, providing neither is less than 5% and the combined total is 20%.

The major research study should reflect what is expected of at least five weeks' work from a Form 7 student. Teachers should monitor the progress of their students at each stage of the research process prescribed.

The two other research-based exercises should together involve the student in at least five weeks' work. They should be interesting and challenging tasks in line with the outcomes and skills objectives. Examples of appropriate exercises include activities involving a range of media—seminars, oral recordings, critical reviews, photographic displays, displays of documents or artifacts with analysis, debates, documentaries, news reports, role plays.

On completion of the tasks, student marks (out of 20) must be entered onto the mark capture forms (**HIST-1**) (**HIST-2**) as given in the Appendix.

## **General**

### ***Course work requirements***

The assessment tasks and weightings given to each task should be clearly explained to students at the beginning of the year's course. Results must be clearly recorded and maintained by teachers so that accurate information on each student's progress is readily available.

At the beginning of each year, each school presenting candidates for the South Pacific Form Seven Certificate History assessment must complete an Internal Assessment Summary Form (**HIST-IA**) and forward to SPBEA by the date set down by the Director.

At the start of the year students should be given a copy of the assessment statement to be used. The assessment statement and copies of all assessment tasks and assessment schedules used, as well as a sample of candidate responses to all internal assessment work undertaken, must be available for verification on request until 30 November of the year of the examination.

The moderation of Internal Assessment will be done in accordance with SPBEA policy as specified from time to time.

## APPENDIX

### Marking Schedule for Internal Assessment (Independent Research)

Note: This marking schedule is compulsory for teachers to use in the internal assessment component of Form 7 History. It covers all aspects of historical investigation and communication of historical ideas and understandings. Depending on the task set e.g. a minor research activity, teachers might only need to use certain sections of this marking schedule. For the major research activity, the full marking schedule should be used.

#### A. Research Proposal

Defining the inquiry: Total: 5 marks

- 5 Clearly formulate hypothesis/focus questions, clearly show scope of the study. Research procedures are thoroughly explained.
- 3 Formulate hypothesis/focus questions, show scope of study and make a statement on research procedures
- 1 Attempt to formulate hypothesis/focus questions and to show scope of study. A simple statement is made on research procedures.

#### B. Information Gathering

Total: 15 marks

##### *Collecting information*

- 5 Collect five or more relevant sources, including at least one clearly defined primary source.
- 3 Collect three relevant sources, including at least one primary source
- 1 Collect one source, either primary or secondary

##### *Organising and referencing material*

- 5 Organize information in a logical way and accurately reference each item of evidence
- 3 Organize information in a logical way and reference some items of evidence
- 1 Make a basic attempt to organize information

##### *Recording the research process in a log*

- 5 Record complete entries, clearly showing the full research process, possible changes, milestones
- 3 Record entries, showing aspects of the research process, possible changes, milestones
- 1 Record some entries referring to the research process

**C. Information Processing**

Total: 15 marks

*Evaluation of evidence*

- 5 Evaluate five or more items of evidence and show how they relate to the hypothesis/focus questions
- 3 Evaluate three items of evidence and show how they relate to the hypothesis/focus questions.
- 1 Evaluate one item of evidence and show how it relates to the hypothesis/focus question.

*Understanding of historical ideas and relationships*

- 5 Show excellent understanding of historical ideas and relationships
- 3 Show an understanding of historical ideas and relationships
- 1 Show a basic attempt at understanding historical ideas and relationships

*Reaching a conclusion*

- 5 Sum up the findings in a conclusion in a clear and logical way, and relate the findings back to the hypothesis
- 3 Sum up the findings in a conclusion and attempt to relate the findings back to the hypothesis.
- 1 Make a basic attempt to sum up the findings

**D. Historiography**

Total: 10 marks

*Identifying different historical interpretations*

- 5 Identify and present three different historical interpretations relevant to the research topic
- 3 Identify and present two different historical interpretations relevant to the research topic
- 1 Identify and present one historical interpretation relevant to the research topic

*Evaluating different historical interpretations*

- 5 Show an understanding of different historical interpretations by explaining them in their own words and making an objective judgement of these interpretations
- 3 Show an understanding of different historical interpretations by explaining them in their own words
- 1 Attempt to show an understanding of different historical interpretations

## **E. Presentation**

10 marks

### *Presenting the research findings*

- 5 Present a research study with highly sustained and convincing argument, well supported with material which is very appropriate, accurate and clear
- 3 Present a research study with a sustained and convincing argument, supported with some appropriate material
- 1 Present a research study with an attempt at an argument and with little supporting material

### *Using historical format and conventions*

- 5 Present the final product in an historical format which is appropriate, interesting and creative. Historical sources are thoroughly acknowledged through the accurate use of footnotes and bibliography.
- 3 Present the final product in an historical format which is appropriate and interesting. Some historical sources are acknowledged through footnotes and bibliography.
- 1 Attempt to present the final product in an appropriate historical format. An attempt is made to acknowledge some historical sources.

## ADVISORY SECTION

### GLOSSARY

Primary source	First-hand material. Evidence from the actual time of study e.g. artifacts, photos, speeches, documents, newspapers, eye-witness accounts.
Secondary source	Second-hand material. Historical writing, reflection, interpretation of an earlier time period. Secondary sources will often be based on primary evidence and may contain items of primary evidence e.g. photos, documents, direct quotes from speeches, newspapers.
Reference	Record details of the source of material.
Historical conventions	The practice of referencing all material used by use of footnotes and a bibliography.
Footnote	An acknowledgement within historical writing that an idea, concept or phrase is taken from another source. The footnote appears at the bottom of the appropriate page.
Bibliography	A complete, alphabetical list at the end of historical writing to acknowledge all primary and secondary sources used in the process of research. Full details will be given of sources referred to in the footnotes and other sources consulted and read but not directly quoted from.
Historical format/style	The organization of material appropriate to the style of presentation, e.g. essay format, newspaper format, display format.
Hypothesis	An argument put forward as a starting point for historical investigation. The hypothesis must be supported by evidence or modified in the course of historical investigation.
Focus question	Key question that the researcher seeks to answer in the course of study.
Historiography	The study of different interpretations of historical events, issues and ideas.
Scope of inquiry	The time frame and spatial context (location) of a research inquiry.
Historical setting	The context (time and place) within which an event occurs.
Historical relationship	Recognized links between historical events, especially cause and effect.

## Recommended Texts

### Topic 1: England, 1558 – 1667

#### Key student texts:

Graves, M.A.R. and Frood, J. *Change, Conflict and Crisis: England 1558 – 1660s*. MacMillan Publishers NZ Ltd 1996

#### Other student texts:

Sharp, D. *The Coming of the Civil War 1603 – 1649*. Heinemann U.K. 2000

Sharp, D. *England in Crisis 1640 – 1660*. Heinemann U.K. 2000

#### Booklets by Elizabeth Promotions, Auckland, NZ. (All very useful)

Graves, M. *Parliaments 1559 – 1629*. 1994

Graves, M. *Multiple Kingdoms. An early experiment in English imperilism? 1558 – 1642*. 1994

Graves, M. *Queen Elizabeth I 1558 – 1603*. 1997

Graves, M. *James VI and I 1603 – 1625. King of Great Britain*. 2000

Graves, M. *Political Pulse and Heart of Personal Monarchy. The Court, Patronage, Factions and Favourites. 1558 – 1640*. 2002

Frood, J. *Distant Images. The Early Modern English Family 1558 – 1667*. 1994

Frood, J. and Graves M. *Seasons and Ceremonies. Elizabeth I to the restoration of Charles II*. 1996

Silcock, R.H. *Revolution, Regicide and Restoration. Britain 1649 – 1660*. 1994

#### Study Notes:

Feutz, R. Hasler, J., Kerr, J., Silcock, R., *University Bursary and Scholarship History, England 1558 – 1667*, ESA publications NZ Ltd, Auckland, 2000.

Campbell, C. and Chids, R. *England 1558 – 1667*. Longman Write-on Notes. Pearson Education NZ Ltd. 1999

#### Teacher Texts:

Harmsworth, A. *Elizabeth England. A Study in Depth*. John Murray U.K. 1999

Mervyn, B. *The reign of Elizabeth. England 1558 – 1603*. John Murray U.K. 2001

Stroud, A. *Stuart England*. Routledge U.K. 1999

Morrill, J. *The Oxford Illustrated History of Tudor and Stuart Britain*. Oxford University Press, U.K. 1996 (Paperback edition 2000)

History Today. *Monthly journal of history from U.K.* Very useful articles. e.g. May 2003 – whole issue on Elizabeth I. Refer to [subscribe@historytoday.com](mailto:subscribe@historytoday.com)

Schama, S. *A History of Britain. B.B.C. 2000* (Books and video cassettes)

## **Topic 2: NZ C19<sup>th</sup> Resources**

### **Key student text:**

Stenson, M. and Olssen, E. *A Century of Change. New Zealand 1800 – 1900*. 2<sup>nd</sup> edition. Longman N.Z. Ltd 1997

### **Other Student texts:**

Orange, C. *The Treaty of Waitangi*. Allen and Unwin N.Z. Ltd. 1987

Orange, C. *The Story of a Treaty*. Allen and Unwin N.Z. Ltd 1989 (a shorter text aimed at secondary school level)

Watters, S. *New Zealand: The Making of a Colony 1815 – 1870 and New Zealand: An Emerging Identity 1870s – 1930s*. Maps from the New Zealand Historical Atlas compiled for secondary schools. David Bateman, Auckland, N.Z. 2001 + Teachers' Activities Books to accompany each text.

Belich, J. *The New Zealand Wars and the Victorian Interpretation of Racial Conflict*. Penguin Books N.Z. 1988

Belich, J. *The New Zealand Wars video*. Television N.Z. Ltd 1998 (2 cassettes. 250 mins.)

### **Study Notes:**

Dalton, S. and Watters, S. *19<sup>th</sup> century New Zealand*. Longmans Write-on Notes, History. Pearson Education N.Z. Ltd 1999

### **Teacher Texts:**

Belich, J. *Making Peoples. A History of the New Zealanders from Polynesian Settlement to the end of the Nineteenth Century*. Allen Lane the Penguin Press. 1996

## **Topic 3: Pacific History**

### **Key text:**

Howe, K.R., Kiste, R.C. and Lal, B. V. (editors) *Tides of History. The Pacific Islands in the twentieth Century*. Allen and Unwin, Australia. 1994

### **Other texts:**

Crocombe, R. *The South Pacific*. University of the South Pacific, Fiji. 2001

Meleisea, M. *The Making of Modern Samoa: Traditional Authority and Colonial Administration in the History of Western Samoa*, Institute of Pacific Studies, Suva, 1987

Hancock, K. *Men of Mana. Portraits of three Pacific leaders: Ratu Sir Kamisese Mara, Afioga Va'ai Kolone, Sir Robert Rex*. Steele Roberts NZ 2003

Henningham, S. *France and the South Pacific. A Contemporary History*. Allen and Unwin Australia. 1992

See University of the South Pacific publications for history of particular island countries.

### **Websites for history students**

[www.thehistorychannel.co.uk](http://www.thehistorychannel.co.uk)

[www.natlib.govt.nz](http://www.natlib.govt.nz) (the National Library of New Zealand)

[www.SchoolHistory.co.uk](http://www.SchoolHistory.co.uk)

[www.tki.org.nz](http://www.tki.org.nz)

[www.bbc.co.uk](http://www.bbc.co.uk)

## Suggested Teaching Programme

This is a suggested teaching programme (timeline) showing the time that needs to be spent on different learning outcomes on which teachers can base their schemes of work. The programme allows for spare weeks for term holidays, time out, revision, exams, etc. With countries/schools in the region having a variety of term times, teachers will need to plan their own programmes using this as a guide. It is important that time is incorporated into the programme for students to carry out the work necessary for the three internal assessment tasks.

### *A Teaching Programme Focusing on the England Option.*

Week	Term I Topics	Activities/Assessment	Textbooks/Resources
1	P L A N N I N G W E E K		
2	O R I E N T A T I O N W E E K		
3	Course introduction & history study	Overview, Study skills Activities	Gawith G. Ripping into Action Research Gawith G. Learning skills Hook G & Ingram. Research skills
4/5	Special Study 1	Research: Information Gathering and processing	Bowen G. Crisis and Compromise Sharpe K. Early Modern English History
6	Section A: Economy and Society	Introduce SS I Common Test I	Refer to reading list given K. Pathway
7	Family life, marriage & Role of women	-Reading, notetaking -resource interpretation -Essay trial	-A Social History 1550-1760 -Graves & Silcock, Studies in Early Modern English History
8/9	Religion, church and popular beliefs	DUE 17 <sup>th</sup> March	Houlbrooke R. The English Family 1450-1700
10/11/12	Rural and urban society and economy	Introduce SSII Common Test 2 Revision	Graves & Froom, Seasons and Ceremonies, Tudor – Stuart English 1558 – 1667
13/14	Revision Section A	Essay trial group work on SSI (written report) due on 3 <sup>rd</sup> May. HISTORY DOCUMENTARY PRODUCTIONS DISPLAY, EXHIBITION AND PLAYS (last day of Term I)	

<b>TERM II</b>			
1	Introduce SS III	Research Outline	Refer to reading list given
2/3/4/5	Section B: Elizabeth I Government finance, religion, Crown and Parliament in peace and war	Resource interpretation essay	Graves MAR. The Tudor Parliament. Videos: Elizabeth R series  -Tudor Early stuaarts  -Later Stuarts
6	Study skills & Revision	Essay and Resource interpretation trial	
7	MID-YEAR EXAMINATIONS (Total: 60 marks)		
8	(Bursary Style 2½ hrs 8/9 MID- YEAR BREAK		
9/10/11	JAMES I:  Factions and favourites, problems with Parliament 1603-1625	Due SS III	
12/13/14	CHARLES I & PERSONAL RULE  -1625-1640: Crown & Parliament  -1625-29: Laud & Wentworth  Alienation of the governing class		Graves MAR. England Under the Tudor & Stuarts 1545 – 1689
<b>TERM III</b>			
1	SECTION C: REVOLUTION, REPUBLIC AND RESTORATION 1640-1642		Graves MAR. England Under the Tudor & Stuarts 1545-1689
2/3	First & Second Civil war  -Why Parliament won?  -Why Charles I was executed	Debates, seminars  Common Test	Russell C. The Causes of the English Civil War  Video: Cromwell
4/5	Cromwell and the Protectorate 1649-1660		Barnard T. The English Republic 1649-1660
6/7	Charles II and Restoration		
8	FINAL EXAM  Bursary format: 2½ hr  Total: 60 marks		
9/10/11	Essay and Resource trial		Past Bursary papers
12	Study week		
13	BURSARY EXAMINATION		

**South Pacific Board for Educational Assessment  
SOUTH PACIFIC FORM SEVEN CERTIFICATE  
HISTORY  
IA Summary Form**

*Country:* \_\_\_\_\_ *School:* \_\_\_\_\_

<b>Task</b>	<b>Brief Description of Task</b>	<b>Start Date</b>	<b>Finish Date</b>	<b>Weight (%)</b>
Major Research Study				20%
Minor Research Studies				20%
<b>Total</b>				<b>40%</b>

**Teacher:** \_\_\_\_\_



