

Summer Progression Tasks - History A Level (Early Modern)

Summer Progression is independent learning that you must complete over the Summer as an essential step between Year 1 and Year 2 of the course.

	Course name:
Summer Progression Tasks	<p>Main tasks: Main tasks: Please use Google Classroom to find all guidance documents and wider reading to support these tasks.</p> <ul style="list-style-type: none"> • Make improvements to the first draft of your history coursework ie develop your c.1500 word draft to a full draft of c.3500 words from intro to conclusion • Complete your bibliography • Continue to fill in your resource record. <p>Extension tasks: Wider reading and research using the material below</p>
How your Summer Progression fits into the course	Your coursework makes up 20% of your overall grade.
What Study Skills am I developing in this?	<ul style="list-style-type: none"> • Research • Active reading • Planing • Analysis • Eevaluation • Understanding valid criteria

Expectations for: History

Our specification is: [Edexcel AS and A level History 2015 | Pearson qualifications](#)

What Year 2 of this course involves
Completing Planned Study (independent learning) of 5 hours per week. This will include weekly 'retrieval tasks' as ongoing revision.
Revising two years' worth of content in preparation for the final A Level exams
Developing independent learning skills (e.g. time management, preparing for each week's lessons, completing independent revision)
Finishing coursework, which will make up 20% of your grade
Taking greater responsibility for your learning

Extension Tasks

Read [this article](#) (log in through the library if it does not work) and answer the questions...

- 1 Look at Source A. Why do you think Matthew Hopkins included it in his book?
- 2 Compare Sources B and C. What do they tell you about the witch hunts of 1645–47?
- 3 Look at Source D. How useful is it as a source of information about attitudes to witches in this period?
- 4 Watch the video at www.tinyurl.com/2tksspy7. Are there any elements of truth to this comedy clip?
- 5 What impact did the Civil War have on the long-term economic, religious, political and social problems in Britain?
- 6 Look at Source E. How useful are films to historians studying the past?
- 7 Look at the subheadings used in this article. How do they combine to explain the witchcraft trials of 1645–47?

Watch [this video](#) and answer the questions...

1. How did broader socio-economic and environmental changes in the 16th and 17th centuries contribute to the conditions in which witchcraft accusations became more likely, and why does the text caution against assuming simple causality?
2. Evaluate the explanatory power and limitations of the Macfarlane–Thomas model for how witchcraft accusations arose. Why might this model fail to explain why specific misfortunes were attributed to witchcraft?
3. Using the examples of Agnes Brown and Myette Luncheon, discuss the role of long-standing reputations in triggering witchcraft trials. How did cumulative

social memory and individual events intersect to create a 'catalyst' for prosecution?

Watch [this video](#)

1. in your own words, how did the witch craze start in Britain?