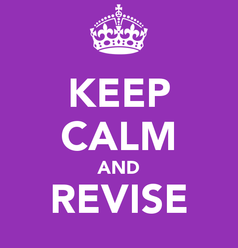
**Year 11**

**Revision Pack**



**Name :**

|  |
| --- |
| **Paper 1:**  USA Opportunity and Inequality 1920 – 1973  Conflict and Tension 1918 – 1939 |
| **Paper 2:**  Britain: Migration, Empires and the people c.790 to the present day  Elizabethan England 1568 – 1603 |

**Useful websites:**

[www.bbcbitesize.co.uk](http://www.bbcbitesize.co.uk) (AQA exam board)

[www.johndclare.net](http://www.johndclare.net)

<http://www.aqa.org.uk/subjects/history/gcse/history-8145/assessment-resources>

|  |  |
| --- | --- |
| **PAPER 1 Understanding the Modern World**  **1 hour 45 mins 80 marks** | |
| **USA : Opportunity and Inequality 1919 - 1973** | **Conflict and Tension 1918-1939** |
| Question 1: 4 marks AO4 5 mins  **How do these interpretations differ?**   * How the two written interpretations differ using the content of the interpretations. * **2 explanations** need to be given. | Question7: 4 marks AO3 5 mins  **Source analysis**   * The source will either support or oppose something. * It could either be a cartoon or a written statement * **2 points** need to be made – use knowledge to comment on the content; make an inference to draw a simple analysis. Can also comment on the provenance of the source. |
| Question 2: 4 marks A04 5 mins  **Why do these interpretations differ?**   * This is about who wrote the source and why their opinions might differ. * Students need to comment on who wrote the interpretations and think about why this might affect their opinions. * Give at least **2 reasons** for the differences such as date, place, beliefs, access to information, audience, motives and purpose. | Question 8: 12 marks AO3 15 mins  **Which source is most useful/utility?**   * 2 sources, can be both visual or text * Must look at provenance * Deal with each source separately, no need to say which is more useful. * Comment on **2/3 aspects** of the sources –using knowledge to analyse the content of the sources (i.e. what is true & therefore useful – link to historical context). * Also comment on the provenance to decide how useful the sources are. (i.e. are they reliable – if not, why not?) * Limitations of the sources, what else do you know that is not in the sources? |
| Question 3: 8 marks A04 10 mins  **Which is the most convincing interpretation?**   * These will be a valid interpretations: pictorial or text * **Do not question the provenance** * Write about **both** interpretations. * Pick out key points and use their knowledge and contextual understanding to explain which interpretation is the most convincing one. | Question 9: 8 marks A01 AO2 10 mins  **Write an account**   * **Give 2 reasons.** * Need to show knowledge of the sequence of events – so a chronological answer * Need to show how events led to a big problem. use the wording in the question |
| Question 4: 4 marks A01 A02 5 mins  **Describe in depth**   * **Identify 2 problems**, issues, difficulties, features or solutions * Show understanding of each one identified | Question 10: 16 marks 4 SPAG A01 AO2 20 mins  **Essay question: How far do you agree?**   * **Explain 2/3 factors.** * This must include the point in the question * Judgement must be sustained – i.e. well explained and the different factors compared |
| Question 5 8 marks AO1 AO2 10 mins  **In what ways…Explain your answer**   * Identify at least **2 examples** and use PEE to structure answer |  |
| Question 6: 12 marks AO1 AO2 15 mins  **Explain essay question in bullet points**   * Identify and explain the impact of **two reasons** for a key event, development, individual and or group. * Cover both bullet points well to reach Level 3. * To reach Level 4 a **sustained judgement** needs to be made. Two factors could be linked/compared in order to do this. |  |

**Paper 1: Unit 1**

**USA Opportunity and inequality 1920 - 1973**

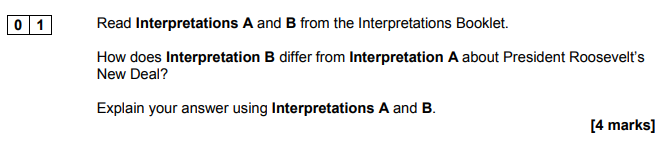
|  |  |
| --- | --- |
| **Part One: The Boom** | |
| **The boom** | *Learning Checklist* |
| Why was there an economic boom in the 1920s? |  |
| Henry Ford |  |
| Groups who didn’t benefit |  |
| The stock market and buying on the margin |  |
| Cycle of prosperity |  |
| **Social and cultural developments** | *Learning Checklist* |
| Roaring twenties : Flappers, music, cinema and sports |  |
| Groups who did not experience the Roaring twenties |  |
| **Divided society** | *Learning Checklist* |
| Prohibition: what was it and why did it fail? |  |
| Al Capone |  |
| African Americans in the 1920s |  |
| The KKK |  |
| The Red Scare and Sacco and Vanzetti |  |
| **Part Two : Depression and New Deal** | |
| **American Society During the Depression** | *Learning Checklist* |
| What caused the Wall Street Crash? |  |
| Unemployment |  |
| Farmers |  |
| Businessmen |  |
| Hoover’s Responses and Unpopularity |  |
| Roosevelt’s Election as President |  |
| First 100 days as President |  |
| **The Effectiveness of the New Deal on Different Groups in Society** | *Learning Checklist* |
| Alphabet agencies |  |
| Successes of the New Deal |  |
| Opposition to the New Deal |  |
| Roosevelt’s Contributions as President |  |
| Popular Culture |  |
| **The Impact of the Second World War** | *Learning Checklist* |
| America’s Economic Recovery |  |
| Land Lease |  |
| Exports |  |
| Social Developments, Including Experiences of  African-Americans and Women |  |
| **Part Three : Post War America** | |
| **Post war society** | *Learning Checklist* |
| The 1950s : Prosperity |  |
| Rock and Roll |  |
| McCarthyism |  |
| **Racial tension and civil rights** | *Learning Checklist* |
| Civil Rights movement : Peaceful protest |  |
| Civil rights movement : Non-peaceful |  |
| What did Civil Rights achieve? |  |
| **America and the ‘Great Society’** | *Learning Checklist* |
| Kennedy’s ‘New Frontier’ |  |
| Johnson’s ‘New Frontier’ |  |
| Feminism |  |

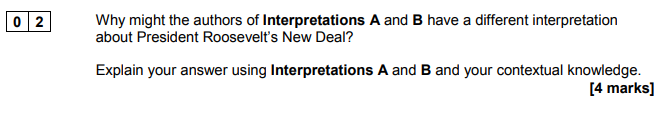
**Keywords**

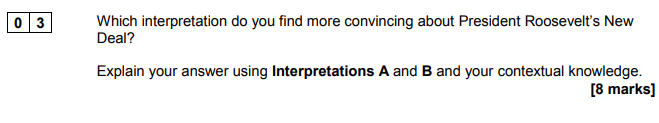
Write a definition for the key words and add in any statistics or additional information that you can. Remember if you are using the internet to help you, you must be specific towards the course and time period.

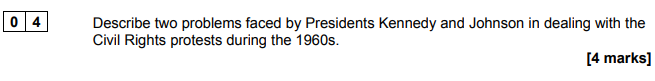
|  |  |
| --- | --- |
| African-American |  |
| Anarchist |  |
| Assembly line |  |
| Billboard |  |
| Bill of Rights |  |
| Blacklist |  |
| Bootlegging |  |
| Boycott |  |
| Breadline |  |
| Buying on the margin |  |
| Chaperone |  |
| Civil Rights movement |  |
| Civil Rights Act |  |
| Communism |  |
| Congress |  |
| Constitution |  |
| Consumer goods |  |
| Containment |  |
| Democratic party |  |
| Direct action |  |
| Dividend |  |
| Dust bowl |  |
| Economic boom |  |
| Federal government |  |
| Feminist movement |  |
| Flapper |  |
| Freedom ride |  |
| Great Depression |  |
| Great society |  |
| Hire purchase |  |
| Hobo |  |
| Hooverville |  |
| HUAC |  |
| Import Duty |  |
| Isolationist |  |
| Jazz |  |
| Laissez-faire |  |
| Lend Lease |  |
| Loyalty Programme |  |
| Lynch |  |
| Mall |  |
| Mass production |  |
| McCarthyism |  |
| Militant |  |
| Moonshine |  |
| Neutrality |  |
| New Frontier |  |
| Organised Crime |  |
| Over production |  |
| Persecution |  |
| Popular culture |  |
| Racketeering |  |
| Radical |  |
| Relief |  |
| Reform |  |
| Recovery |  |
| Republican Party |  |
| Rugged Individualism |  |
| Segregation |  |
| Separatism |  |
| Share |  |
| Sharecropper |  |
| Shareholder |  |
| Sit-in |  |
| Speak-easy |  |
| Speculation |  |
| State Government |  |
| Stock market |  |
| Supremacy |  |
| Supreme Court |  |
| Tariff |  |
| Trade union |  |
| Under consumption |  |

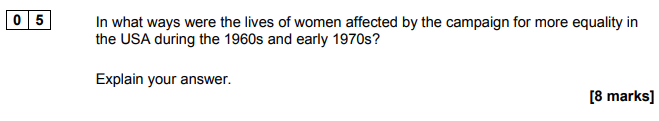
**Practice questions**

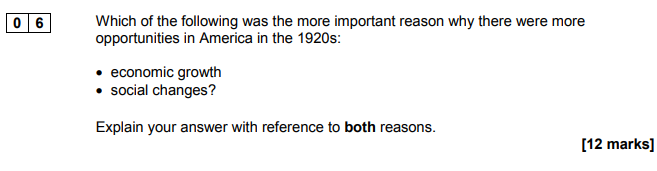


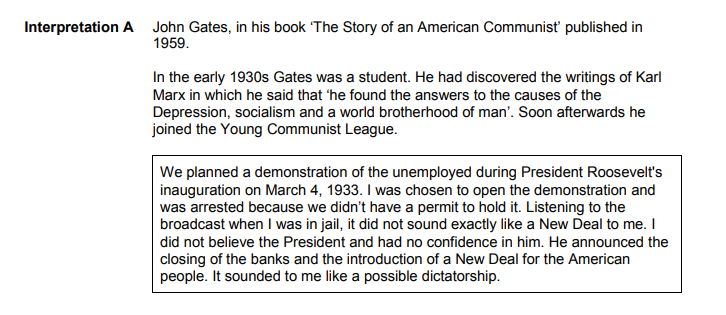


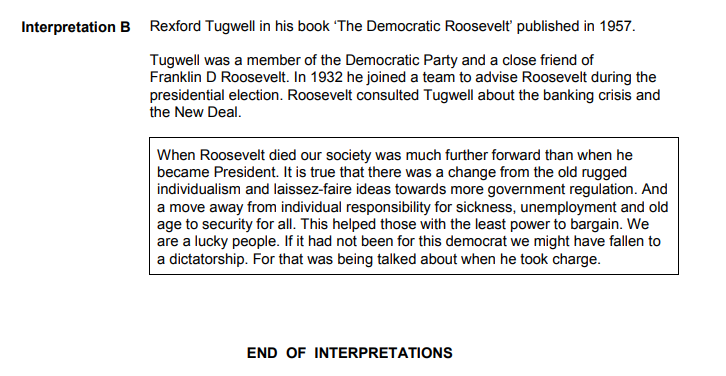












**Paper 1: Unit 2**

**Conflict and tension, 1918 - 1939**

|  |  |
| --- | --- |
| **Part One: Peace-making** | |
| **Aims of the peace keepers** | *Learning Checklist* |
| Clemenceau |  |
| Lloyd George |  |
| Woodrow Wilson |  |
| Disagreements and compromise |  |
| **Versailles** | *Learning Checklist* |
| Land |  |
| Arms |  |
| Money |  |
| Blame |  |
| German Reaction  Allies reaction |  |
| **Part Two: League of Nations** | |
| **Structure of the League** | *Learning Checklist* |
| Formation and covenant |  |
| Membership |  |
| Organisation |  |
| Weaknesses of the League |  |
| **League in the 1920s** | *Learning Checklist* |
| Successes of the League in the 1920s (x2) |  |
| Failures of the League in the 1920s (x2) |  |
| **Diplomacy outside of the League** | *Learning Checklist* |
| Kellogg-Briand Pact |  |
| Locarno Treaties |  |
| **League in the 1930s** | *Learning Checklist* |
| The effects of the Depression on the League |  |
| Manchuria – Events |  |
| Manchuria – Consequences |  |
| Abyssinia – Events |  |
| Abyssinia – Consequences |  |
| **Part Three : Road to War** | |
| **Foreign Policy** | *Learning Checklist* |
| Hitler’s aims for his foreign policy |  |
| Rearmament and conscription |  |
| The Stresa Front |  |
| **Actions which led to war** | *Learning Checklist* |
| Dollfuss Affair – events |  |
| Dollfuss Affair – Consequences |  |
| The Saar Coalfields – Events |  |
| The Saar Coalfields – Consequences |  |
| The Rhineland – Events |  |
| The Rhineland – Consequences |  |
| Anschluss – Events |  |
| Anschluss – Consequences |  |
| Sudetenland – Events |  |
| Sudetenland – Consequences |  |
| Czechoslovakia – Events |  |
| Czechoslovakia – Consequences |  |
| Nazi – Soviet Pact – Details |  |
| Nazi – Soviet Pact – Consequences |  |
| Invasion of Poland |  |
| Appeasement |  |

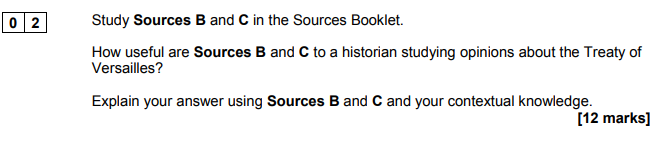
**Keywords**

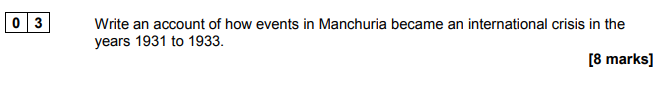
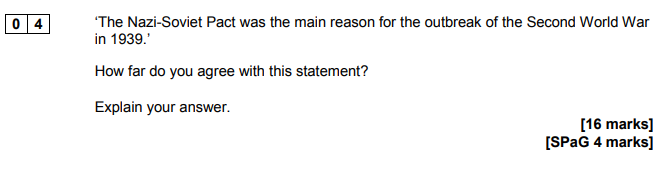
Write a definition for the key words and add in any statistics or additional information that you can. Remember if you are using the internet to help you, you must be specific towards the course and time period.

|  |  |
| --- | --- |
| Allies |  |
| Anschluss |  |
| Appeasement |  |
| Armistice |  |
| Assembly (League of Nations) |  |
| Big Three |  |
| Benes |  |
| Collective Security |  |
| Conscription |  |
| Council (League of Nations) |  |
| Covenant of the League of Nations |  |
| Demilitarised |  |
| Diktat |  |
| Disarmament |  |
| Foreign policy |  |
| Haille Selassie |  |
| Hyperinflation |  |
| Idealist |  |
| Isolationism |  |
| Lebensraum |  |
| Luftwaffe |  |
| Mandate |  |
| Military force |  |
| Moral condemnation |  |
| Mukden Incident |  |
| Pact |  |
| Plebiscite |  |
| Remilitarise |  |
| Rhineland |  |
| Reparations |  |
| Sanctions |  |
| Saar Coalfields |  |
| Secretariat |  |
| Self-determination |  |
| Swastika |  |
| Trade sanctions (economic sanctions) |  |
| Unanimous |  |
| Veto |  |
| Wall Street Crash |  |
| War Guilt (Clause 231) |  |

**Practice questions**

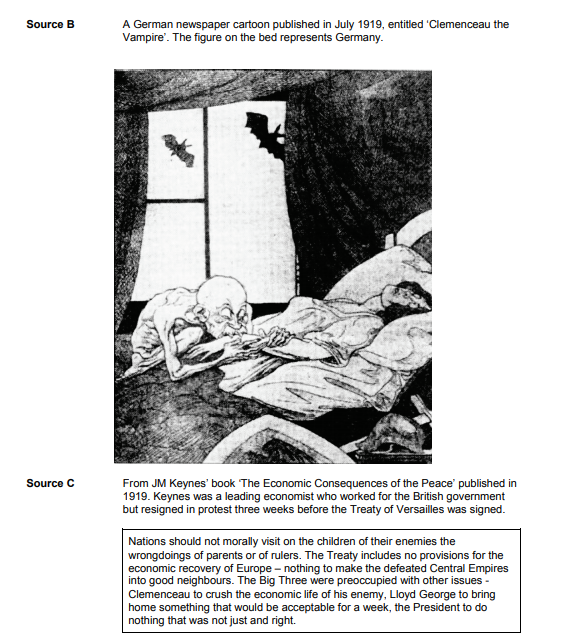










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| **PAPER 2 Shaping the Nation**  **1 hour 45 mins 80 marks** | |
| **Migration and Empire** | **Elizabethan England 1568-1603** |
| Question 1: 8 marks AO3 10 mins  **How useful is this source?**   * 1 source, can be both visual or text * Comment on **2/3 aspects** of the source –using knowledge to analyse the content of the source (i.e. what is true & therefore useful – link to historical context). * Also comment on the provenance to decide how useful the source is. (i.e. is it reliable – if not, why not?) * Limitations of the source, what else do you know that is not in the source? | Question 5: 8 marks AO4 10 mins  **How convinced are you by this interpretation?**   * This will be a valid interpretation pictorial or text * Do not question the provenance * Comment on **2/3 aspects** of the source * Pick out key points and use their knowledge and contextual understanding to explain why the interpretation is a convincing one. |
| Question 2: 8 marks AO1 AO2 10 mins  **Explain the significance**   * Identify and explain at least **2 ways** a key event, development, group or individual is significant * Use PEE * Refer to both topics in each paragraph * Consider: significance at the time, medium term, long term consequences and influence today | Question 6: 8 marks AO1 AO2 10 mins  **Explain: second order concepts**   * Explain **2 or more** changes, consequences, causes etc and develop these for Level 3. * Use PEE * Complex understanding (Level 4) involves analysing the broader historical context – so not just explaining what happened but also assessing the importance of those issues. |
| Question 3: 8 marks AO1 AO2 10 mins  **Compare for similarity or difference**   * Identify and explain **2 reasons** * Must refer to both events in each paragraph * Can consider reasons these events took place– are there any similarities, development of the events – are there any similarities in how they developed/progressed and or the impact of the events – are there any similarities in the short-term or long-term impact? | Question 7: 8 marks AO1 AO2 10 mins  **Write an account**   * Give **2 or more causes**, consequences or changes. * Need to be explained and their influence on the whole period evaluated. * Unlike on paper 1 – there is no need for this to be a chronological answer |
| Question 4: 16 marks 4 SPAG AO1 AO2 20 mins  **Factors Essay question: Evaluate one factor against others over 3 periods of time.**   * Identify and explain how factors have influenced a key development, theme, issue in the course studied. * Reference the **given factor** * Consider the role of **other factors** in their course | Question 8: 16 marks AO1 AO2 20 mins  **Historic Environment essay based on a statement**   * Concept being examined could be change, causation, continuity or consequence. * **Address the statement** and write a paragraph explaining it with precise knowledge to support. * **Explain 1 or 2 other examples** in detail * For L4, show links between the examples they have explored and to show sustained judgement |

**Paper 1: Unit 1**

**Migration, Empires and the People: c.790 - present**

|  |  |
| --- | --- |
| **Part One: Conquerors and Conquered** | |
| **Invasion** | *Learning Checklist* |
| The Vikings and Anglo-Saxons, and the reasons for Viking invasions |  |
| Creation of the Danelaw, Alfred and Wessex |  |
| King Cnut, Emma of Normandy and the North Sea Empire |  |
| **A Norman Kingdom and Angevin Empire** | *Learning Checklist* |
| Relationship between England and France |  |
| Henry II |  |
| The Invasion of Ireland |  |
| Losses under King John |  |
| **The birth of English identity** | *Learning Checklist* |
| The Hundred Years War |  |
| Agincourt |  |
| The impact of the Hundred Years’ War |  |
| **Part 2: Looking West** | |
| **Colonisation in North America** | *Learning Checklist* |
| Causes and consequences of British colonisation |  |
| Walter Raleigh |  |
| Jamestown |  |
| The Pilgrim Fathers |  |
| Indentured servants |  |
| The American War of Independence and the loss of the colonies |  |
| **Sugar and Colonisation in the Caribbean** |  |
| Piracy and plunder |  |
| The development of the slave trade, including John Hawkins |  |
| The social and economic impact of the slave trade on Britain |  |
| **Migrants to and from Britain** | *Learning Checklist* |
| Huguenot Migrations |  |
| The Highland Clearances |  |
| The Ulster Plantation |  |
| **Part Three: Expansion and Empire** | |
| **Expansion in India** | *Learning Checklist* |
| Causes and the impact of British control |  |
| The East India Company, Robert Clive and Warren Hastings |  |
| The Indian Rebellion |  |
| The social, political and cultural impact of empire on Britain and India |  |
| **Expansion in Africa** | *Learning Checklist* |
| Causes and impact of British involvement |  |
| The Scramble for Africa |  |
| South Africa and Egypt |  |
| Cecil Rhodes |  |
| The Boer War, 1899 - 1902 |  |
| Imperial propaganda |  |
| **Migrants to, from and within Britain** | *Learning Checklist* |
| Irish migration to Britain |  |
| Jewish migration to Britain |  |
| Transportation |  |
| Migration to and within the Empire, including Asians to Africa |  |
| Migration from rural to industrial settings |  |
| **The End of Empire** | *Learning Checklist* |
| The impact of the First and Second World Wars |  |
| The impact of the Suez Crisis |  |
| Nationalism and independence in India, including Gandhi |  |
| Nationalism and independence in Africa, including Nkrumah and Kenyatta |  |
| **The Legacy of Empire** | *Learning Checklist* |
| Windrush and the Caribbean migrants |  |
| Claudia Jones |  |
| Migration from Asia and Africa, including the role of Amin in Uganda |  |
| The Commonwealth |  |
| The Falklands War |  |
| **Britain’s relationship with Europe and its impact** | *Learning Checklist* |
| The impact of the Second World War |  |
| Social, cultural and economic interaction |  |
| The end of the Cold War and its impact on EU membership |  |
| European and non-European migration |  |

**Keywords**

Write a definition for the key words and add in any statistics or additional information that you can. Remember if you are using the internet to help you, you must be specific towards the course and time period.

|  |  |
| --- | --- |
| Angevin |  |
| Anglican |  |
| Anglicised |  |
| Anglo-Saxons |  |
| Anti-Semitic |  |
| Autonomy |  |
| Boers |  |
| Boston Tea Party |  |
| Chain migration |  |
| Colonise |  |
| Colony |  |
| Colour bar |  |
| Danegeld |  |
| Danelaw |  |
| Decolonisation |  |
| Dynasty |  |
| Earldom |  |
| Edict of Nantes |  |
| EEC |  |
| Emancipation |  |
| Emigrant |  |
| Empire |  |
| Eurosceptic |  |
| Feudal system |  |
| Forced migration |  |
| Guerilla |  |
| Home rule |  |
| Huguenot |  |
| Imperial |  |
| Indentured servants |  |
| Indian National Congress |  |
| Internal migration |  |
| Jacobite Rebellions |  |
| Liberals |  |
| Longbow |  |
| Loyalists |  |
| Migrant |  |
| Missionaries |  |
| Monopoly |  |
| Mughals |  |
| Multiculturalism |  |
| Nationalism |  |
| Net migration |  |
| Normans |  |
| Partition |  |
| Passive resistance |  |
| Patriot |  |
| Patriotism |  |
| Penal colony |  |
| Plantation |  |
| Planter |  |
| Pogrom |  |
| Privateer |  |
| Puritan |  |
| Quaker |  |
| Racial superiority |  |
| Raj |  |
| Referendum |  |
| Refugee |  |
| Regent |  |
| Repatriation |  |
| Sepoys |  |
| Single market |  |
| Social Darwinism |  |
| Stamp Act |  |
| Subjugate |  |
| Transportation |  |
| Trade Triangle |  |
| Tyranny |  |
| Unification |  |
| Urbanisation |  |
| Viceroy |  |
| Vikings |  |
| Voluntary migration |  |

**Key People**

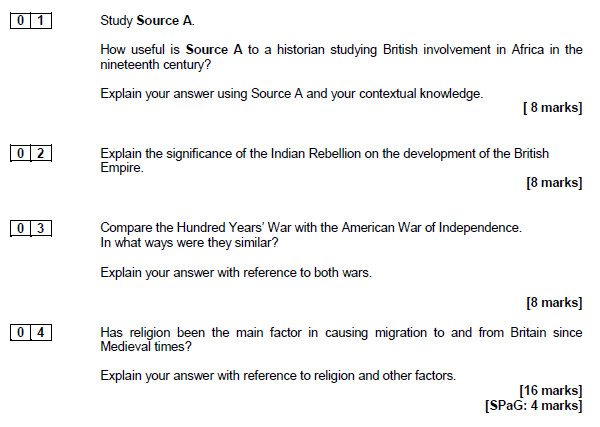
Who were these people, and why were they important? They are in chronological order.

|  |  |
| --- | --- |
| Alfred the Great |  |
| Aethelred the Unready |  |
| Emma of Normandy |  |
| Sweyn Forkbeard |  |
| Cnut |  |
| William I |  |
| Henry II |  |
| King John |  |
| Edward III |  |
| Henry V |  |
| Sir John Hawkins |  |
| Sir Walter Raleigh |  |
| Robert Clive |  |
| Warren Hastings |  |
| Cecil Rhodes |  |
| Mahatma Gandhi |  |
| Kwame Nkrumah |  |
| Jomo Kenyatta |  |
| Claudia Jones |  |
| Idi Amin |  |

**Practice questions**

**Use the paper summary grid to help you answer the questions.**





**Paper 2: Unit 2**

**Elizabethan England, c. 1568 - 1603**

|  |  |
| --- | --- |
| **Part One: Elizabeth’s Court and Parliament** | |
| **Elizabeth I and her Court** | *Learning Checklist* |
| Background and character of Elizabeth I |  |
| Patronage and progresses |  |
| Key ministers |  |
| The Privy Council |  |
| Relations with Parliament |  |
| Early issues: religion, Mary Queen of Scots, taxation, foreign policy |  |
| **The problems of a female ruler** | *Learning Checklist* |
| The problem of marriage and the succession |  |
| Elizabeth’s strength at the end of her reign, including Essex’s rebellion |  |
| **Part 2: Life in Elizabethan Times** | |
| **A ‘Golden Age’** | *Learning Checklist* |
| Living standards and fashions |  |
| Growing prosperity and the rise of the gentry |  |
| The Elizabethan Theatre: attitudes to it and its achievements |  |
| Architecture |  |
| **The Poor** | *Learning Checklist* |
| Reasons for the increase in poverty |  |
| Attitudes and responses to poverty |  |
| Reasons for government action |  |
| **English Sailors** | *Learning Checklist* |
| John Hawkins and the early slave trade |  |
| Walter Raleigh |  |
| Francis Drake’s circumnavigation |  |
| **Part Three: Troubles at Home and Abroad** | |
| **Religious matters** | *Learning Checklist* |
| English Catholicism and Protestantism and the religious settlement |  |
| The Northern Rebellion |  |
| Elizabeth’s excommunication |  |
| Catholic plots |  |
| Puritanism and Elizabeth’s response |  |
| **Mary, Queen of Scots** | *Learning Checklist* |
| Mary, Queen of Scots’ background |  |
| Elizabeth and Parliament’s treatment of Mary |  |
| The challenge posed by Mary: plots and her execution |  |
| **Conflict with Spain** | *Learning Checklist* |
| Reasons for conflict, including Philip II, Dutch War, religion, privateers |  |
| Naval warfare, including tactics and technology |  |
| The defeat of the Spanish Armada |  |
| **Part Four: Historic Environment** | |
| **The Globe** | *Learning Checklist* |
| People connected to the Globe |  |
| How the theatre was structured |  |
| How the theatre changed |  |
| What the theatre tells us about Elizabethan society |  |
| What the performances were like – content and messages |  |

**Keywords**

Write a definition for the key words and add in any statistics or additional information that you can. Remember if you are using the internet to help you, you must be specific towards the course and time period.

|  |  |
| --- | --- |
| Abdicate |  |
| Accession |  |
| Allegory |  |
| Alms |  |
| Ambassador |  |
| Anglican |  |
| Aristocracy |  |
| Armada |  |
| Broadside |  |
| Burgess |  |
| Calvinist |  |
| Censorship |  |
| Circumnavigation |  |
| Clergy |  |
| Colony |  |
| Conspiracy |  |
| Courtier |  |
| Cult |  |
| Culverin |  |
| Dearth |  |
| Death warrant |  |
| Empire |  |
| Excommunicated |  |
| Galleon |  |
| Gentry |  |
| Great Chain of Being |  |
| Heir |  |
| Heretic |  |
| House arrest |  |
| Huguenot |  |
| Humanism |  |
| Illegitimate |  |
| Jesuit |  |
| Justice of the Peace |  |
| Legislation |  |
| Martyr |  |
| Mass |  |
| Monasteries |  |
| Monopolies |  |
| Nationalism |  |
| New World |  |
| Papal Bull |  |
| Patronage |  |
| Peers |  |
| Plantation |  |
| Poor Laws |  |
| Poor rate |  |
| Printing press |  |
| Privateers |  |
| Privy Council |  |
| Progresses |  |
| Propaganda |  |
| Prophesying |  |
| Puritan |  |
| Pursuivants |  |
| Queen Regnant |  |
| Recoinage |  |
| Recusant |  |
| Reformation |  |
| Regent |  |
| Regicide |  |
| Renaissance |  |
| Sacrament |  |
| Seminary |  |
| Suitor |  |
| Traitor |  |
| Transubstantiation |  |
| Treason |  |
| Uniformity |  |
| Vagabond |  |
| Vagrant |  |
| Workhouse |  |
| Yeoman |  |

**Key People**

Who were these people, and why were they important?

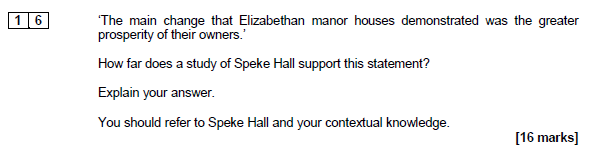
|  |  |
| --- | --- |
| William Cecil |  |
| Francis Walsingham |  |
| Mary, Queen of Scots |  |
| James I |  |
| Robert Dudley |  |
| Philip II of Spain |  |
| Francis, Duke of Anjou and Alençon |  |
| The Duke of Norfolk |  |
| The Earl of Northumberland |  |
| The Earl of Westmorland |  |
| Robert Devereux, Earl of Essex |  |
| Bess of Hardwick |  |
| William Shakespeare |  |
| Robert Smythson |  |
| Sir Francis Drake |  |
| Sir John Hawkins |  |
| Sir Walter Raleigh |  |
| Sir Francis Throckmorton |  |
| Sir Anthony Babington |  |
| Roberto di Ridolfi |  |
| Edmund Campion |  |
| Edmund Grindal |  |
| John Whitgift |  |
| The Duke of Medina Sidonia |  |

**Practice questions**

**Use the paper summary grid to help you answer the questions.**







‘The main reason for building theatres was to demonstrate the new ideas and technology of the period’.

How far does a study of The Globe during the late Elizabethan period support this statement?

Explain your answer.

You should refer to The Globe and your contextual knowledge.

**[16 marks]**