How far was X the most significant development... Questions

7 How far can the acquisition of strategic bases in 1815 be regarded as the most significant development in the growth of Britain’s global maritime power in the years 1763–1914?

(Total for Question 7 = 20 marks)

Key Factors to remember when answering a ‘How far was X the most significant development ...’ Question

• Have a deep knowledge of the stated factor (acquisition of strategic bases in 1815 – Malta, Ceylon & the Cape) & other potential factors in relation to the question (e.g: Cook’s exploration of the South Seas, Retention of Gibraltar 1783, Acquisition of the Falkland’s 1833, Acquisition of Aden 1839, Acquisition of Cyprus 1878 – could consider technology / legislation / wars / wider-strategy, too).

• Have respect for the entire chronological range / timescale of the question (e.g: 1763-1914) and avoid leaving time periods out. As the question focuses on global maritime power, at least an appreciation of the global geographical context – not just regional – is needed.

• Define and establish the meaning of the term ‘most significant development’ in the introduction. This will ensure that you have established firm criteria by which the question can be judged from the outset. Here are some ways that historical significance can be measured. You don’t, need to refer to these explicitly, they are just for information on the background to this concept:

COUNSELL’S 5 Rs
REMARKABLE REMEMBERED RESONANT RESULTING IN CHANGE REVEALING

PHILLIPS’ ‘GREAT’ GROUNDBREAKING REMEMBERED BY ALL EVENTS WERE FAR REACHING AFFECTED THE FUTURE TERRIFYING
• Ensure that you generate a clear argument in the introduction in relation to the Q, as well as briefly outlining the context (1763-1914) & focus on the key words in the Q (most significant development).

• Consider the extent to which each potential development contributed to the increase of Britain’s global maritime power Do not be tempted to write the story or a description of the growth of British maritime power or global reach – be more sophisticated and weigh the relative significance of the factors against each other.

![Figure 6: Target ‘lexicogrammatical chunks’ from historical scholarship](image)

**Mechanics of a Question**

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Criteria
A principle or standard by which something may be judged or decided

How far would you agree that the Soviet government's use of the arts and culture was successful in the period 1917 to 1985?

Stated factor: keep to time period.
Define criteria of success: degree of control.
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A-Level Paper 3, Part B Success Criteria

**Sections B and C**

**Target:** 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.

<table>
<thead>
<tr>
<th>Level</th>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td></td>
<td>No rewardable material.</td>
</tr>
</tbody>
</table>
| 1     | 1-3  | • Simple or generalised statements are made about the topic.  
       |      | • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.  
       |      | • The overall judgement is missing or asserted.  
       |      | • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision. |
| 2     | 4-7  | • There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the focus of the question.  
       |      | • Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question.  
       |      | • An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit.  
       |      | • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision. |
| 3     | 8-12 | • There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.  
       |      | • Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.  
       |      | • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.  
       |      | • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision. |
| 4     | 13-16| • Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.  
       |      | • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.  
       |      | • Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.  
       |      | • The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision. |
| 5     | 17-20| • Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period.  
       |      | • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands.  
       |      | • Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement.  
       |      | • The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision. |

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## Scaffolding

<table>
<thead>
<tr>
<th>Section</th>
<th>Requirements</th>
<th>Sentence / Paragraph Starters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro</td>
<td><img src="image" alt="Clear definition of the issue – context of British global maritime power." /></td>
<td><img src="image" alt="Between 1763 and 1914, British global maritime power... CONTEXT" /> <img src="image" alt="In this context, ‘most significant development’ refers to ... DEFINITION / CRITERIA" /> <img src="image" alt="The most significant development in the growth of British maritime power between 1763 and 1914 was ... however other factors such as ... were also significant ... LEXICOGRAMMATICAL CHUNKS" /></td>
</tr>
<tr>
<td>Stated Factor</td>
<td><img src="image" alt="Introduce the stated factor (acquisition of strategic bases in 1815) and analyse its contribution." /> <img src="image" alt="Use the PEEKL format." /></td>
<td><img src="image" alt="The acquisition of strategic bases in 1815 was of #secondary importance# (Or the main development, if this is your opinion) in the growth of British maritime power ... LEAD WITH AN ARGUMENT." /> <img src="image" alt="The acquisition of the Cape, Ceylon and Malta buttressed / augmented / amplified, etc ... (USE PRECISE EVIDENCE / EXAMPLES)" /> <img src="image" alt="The result of this was ... This caused ... The impact of this was ... This therefore suggests that ... This is further supported by ... This buttressed / augmented / contributed to the growth of maritime power by ... Furthermore / Moreover / In addition ... This subsequently meant that the acquisition of strategic bases in 1815 was (RANK SIGNIFICANCE – Lexicogrammatical chunk)... because ... JUSTIFY" /> <img src="image" alt="The acquisition of strategic bases was more / less significant than X because ..." /></td>
</tr>
<tr>
<td>Factor Two</td>
<td><img src="image" alt="Introduce the most significant development (if not stated factor) or second most if it was the stated factor." /> <img src="image" alt="PEEKL as above." /></td>
<td>As above</td>
</tr>
<tr>
<td>Factor Three</td>
<td><img src="image" alt="Introduce the factor that was the next most significant in relative terms." /> <img src="image" alt="PEEKL as above." /></td>
<td>As above</td>
</tr>
<tr>
<td>Factor Four (if you have time)</td>
<td><img src="image" alt="Introduce the factor that was the next most significant in relative terms." /> <img src="image" alt="PEEKL as above." /></td>
<td>As above</td>
</tr>
<tr>
<td>Judgement</td>
<td><img src="image" alt="Must be consistent with the balance of the essay." /> <img src="image" alt="Justified Judgement on the significance of the ‘stated factor’ question needed – explicit, legible and logical." /> <img src="image" alt="Justified Judgement on the factor that was most significant vis-a-vis other factors." /></td>
<td><img src="image" alt="Overall, the acquisition of strategic bases in 1815 was (give judgment on the relative-significance of the stated factor first) LEXICOGRAMMATICAL CHUNKS" /> <img src="image" alt="This was more / less significant than X because ... due to ... as a result of ..." /> <img src="image" alt="The most significant was X because ... Overall, therefore, the acquisition of strategic bases in 1815 was significant to a small / large extent as ... moreover ... however, XYZ ... (Lexicogrammatical Chunks)" /></td>
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