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**HISTORY (PRINCIPAL)**

**9769/12**

Paper 1b British History Outlines, c.1399–1815

**May/June 2019**

MARK SCHEME

Maximum Mark: 90

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**Published**

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

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**Generic Marking Principles**

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

**GENERIC MARKING PRINCIPLE 1:**

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

**GENERIC MARKING PRINCIPLE 2:**

Marks awarded are always **whole marks** (not half marks, or other fractions).

**GENERIC MARKING PRINCIPLE 3:**

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

**GENERIC MARKING PRINCIPLE 4:**

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

**GENERIC MARKING PRINCIPLE 5:**

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

**GENERIC MARKING PRINCIPLE 6:**

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

**Introduction**

- (a) The banding definitions which follow reflect, and should be interpreted within the context of, the following general statement:

Examiners will give their highest marks to candidates who show a ready understanding of the relevant material and a disciplined management of the discussion the question provokes. They will be impressed more by critical judgement, careful discrimination and imaginative handling than by a weight of facts. Credit will be given for evidence of a good historical intelligence and for good use of material rather than for a stereotyped rehearsal of memorised information.

- (b) Examiners will use these banding definitions in combination with the paper-specific mark schemes.
- (c) It goes without saying that any explanation or judgement is strengthened if informed by the use of source material.
- (d) Examiners will also bear in mind that analysis sufficient for a mark in the highest band may perfectly legitimately be deployed within a chronological framework. Candidates who eschew an explicitly analytical response may yet be able, by virtue of the very intelligence and pointedness of their selection of elements for a well-sustained and well-grounded account, to provide sufficient implicit analysis to justify a Band 4 mark.
- (e) The Band in which an essay is placed depends on a range of criteria. As a result, not all essays fall obviously into one particular Band. In such cases a 'best-fit' approach will be adopted with any doubt erring on the side of generosity.
- (f) In marking an essay, examiners will first place it in a Band and then fine-tune the mark in terms of how strongly/weakly the demands of the Band have been demonstrated.

**Band 5: 25–30 marks**

The answer will be sharply analytical in approach and strongly argued. It will show that the demands of the question have been fully understood and that a conscious and sustained attempt has been made to respond to them in appropriate range and depth. It will be coherent and structured with a clear sense of direction. The focus will be sharp and persistent. Some lack of balance, in that certain aspects are covered less fully or certain arguments deployed less strongly than others, need not preclude a mark in this Band. The material will be wide-ranging and handled with the utmost confidence and a high degree of maturity. Historical explanations will be invariably clear, sharp and well developed and historical concepts fully understood. Where appropriate there will be conscious and successful attempts to engage with the historiography, to evaluate source material critically and to demonstrate an awareness of competing interpretations.

**Band 4: 19–24 marks**

The answer will be characterised by an analytical and argued approach, although there may be the occasional passage which does not go beyond description or narrative. It will show that the demands of the question have been very well understood and that a determined attempt has been made to respond to them in appropriate range and depth. The essay will be coherent and clearly structured and its judgements will be effectively supported by accurate and relevant material. Some lack of rigour in the argument and occasional blurred focus may be allowed. Where appropriate there will be a conscious and largely successful attempt to engage with the historiography, to evaluate source material and to demonstrate an awareness of competing interpretations. The material will be wide-ranging, fully understood, confidently deployed and well controlled with high standards of accuracy. Historical explanations will be clear and well developed and there will be a sound understanding of historical concepts and vocabulary.

**Band 3: 13–18 marks**

The answer will attempt an analytical approach, although there will be passages which do not go beyond description or narrative. It will show that the demands of the question have been understood, at least in large part, and that a conscious attempt has been made to respond to them. There will be an effective focus on the terms of the question and, although in places this may break down, standards of relevance will be generally high. Although it may not be sustained throughout the answer, or always fully supported, there will be a recognisable sense of argument. The material will be clearly understood, with a good range, and organisation will be sound. There will be a conscious attempt to draw conclusions and form judgements and these will be adequately supported. Some understanding of differing and competing interpretations is to be expected and some evaluation of sources may be attempted but probably not in a very sophisticated form. Historical explanations and the use of historical concepts and vocabulary will be generally sound but some lack of understanding is to be expected.

**Band 2: 7–12 marks**

The answer may contain some analysis but descriptive or narrative material will predominate. The essay will show that the demands of the question have been understood, at least in good part, and that some attempt has been made to respond to them. It will be generally coherent with a fair sense of organisation. Focus on the exact terms of the question is likely to be uneven and there will be a measure of irrelevance. There will be some inaccuracies in knowledge, and the range may be limited with some gaps. Understanding of the material will be generally sound, although there will be some lack of tautness and precision. Explanations will be generally clear although not always convincing or well developed. Some attempt at argument is to be expected but it will lack sufficient support in places and sense of direction may not always be clear. There may be some awareness of differing interpretations and some attempt at evaluating source material but this is not generally to be expected at this level and such skills, where deployed, will be unsophisticated.

**Band 1: 1–6 marks**

The answers will respond in some measure to the demands of the question but will be very limited in meeting these. Analysis, if it appears at all, will be brief and undeveloped. If an argument is attempted it will be lacking in real coherence, sense of direction, support and rigour. Focus on the exact terms of the question is likely to be very uneven; the answer is likely to include unsupported generalisations, and there will be some vagueness and irrelevance. Historical knowledge, concepts and vocabulary will be insufficiently understood and there will be inaccuracies. Explanations may be attempted but will be halting and unclear. Where judgements are made they will be largely unsubstantiated and investigation of historical problems will be very elementary. Awareness of differing interpretations and the evaluation of sources are not to be expected. The answer may be fragmentary, slight and even unfinished.

**Band 0: 0 marks**

No evidence submitted or response does not address the question.

## Section 1: 1399–1485

Question	Answer	Marks
1	<p><b>How successful was Henry IV's rule in England?</b></p> <p>AO1 – It could be argued that there was not a great deal of success during this reign given the widespread unrest of the period. On the other hand, it could be argued that simply to survive after usurpation and hand the throne to his son, was in itself an achievement. From 1399 to 1406, he experienced a great many problems: rebellions, financial problems and problems in Parliament. His illness in the later part of his reign also caused problems for him. Yet, he was clearly able in many of the ways that counted most: he was an accomplished soldier, he was pious and well educated, and understood the business of government. He was able to counter all the major revolts of his reign. He also managed to keep hold of his prerogative powers, even though these were challenged, and he was able to intervene in Europe. The loyalty of his sons in the last years of his reign could be noted, especially at a time when it could be argued that Prince Henry was well placed to usurp his father.</p> <p>AO2 – Here, the focus should be on weighing his successes against a very difficult inheritance. The issue of the circumstances of his accession can never be forgotten, but the answer should range further than this. It could be argued that his successes were not substantial, especially in the light of those of his son, yet he did retain his throne and prerogative power intact, and he did pass his throne on to his son.</p>	30

Question	Answer	Marks
2	<p><b>How much did Henry V's military successes in France owe to the weaknesses of his French opponents?</b></p> <p>AO1 – Chronological narratives of the military campaigns should be avoided. A good balance should be struck between the English strengths and the French weaknesses. The incapacity of Charles VI and the connected rivalries between the nobility could be highlighted. Henry's success in the period 1417–1419 owed a great deal to what could be considered as civil war in France in the period, between the Armagnacs and the Burgundians; he was therefore able to occupy Normandy unopposed. On the other hand, Henry's generalship, powers of military organisation and ruthlessness must be recognised. Particular points could be made for his success at Agincourt, including some elements of luck, French errors and Henry's leadership.</p> <p>AO2 – A sense of relative evaluation might be expected. The issue can be argued both ways, but more successful answers will see the interconnectedness of the French weaknesses and the abilities of Henry and the English.</p>	30

Question	Answer	Marks
3	<p><b>To what extent did Margaret of Anjou contribute to the loss of Henry VI's throne in 1461?</b></p> <p>AO1 – There is a great deal to be said for Margaret's culpability; she was French and was personally associated with the disastrous policies of the 1440s and 1450s in France. The withdrawal of the court to the Midlands in 1456 created faction and neglected the governance of the realm, allowing York and Warwick to pose as competent rulers. She favoured the Percies and was personally hostile to York and Warwick; her vindictive behaviour at the Parliament of Devils set York on the path to claiming the throne, yet when he was killed at Wakefield, she neglected to follow up the victory. Her inability to take London after the Second Battle of St Albans allowed Edward to claim the throne. On the other hand, she was intelligent and energetic, she worked hard to restore her husband's fortunes after the First Battle of St Albans and provided his cause with the leadership it needed.</p> <p>AO2 – Here, answers might seek to explore both Margaret's undoubted strengths and weaknesses. Nevertheless, they might conclude that the real issue was Henry's weakness, and his reliance on faction and on his wife to fight his battles for him. A real case can be made for her culpability and the focus must be on her role in events.</p>	30

Question	Answer	Marks
4	<p><b>How seriously did Owain Glyndwr threaten the English position in Wales and the Marches?</b></p> <p>AO1 – The focus should be on evaluating the seriousness of the threat, and answers might make some distinction between Wales and the Marches. One factor that might be evaluated is the longevity of the threat and, while chronological approaches might work, narratives of the period will not be well rewarded. Glyndwr declared himself prince in 1400 and did not disappear until 1413. Issues to consider focus on his support, his diplomatic negotiations with the Papacy and with France, and his marriage to the daughter of Edmund, Earl of March, who also had a claim to the English throne. Some contextual reference to the wider problems of Henry IV might be included.</p> <p>AO2 – Answers might argue that while Glyndwr's pretensions were impressive, they were difficult to sustain. Comment might be made about the connection to wider Welsh expressions of independence, while in the Marches it might be more about the prevailing conditions there. The issues of longevity at a time of upheaval in England might well be seen as the most important factor.</p>	30

Question	Answer	Marks
5	<p><b>How secure was Edward IV's position as king in his first reign (1461–1470)?</b></p> <p>AO1 – The first reign of Edward IV starts and ends with usurpation. It could be argued that the throne cannot be regarded as secure if Edward IV had to leave the country in such a hurry in 1470. However, there is much to be said for his efforts to establish a secure hold on the throne during this period. The first three years of the reign are concerned with securing his position. By 1464, he is secure in the North, especially after the battle of Hexham, but he might be criticised for his over-reliance on Warwick and the Nevilles, and that Henry VI and Margaret of Anjou remained at large. Edward can be commended for his efforts in re-establishing the administration and going some way towards reviving Crown finances. He also makes substantial headway with foreign alliances and coming to terms with the Percies. However, he does make a terrible mistake with his marriage and his collection of taxation. It could be argued that Edward could never be secure while Warwick wanted to rule. Edward could also be criticised for his inaction during 1468–1469.</p> <p>AO2 – The focus is on an assessment of the security of Edward IV's throne during his first reign. It could be argued that this period was highly unstable, but the very fact that he is relatively secure from Lancastrian and foreign interference and threat by 1464, might suggest otherwise. The threat coming from within his own faction, and indeed family, might not have been foreseen. The argument may well revolve around an evaluation of Edward's mistakes and Warwick's unquenchable ambition. Nevertheless, some sense of the positive steps Edward made to strengthen his position should be included.</p>	30

## Section 2: 1485–1558

Question	Answer	Marks
6	<p><b>‘The power of the Scottish monarchy was significantly enhanced during the reigns of James IV and James V.’ Was it?</b></p> <p>AO1 – Answers will need to range across the whole of this period. James IV acceded to the throne in 1488 and James V died in 1542. Serious lack of balance here cannot be rewarded well. The broad themes that could be addressed include internal peace and order in Scotland; primacy over the powerbases of the kingdom; the court; and, relations with foreign powers, especially England and France. James IV was energetic and pious; he was well known for establishing a brilliant renaissance court; and, for coming to terms with England by his marriage to Margaret Tudor. He patronised and extended his influence over the Church and undertook a substantial building programme. James V was a minor on accession and his personal rule began in 1528 when he continued his father’s work in exerting power over the Church; restoring finances; cementing the alliance with France through marriage; and maintaining a glittering court.</p> <p>AO2 – Answers might seek to explore the possible detractors to what is generally seen as a very successful period for Scotland. Both kings died prematurely, James IV at Flodden and James V immediately after Solway Moss. There are criticisms of how well James V handled the nobility, and whether their prestige essentially rested upon wise alliances with England and later France. It is also debatable as to whether these achievements survived.</p>	30

Question	Answer	Marks
7	<p><b>How successful was Henry VII's relationship with his nobility?</b></p> <p>AO1 – There should be a clear focus on the issue of the nobility. Answers should show a good understanding of the role of the nobility in fifteenth-century England, as local magnates responsible for law and order in the localities, and raising and commanding armies, and as counsellors. Kings needed not only to demonstrate their authority over the nobles, but also to win trust and good will, and answers should deal with this issue. Exploration and analysis of the following policies might be expected: acts of attainder and reversals of attainder; bonds and recognizances; methods to deal with bastard feudalism and retaining; wardship; the role of the court; the granting of titles; promotions and lands; appointments to the council; the Council Learned in the Law and a reduction of the reliance on the nobility in the provinces. Specific examples do need to be used.</p> <p>AO2 – There is considerable debate over the traditional view that Henry was anti-noble, more recent revisions suggest that his aim was to re-establish the proper relationship between nobility and monarchy following the Wars of the Roses and, more recently still, a view that Henry displayed all the hallmarks of a tyrant over his dealings with the nobility. Answers might point to the fact that Henry was an unknown before his accession, with few natural supporters and an even smaller family, which could be viewed as both advantage and disadvantage. One great test of success might be that Henry faced no noble rebellions after the first year of his reign.</p>	30

Question	Answer	Marks
8	<p><b>(Candidates offering Paper 5c: The Reign of Henry VIII should not answer this question.)</b></p> <p><b>How well did Wolsey serve Henry VIII?</b></p> <p>AO1 – The focus is on the service rendered by Wolsey to Henry, so some sense of Henry's aims might be sought. His work with foreign policy was what Henry wanted and as a good servant Wolsey obliged Henry. This might include: Henry's early French campaigns, the treaty of London and the field of the Cloth of Gold. His inability to deliver on his master's requirements in the 1520s and especially not to be able to capitalise on the French defeat at the Battle of Pavia show a reversal of fortune. Most importantly Wolsey's inability to deliver the divorce. His work in legal reforms as Lord Chancellor and to a lesser extent his attempts to reform some aspects of the Church might be considered. Answers might also reflect that Wolsey also served himself very well by amassing huge wealth and prominence.</p> <p>AO2 – Answers might seek to explore the nature of the relationship between Wolsey and Henry. There is a line of argument that Wolsey was self-seeking, an 'Alter Rex'; countered by pointing out that Wolsey was dependant on Henry for all his appointments and patronage, and Henry kept him while he was useful to him. The issue is how far Wolsey gave Henry what he wanted. Wolsey fails with the Amicable Grant and then the divorce. He no longer provided what Henry required so, as any servant, he was dismissed.</p>	30

Question	Answer	Marks
9	<p><b>(Candidates offering Paper 5c: The Reign of Henry VIII should not answer this question.)</b></p> <p><b>How significant was the opposition to the Henrician Reformation?</b></p> <p>AO1 – The opposition that might be considered include Elizabeth Barton, the Nun of Kent, and her supporters; More and Fisher; some pro-Aragon preachers; the observant Franciscans; and, the Carthusians. Answers might refer to some opposition in Parliament and the Pilgrimage of Grace. It might be observed that these disparate groups opposed the Reformation for very different reasons.</p> <p>AO2 – Answers might argue that until 1536 opposition was not particularly serious or threatening, and even after the Pilgrimage of Grace it was not significant enough to alter Henry’s programme. On the other hand, answers might refer to the oath and to the Treasons Act, and they might conclude that the Pilgrimage of Grace was the most serious rebellion of the Tudor period.</p>	30

Question	Answer	Marks
10	<p><b>‘Religion was the chief cause of the instability in the period 1547–1558.’ Discuss.</b></p> <p>AO1 – Answers may conclude that there are a range of possible causes of instability but may offer substantial treatment of religion as a factor. Certainly, religion may well have been the factor that saw most change in this period, and answers will need to show an understanding of the rapid and profound changes made, from Catholicism without the Pope at the end of Henry VIII’s reign, to moderate, then radical Protestantism under Edward, and a return to Rome with issues of persecution under Mary. It could be argued that religion leads to instability of governance and is a tool of faction in both reigns, that it is the cause of the Western Rebellion and a partial cause of Wyatt’s rebellion, and is an important cause of the attempt to put Jane Grey on the throne. On the other hand, although there is opposition to religious changes, most people go along with the changes. The most important issue will be how effectively answers undertake relative evaluation of factors while keeping the issue of religion to the fore.</p> <p>AO2 – Answers might seek to explore the interrelationship of factors for instability; they can argue this in any way, but it is the quality of the argument that is paramount. Religion is clearly an area of huge change, but arguably more people are affected by inflation and poor harvests. On the other hand, governance only briefly breaks down in the summer of 1549, the monarchs can pursue the policies they wish and, though threatening, insurrection was countered.</p>	30

## Section 3: 1558–1603

Question	Answer	Marks
11	<p><b>Who posed the greater threat to Elizabeth I: English Puritans or English Catholics?</b></p> <p>AO1 – The focus should be on a comparison of threat although answers may conclude the nature of the threat of Puritans as compared to Catholics was very different, and indeed the nature and intensity of the threat does change and develop over time. In general, the Catholics are likely to be seen as more menacing and issues include: Mary Queen of Scots; the various plots; foreign intervention; the Revolt of the Northern Earls; the Armada; and, seminary priests and Jesuits. It could be argued that the threat really begins to materialise after the Papal Bull of Excommunication. The Puritan threat revolves around the problems it caused Elizabeth in the governance of her realm. The following issues may be included: control of churches in the localities; rights of advowson; the threat posed to supremacy by the Presbyterians; and, the nuisance factor caused by some Puritans in Parliament. It could be argued that while the Puritans do not go away, they are prepared to throw their weight behind the Crown once the threat of the Catholics really materialises.</p> <p>AO2 – This is an issue of evaluation of threat, and it might be argued that because the Catholics owed their allegiance to a foreign power, they were always bound to be the greater threat, yet this is not really the case until later in the reign. Answers might suggest that most Catholics were loyal subjects and were prepared to keep their beliefs to themselves. On the other hand, the Puritans took it upon themselves to question the settlement; they tried to work from within to effect a change to the religious settlement on which Elizabeth believed she had had the final word.</p>	30

Question	Answer	Marks
12	<p><b>How successfully did Mary Stuart deal with the problems facing her as Queen of Scotland in the period 1561–68?</b></p> <p>AO1 – This period covers the time from the death of Mary of Guise to the flight of Mary Stuart to England. Many answers will conclude that she was seldom successful. The relevance of being brought up in France as a devout catholic and her relations to the powerful Guise faction could be relevant. Her claim to the English throne might also be evaluated. It should be noted that Mary did not return to Scotland until after the death of her husband, Francis II. Issues to consider upon her return include the Scottish Reformation inspired by Knox and her plans to restore Catholicism. At first, she might be seen as being successful, but her half-brother Moray, pro-English and Protestant, was a problem. Mary’s marriage to Darnley might be seen as a turning point in her fortunes, especially his behaviour and death. Further problems were compounded when she decided to marry Bothwell and ultimately had to flee to England.</p> <p>AO2 – The picture is quite mixed. However, answers might see the reign as largely unsuccessful. She certainly was not dealt a good hand but was pragmatic and ruled with some success. Answers might reflect on how well she coped with the problems and how much she was the victim of others. Clearly, she could not be held responsible for her minority or her absence, but she was responsible for a choice of husbands and the disaster that this caused.</p>	30

Question	Answer	Marks
13	<p><b>How well served was Elizabeth I by her council?</b></p> <p>AO1 – There is significant development in this area during the reign of Elizabeth, from the clear propaganda at the start of the reign which focused on the unwieldiness of her sister’s council, and which gave her the opportunity to clear the council out. There could be significant focus on individuals such as the Cecils, Leicester and Walsingham. Consideration of the nature and extent of their business might be expected and the considerable growth in business during the reign. The size, structure and remit might be considered along with specific examples concerning foreign policy, marriage, religion and the fate of Mary Queen of Scots.</p> <p>AO2 – It might well be argued that she was generally very well served by men of considerable ability in whom she placed her trust. On the other hand, they were often exasperated by her prevarication and refusal to make decisions. Some consideration might be given to the question of factionism and opposition. Candidates might also consider the occasions when her council resorted to using their men of business to register their frustrations in the wider arena of Parliament.</p>	30

Question	Answer	Marks
14	<p><b>How successful was Elizabeth I in fulfilling her aims in foreign policy, 1558–1588?</b></p> <p>AO1 – It could be argued that Elizabeth’s main aims were security for her regime at the least cost possible. She was remarkably successful in this in the early part of her reign and was concerned to remain on good terms with her continental neighbours. It might be argued that in general her policy was reactive to events such as the St Bartholomew’s Massacre, but she did have an active diplomatic policy. Later aims also include insuring that England was not threatened by the Spanish in the Netherlands.</p> <p>AO2 – Answers might argue that she was unsuccessful in fulfilling her aims because she did go to war in 1585, but it could be argued that by then her aims had changed. She certainly did not spend a lot of money, but some might claim that had she been prepared to spend a bit more, her policies might have been more successful.</p>	30

Question	Answer	Marks
15	<p><b>What best explains the limited success of English policy towards Ireland in the years 1558–1603?</b></p> <p>AO1 – The main focus should be on evaluation of success and analysis of the issue of how limited it was. Answers will be expected to be able to make some comment on change, progress and regress over the period. Some of the areas which might be covered include: political, social and tribal structures of Ireland; the limited area of effective control; religious complications as England became more Protestant; the background of Irish resistance; the limited resources available; and, the huge costs involved in any systematic policy. The policies used were largely subjugation and coercion, and included: divide and rule and the use of Anglo-Irish nobility; provincial councils; the appointment of English Lord Deputies; the use of the Irish Parliament; the suppression of rebellion (reference might especially be made to Kildare and Hugh O’Neill); conquest and devastation under Essex; and, the prevention of Spanish invasion in the 1590s.</p> <p>AO2 – Answers might look at the issues in terms of English aims and may argue that certainly at times these went beyond mere subjugation and colonisation. It could be argued that Ireland is more or less strategically important at different times, therefore policy changes and develops. Success is also dependent on resources and other demands on the English Crown. Answers might also identify relative high points and low points; indeed, it could be argued that the position in 1603 was far stronger than it was in 1558. Answers might consider the issue of whether anything more than limited success could have been expected in this period.</p>	30

## Section 4: Themes c.1399–c.1603

Question	Answer	Marks
16	<p><b>‘The fifteenth century marks a period of reform and revival for the English Church.’ Does it?</b></p> <p>AO1 – There is certainly a case to be made for the view with plenty of examples of reforming churchmen and vocation was still strong. There were an increasing number of graduates amongst the secular clergy although monastic life did seem to falter despite their wealth. This could be set against the more worldly prelates like Beaufort. Answers might refer to various attempts at genuine reform. Some reference to Lollardy might well be made. Popular piety was generally strong with enthusiasm for pilgrimage and lay guilds in particular. The links between lay literacy and printing of religious works might well be made. The flurry in Church building and the refurbishment of parish churches should be mentioned. There was certainly some anti-clericalism, but whether this was any greater or prompted by increased corruption is debatable.</p> <p>AO2 – There is a debate about the nature and extent of reform in the Church and answers may engage in the historical controversy. Answers might reflect on the problems with some of the sources. No set answer is expected as there is considerable evidence to argue both ways.</p>	30

Question	Answer	Marks
17	<p><b>Did Parliament become more powerful in the period 1399–1529?</b></p> <p>AO1 – A narrative of the powers of Parliament in this period will not be well rewarded, the focus should be on change, development, progress and regress. Much depended on the qualities of individual monarchs and the frequency with which Parliament was called. In essence, it remained at the behest of the monarch, but there were developments in areas such as the role of the speaker, how effectively Parliament could be controlled by household men and, in the case of the Parliament of Devils, the effectiveness of packing, finance was an important issue, the role of legislation both national and local, the relative prestige of the two houses, attainder and impeachment, Acts of Resumption and the judicial function of the Lords. The composition and quality of the House of Commons might also be evaluated. The question stops short at the Reformation Parliament.</p> <p>AO2 – Answers do need to make a judgement about whether Parliament was more powerful in 1529 than in 1399. This might be done thematically or by considering particular turning points.</p>	30

Question	Answer	Marks
18	<p><b>Account for the growth of towns in the fifteenth century.</b></p> <p>AO1 – Answers may observe that different towns fulfilled different functions as centres of trade, ecclesiastical centres, ports, regional economic centres and centres of local government and, consequently, the reasons for change varied. Some towns such as Norwich had a mixed history with early decline followed by revival. Answers might look at the growth of London, but other places such as Southampton, York, Bristol, Boston, Exeter, Coventry and Lavenham might be mentioned. Answers might refer to the evidence for growth including the rebuilding of town walls, churches and civic buildings. There are links to population, demography, trade and especially the cloth industry.</p> <p>AO2 –The picture is very complex and sometimes dependent on local conditions, overseas patterns of trade and the situation of the local aristocracy. Reference might be made to wider demographic issues, and a smaller and suppressed population in the early part of the period with some recovery at the end of the century. Some reference to the changes in fortune and stability during the Wars of the Roses might be made.</p>	30

Question	Answer	Marks
19	<p><b>What best explains the developments in the representation of the monarchy in art during the sixteenth century.</b></p> <p>AO1 – There is considerable change here from Henry VII's use of symbolism to cement his dynasty and his patronage of Renaissance artists, yet there was still much that was similar to the Yorkist's use of art. The real change comes with Henry's patronage of Holbein and the clear propagandist uses to which this is put. Comment might also be made concerning the use of the representation of the monarchy in support of the break from Rome and Reformation, in both Henry and Edward's reigns. Elizabeth too used art as propaganda and there is a wealth of examples. Answers might refer to a variety of art forms including grand portraits and miniatures.</p> <p>AO2 – It is unlikely that answers will conclude that there was little change. The motivation for commissioning works of art sees both change and continuity. The sophistication of propaganda changes and art is also influenced not only by politics and religion, but continental artistic movements and the growing desire amongst the population to own representations of the monarchy.</p>	30

Question	Answer	Marks
20	<p><b>How significant was the impact of population growth on the social and economic condition of sixteenth-century England?</b></p> <p>AO1 – While the overall situation was one of growth over the whole century, answer should recognise that there was a considerable break in the upward trend during the reign of Mary I, when approximately one-fifth of the population succumbed to epidemic in 1558. Answers may identify two crisis points in Edward VI's reign and at the end of Elizabeth I's reign. Moreover, at certain points, severe crop failure halted population growth and the significance can be seen in a number of ways. Answers might consider the growth of towns, while noting that there was a decline in some others. As with population growth, the impact varied across the country. Of concern to contemporaries was the rise in vagabondage and answers may comment on how governments dealt with this, although this is not the main thrust of the debate. Population growth also had an impact on agriculture and the patterns of internal trade. Pressures on inflation might also be considered.</p> <p>AO2 – The focus is on assessing the significance and seriousness of change. Answers might comment on the other issues which impacted on social and economic change, such as the Dissolution of the Monasteries, changes in trade, and changes in land ownership and enclosure, but the overall focus should be on population growth.</p>	30

Question	Answer	Marks
21	<p><b>What best explains the growth of England's overseas exploration and colonisation in the sixteenth century?</b></p> <p>AO1 – Motives tended to be divided into political, economic and strategic. A major motive for successive governments was to protect the seas as a method of national security against foreign invasion, piracy and in the interests of trade. This can be linked to the building of the merchant marine and the navy. There were also ambitions to follow in the footsteps of other realms which had established trade and colonies. The importance of Bristol to Atlantic exploration was important especially in terms of Newfoundland and the North West Passage. The development of the slave trade in the second half of the century is important as is the growth in privateering.</p> <p>AO2 – Answers need to explore the whole period in order to give weight to changes and developments and how different motivations are of primary importance at certain times. The role of particular individuals is also important. The answer also needs to be set in the context of changing foreign policy objectives.</p>	30

## Section 5: 1603–1689

Question	Answer	Marks
22	<p><b>How able a monarch was James I?</b></p> <p>AO1 – It could be noted that James was already an experienced and successful monarch by the time he came to the English throne in 1603. It might be argued that his skill was always limited by the unrealistic expectations he had of England when he arrived. Issues to be considered include his choice of ministers and advisors, and that he was not prepared to back down in the face of their unpopularity. Contemporaries and historians have seen him as being lazy. He was probably able in facing the issues of the Church and, while not finding a real solution, was able to balance rival groups. He was active in foreign policy, especially after the outbreak of the Thirty Years War. The chief criticism of James usually refers to his extravagance and inability to make reforms to the finances. While the issue of inflation and economic problems mitigate this accusation, answers may conclude that he was not very able here. Some may argue that his plans to unify England and Scotland did not indicate political ability or skill, and his handling of Parliament indicated a mixed analysis.</p> <p>AO2 – The answer is bound to be mixed; he showed considerable ability in some areas and naivety or idleness in others. Answers might refer to some mitigating circumstances which were beyond the control of even the most able monarch. There is considerable historical debate over the reputation of James I and answers might make use of this.</p>	30

Question	Answer	Marks
23	<p><b>(Candidates offering Paper 5e: The Reign of Charles I should not answer this question.)</b></p> <p><b>‘A period of tyranny.’ How valid is this view of the period of Charles I’s personal rule (1629–1640)?</b></p> <p>AO1 – The quality of evaluation of how far this period was one of tyranny should be the focus of answers. One line of argument might be that Charles’ rule became more of a tyranny as time went on. Answers might also consider the historical debate which no longer accepts the idea, instead accepting the view that Charles did not have a long-term strategy to move towards absolutist government. It might also be mentioned that Charles had to remain more or less within the law if he were to continue to have the support of the local elites upon which he depended for support and governance. There is substantial evidence that Charles tended to remain within the system which already existed, as with the Book of Orders of 1631. One of the main areas of focus will be finance, especially the exploitation of prerogative rights and Ship Money. Answers might look at the operation of the law and conclude that there might be some sense in which Charles acted as a tyrant. The issues of the Church might also be considered.</p> <p>AO2 – There might be an exploration of the debate over whether the concept of tyranny can be accepted at all or, perhaps, partially. There is significant historical debate which might be evaluated; however, answers should be considering their evaluation of this period and not the causes of the Civil War.</p>	30

Question	Answer	Marks
24	<p><b>What best explains the victory of Parliament in the First Civil War, 1642–1646?</b></p> <p>AO1 – The following factors may be evaluated: the issue of resources, including Parliament’s control of London and other major ports; and, Parliament’s control of the navy and the way in which it organised the localities and levied tax. Answers should evaluate the respective strengths and weaknesses of the armies including: The success of the New Model Army; its leadership, both political and military; propaganda; and, the role of religion. Answers might also point to various turning points, the involvement of the Scots, the Self-denying Ordinance, Marston Moor, Second Newbury and Naseby.</p> <p>AO2 – Answers could develop the debate as to whether the outcome of the war was the result of chiefly Parliamentary strengths, or Royalist failures and weaknesses; the focus should be on relative evaluation.</p>	30

Question	Answer	Marks
25	<p><b>How convincing is the view that Britain was ruled by a military dictatorship in the period 1653 to 1658?</b></p> <p>AO1 – The chronological focus is on the Protectorate, though there might be some sense of context in terms of the power and influence of the army. It could be argued that some of the most decisive steps in the development of this period were dependent on: the army, Prides Purge and the dissolution of the Rump; the part played by officers in the Instrument of Government; the growth in the size of the army during the Protectorate; the importance of foreign policy; the use of the army in Scotland and Ireland; and, the ‘rule of the Major-Generals’.</p> <p>AO2 – Some of the debate must centre around the motivation of Cromwell and how dependant he was on the army, and whether he really was prepared to move towards parliamentary government.</p>	30

Question	Answer	Marks
26	<p><b>How successful a king was Charles II?</b></p> <p>AO1 – There should be a good balance between foreign and domestic policies with a focus on Charles II himself. Answers might refer to the context of the Restoration settlement and the advantages and disadvantages to Charles. Some of the issues that might be raised include: the defeat over the Declaration of Indulgence, the Test Act, the impeachment of Danby, the Popish Plot and Exclusion Crisis. Foreign policy might include the European balance of power, conflict between the Dutch and French, and England’s colonial, trading and naval policies.</p> <p>AO2 – Answers might see the close links between foreign and domestic policies. There should be a reasonable balance and a clear contextual evaluation of success.</p>	30

## Section 6: 1688–1760

Question	Answer	Marks
27	<p><b>How effective was William III as King of England?</b></p> <p>AO1 – Relevant areas include William’s role in the Revolution Settlement; his role as a war leader; his handling of Parliament; his relations with the aristocracy; his frustration with political detail; and, his consideration of returning.</p> <p>AO2 – William III’s abilities and achievements both in England and in foreign affairs may be discussed. Strong answers will discuss both William’s strengths and his weaknesses.</p>	30

Question	Answer	Marks
28	<p><b>Why was England so frequently at war in the years 1689–1714?</b></p> <p>AO1 – Relevant issues include the conflict in Ireland to secure Protestant succession; William’s role in taking England to war; and, the needs of Britain’s allies.</p> <p>AO2 – There may be a discussion of England’s increased involvement in European war and William’s concern for defence of the Netherlands; economic issues; and the payment of subsidies to sustain the war effort.</p>	30

Question	Answer	Marks
29	<p><b>‘Jacobitism posed a substantial threat to political stability in the years 1714–1746.’ Did it?</b></p> <p>AO1 – Relevant issues include: the Jacobite Risings of 1715 and 1745–1746; some support for Jacobitism and Catholicism among landowners.</p> <p>AO2 – There might be discussion about the extent of the political threat at different times (including the direct threat from the risings in 1715 and 1745). Answers should also be aware that Jacobitism had some support in England as well as highland Scotland.</p>	30

Question	Answer	Marks
30	<p><b>Assess the effectiveness of Walpole’s economic and financial policies in the 1720s and 1730s.</b></p> <p>AO1 – Relevant issues include: Walpole’s role in stabilising the economy after the South Sea Bubble; mercantile policies, including taxing British exports to help keep prices low at home; his keeping of taxes low on imports which did not compete with British goods to war; the unpopularity of Walpole’s taxation policies; the stimulus for manufacture of naval goods, to reduce reliance on the Baltic; and, his policies to help the new colonies, especially in the Americas, to establish themselves.</p> <p>AO2 – The emphasis here should be on ‘effectiveness’, and stronger answers will show awareness of weaknesses as well as strengths, probably concentrating on opposition to the Excise Bill which produced hostility and riots.</p>	30

Question	Answer	Marks
31	<p><b>What best explains the opposition to Wesley and the Methodists in this period?</b></p> <p>AO1 – Relevant issues include: the growth of evangelicalism from the 1730s and Methodism’s importance; Wesley’s desire to remain within the Anglican communion; other aspects of evangelicalism; Anglican perception of threat from Methodism; and, the rivalry among opposition groups.</p> <p>AO2 – There might be judgement about the nature of the threat from different groups; the opposition to itinerant preaching; the extent of opposition from diverse evangelical groups; the ambivalent status of Methodism; and, the Anglican reaction to what they saw as Wesley’s challenge, including his ‘misleading’ the poor.</p>	30

## Section 7: 1760–1815

Question	Answer	Marks
32	<p><b>'British incompetence was responsible for the loss of the American colonies.' Was it?</b></p> <p>AO1/2 – The question allows the possibility of considering whether Britain was responsible for the rift with the colonies and whether the outcome of the war was explicable by British incompetence. If answers concentrate on the war alone, this would be acceptable. However, answers which merely look at the origins are explaining the outbreak of revolt, not its outcome and the loss of the colonies. One view could see the British as responsible for the outbreak of hostilities which led to the loss of the colonies by their mismanagement of the change from: salutary neglect, their lack of appreciation of the colonial viewpoints, their overreaction to opposition, their treating unrest as rebellion and then their failure to deal decisively with initial opposition (Bunker Hill), their failure to prevent Washington from reaching Pennsylvania, the failed strategy which led to Saratoga, and the weaknesses of the final campaigns leading to Yorktown. A counterview might be that it was American intransigence which led to unrest and revolution, colonial skills which led to the key reverse at Trenton, and, the persistence shown by the colonists and foreign intervention – particularly that of France – that were more important.</p>	30

Question	Answer	Marks
33	<p><b>Why did the campaign for the abolition of the slave trade take so long to achieve its objective?</b></p> <p>AO1 – Relevant issues include: the organisation of the campaign; the extent of the support among evangelicals; the economic and political strength of the slave traders; and, other issues took priority, particularly the French Wars.</p> <p>AO2 – There could be discussion about the nature of the slave trade, including its profitability; the political support slave traders could call on both in Parliament and in the main slaving towns (London, Liverpool and Bristol); other political issues often took precedence; and, the wide range of issues which concerned Evangelicals.</p>	30

Question	Answer	Marks
34	<p><b>Why, in his peacetime ministry (1783–1793) was Pitt the Younger able to keep the Whig opposition out of office?</b></p> <p>AO1 – Relevant issues include: George III’s support for Pitt; Britain’s economic recovery during the 1780s; splits in the Whig party over the French Revolution from 1790; and, Pitt’s economic policies being broadly successful, although some new taxes ‘mis-fired’</p> <p>There could be a judgement about Pitt’s policies and their impact on political groupings. Some answers might emphasise the importance of support from the King, while others might argue that Pitt’s own responsibility linked to the revival of prosperity helped to strengthen his position seem more secure. Strong answers may discuss the growing weaknesses of the Foxite Whigs, especially from 1788–1789, and their inflated expectations of office during the ‘Regency Crisis’ However, similar material could be used to emphasise the good impression Pitt had already made.</p>	

Question	Answer	Marks
35	<p><b>(Candidates offering Paper 5g: Napoleon and Europe should not answer this question.)</b></p> <p><b>Which, in the years 1803–1815, was more important in explaining Britain’s victory over France: military strength or diplomacy?</b></p> <p>AO1 – Relevant issues include: the nature of naval mastery after 1805, especially in reducing the effectiveness of Napoleon’s ‘Continental System’ and making an invasion of Britain impossible. The Peninsular War and the ‘Spanish Ulcer’ could be considered. In considering diplomacy, some key elements include the high level of Britain’s ‘diplomacy’ via subsidies to allies and the determination of Britain to maintain coalitions.</p> <p>AO2 –Answers may emphasise the importance of financial support to the allies which kept them in the field and the sustained diplomatic efforts to keep coalitions in being. In purely military terms, the contribution of the navy and of Wellington’s campaigns may be discussed.</p>	30

Question	Answer	Marks
36	<p><b>What best explains the coming of political union between Britain and Ireland in 1801?</b></p> <p>AO1 – Relevant issues include: the impact of the French Wars, including Britain at risk from invasion from France, and the increased unrest among nationalists leading to rebellion (1798).</p> <p>AO2 – Answers may emphasise Britain’s concern of the risk of French invasion via Ireland and how this changed perceptions in the later 1790s. They might also concentrate on the extent of coercion and bribery which were used to gain Irish MPs assent to giving up their separate parliament and independent powers, limited though these were.</p>	30

## Section 8: Themes c.1603–1815

Question	Answer	Marks
37	<p><b>How significant were the changes to the British economy in the second half of the seventeenth century?</b></p> <p>AO1 – Answers should focus on the period in the question, but they may make some comparisons with the first half of the century. Agricultural growth and the increase in the use of enclosure might be tackled, though there are significant regional variations. Improvements in land and animal husbandry might also be considered and the relative prices of various commodities might be used to evaluate extent. Answers might also consider the motivation to improve. Regarding trade, the fall of the wool market but increase in transatlantic trade was an issue, and was in part due to a type of deregulation and other legislation to improve trade. Answers might use examples of the relative volumes of trade to exemplify their arguments. Changes to finance and the banking system could also be considered, as well as growth of ports such as Liverpool.</p> <p>AO2 – Answers should focus on explaining and evaluating the changes; the range is wide so they should balance their coverage. Although a broad-brush approach is acceptable, specific examples must be given. Answers can point to variety in terms of location, with the decline of the economy in some areas while growth in other areas.</p>	30

Question	Answer	Marks
38	<p><b>How important was the foundation of the Royal Society to the development of science in the seventeenth century?</b></p> <p>AO1 – Answers to this question need to see the foundation of the Royal Society within the wider perspective of scientific enquiry in this period. The increasingly lively interest in science both in and outside the universities after about 1650 was remarkable. This was led by people of world significance such as Boyle, Hooke and Newton who in part were building on the legacy of Bacon in the earlier part of the century. The Royal Society (1662) was very important, but it might be argued that it can be seen as both cause and effect. Its regular meetings. Its house journal (Philosophical Transactions) and the cult of the ‘virtuosi’ all made science fashionable and accessible.</p> <p>AO2 – There is an opportunity here to discuss the origins of the Scientific Revolution and the social, political and religious context both of this and the foundation of the Royal Society. Answers might argue that the foundation of the Royal Society was both cause and effect.</p>	30

Question	Answer	Marks
39	<p><b>Why did radical religious movements flourish in the mid seventeenth century?</b></p> <p>AO1 – Dissent developed in the period before 1640, but answers should confine themselves to the period of the question. Dissenters might include Presbyterians, Independents and Quakers. One explanation for the growth will certainly be religious: the impulse within Protestantism to become purer in doctrine and worship, driven by fears of popery and Laudianism. A second explanation might be political circumstances: the collapse of censorship then civil war and destruction of the established church allowed for experimentation and the rise of competing sects. These sects enjoyed powerful backing so that they could develop, not least from Cromwell who offered ‘liberty of conscience’ to dissenters during the Protectorate. A third reason might be the inspirational leadership of various individuals.</p> <p>AO2 – There are competing explanations here, and a sense of the interrelationship between them is important. Protestantism may have had a tendency towards fragmentation, but this was largely resisted until the break-up of the national church in the 1640s. The decade also provided the means for disseminating ideas through the explosion of the printing press, as well as the urgency to shore up positions as an intolerant Presbyterian state church seemed to threaten the development of rival groups. The atmosphere of experimentation is also prevalent as some independents and Baptists of the 1640s then moved on to the more radical ideas of the Quakers of the 1650s. There is scope here to highlight the rather different experiences for the growth of dissent across different parts of the period and the country.</p>	30

Question	Answer	Marks
40	<p><b>‘Developments in transport were vital to the pace of economic change in eighteenth-century Britain.’ Discuss.</b></p> <p>AO1 – Relevant issues include improvements in roads, canals, and experiments with steam. In terms of economic change, the emphasis might be on increases in speed, and the relationship between specific transport developments and rates of economic change.</p> <p>AO2 – Answers might argue that pressure for transport improvements came largely from wealthy traders and entrepreneurs anxious to increase productivity and competitiveness. Their contribution might well be seen as ‘vital’ on its own. However, some answers might suggest that more was needed, such as government and parliamentary support for dynamic innovations and economic initiatives.</p>	30

Question	Answer	Marks
41	<p><b>‘Eighteenth-century Britain experienced only limited social change.’ Did it?</b></p> <p>AO1 – Relevant issues include: the early impact of the industrial revolution (c.1760) related to mechanisation; population growth increases; and, substantial movement from countryside to town restricted to particular areas, especially London, the North-West and Yorkshire.</p> <p>AO2 – Answers should judge the extent of social changes. They may argue that the extent of social change depended on which elements in society are the focus of study: with skill and luck, manufacturers could make fortunes; while, the eighteenth century saw a fashion revolution, especially in London, Bath and the Spa Towns. The scope of the question is deliberately wide.</p>	30

Question	Answer	Marks
42	<p><b>How innovative were eighteenth-century developments in <u>either</u> literature <u>or</u> political theory?</b></p> <p>AO1 – On literature, relevant issues include the emergence of the novel as a new art form and of poetry (especially as an aspect of romanticism) with a discussion of innovation in terms of form, content or language. On ‘political theory’, answers may concentrate on the impact of the Enlightenment in attacking authoritarian government and the importance of representation, and to what extent this was innovative.</p> <p>AO2 – A reasoned and informed judgement about the originality of the developments cited and their relationship to previous developments is required. There could be reference to what changes, developments and controversies these gave rise, but the question explicitly asks about innovation.</p>	30