GCE

History A

Advanced Subsidiary GCE

Unit **F961/01:** British History Period Studies.
Option A: Medieval and Early Modern 1035-1642

Mark Scheme for June 2011

Distribution of marks for each level that reflects the Unit's AOs and corresponds to the UMS

2 answers: each maximum mark 50.

	A01a	A01b
IA	21-24	24-26
IB	18-20	22-23
II	16-17	19-21
III	14-15	16-18
IV	12-13	13-15
V	9-11	11-12
VI	4-8	6-10
VII	0-3	0-5

Notes:

(i)   Allocate marks to the most appropriate level for each AO.

(ii)   If several marks are available in a box, work from the top mark down until the best fit has been found.

(iii) Many answers will not fall at the same level for each AO.

(iv)   Analysis refers to developed explanations; evaluation refers to the argued weighing up/assessment of factors in relation to their significance in explaining an issue or in explaining linkages between different factors.

AOs	AO1a	AO1b
Total mark for each question = 50	Recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner.	Demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements of: - key concepts such as causation, consequence, continuity, change and significance within an historical context; - the relationships between key features and characteristics of the periods studied
Level IA	• Uses a wide range of accurate, detailed and relevant evidence • Accurate and confident use of appropriate historical terminology • Answer is clearly structured and coherent; communicates accurately and legibly **21-24**	• Clear and accurate understanding of key concepts relevant to analysis and to the topic • Clear and accurate understanding of the significance of issues in their historical context • Answer is consistently and relevantly analytical with developed and substantiated explanations, some of which may be unexpected • The argument evaluates a range of relevant factors and reaches clearly substantiated judgements about relative importance and/or links. **24-26**
Level IB	• Uses accurate, detailed and relevant evidence • Accurate use of a range of appropriate historical terminology • Answer is clearly structured and mostly coherent; writes accurately and legibly **18-20**	• Clear and accurate understanding of most key concepts relevant to analysis and to the topic • Answer is mostly consistently and relevantly analytical with mostly developed and substantiated explanations • Clear understanding of the significance of issues in their historical context. • Substantiated judgements about relative importance of and/or links between factors will be made but quality of explanation in support may not be consistently high. **22-23**
Level II	• Uses mostly accurate, detailed and relevant evidence which demonstrates a competent command of the topic • Generally accurate use of historical terminology • Answer is structured and mostly coherent; writing is legible and communication is generally clear **16-17**	• Mostly clear and accurate understanding of many key concepts relevant to analysis and to the topic • Clear understanding of the significance of most relevant issues in their historical context • Much of the answer is relevantly analytical and substantiated with detailed evidence but there may be some description • The analysis of factors and/ or issues provides some judgements about relative importance and/or linkages. **19-21**

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AOs	AO1a	AO1b
Level III	• Uses accurate and relevant evidence which demonstrates some command of the topic but there may be some inaccuracy • Answer includes relevant historical terminology but this may not be extensive or always accurately used • Most of the answer is organised and structured; the answer is mostly legible and clearly communicated **14-15**	• Some/uneven understanding of key concepts relevant to analysis and of concepts relevant to their historical context • Answers may be a mixture of analysis and explanation but also simple description of relevant material and narrative of relevant events **OR** answers may provide more consistent analysis but the quality will be uneven and its support often general or thin. • Answer considers a number of factors but with very little evaluation of importance or linkages between factors/issues • Points made about importance or about developments in the context of the period will often be little more than assertions and descriptions **16-18**
Level IV	• There is deployment of relevant knowledge but level/accuracy of detail will vary; there may be some evidence that is tangential or irrelevant. • Some unclear and/or under-developed and/or disorganised sections; mostly satisfactory level of communication. **12-13**	• Understanding of key concepts relevant to analysis and the topic is variable but in general is satisfactory. • Limited and patchy understanding of a few relevant issues in their historical context. • Answer may be largely descriptive/ narratives of events and links between this and analytical comments will typically be weak or unexplained **OR** answers will mix passages of descriptive material with occasional explained analysis. • Limited points made about importance/links or about developments in the context of the period will be little more than assertions and descriptions **13-15**
Level V	• There is some relevant accurate historical knowledge deployed: this may be generalised and patchy. There may be inaccuracies and irrelevant material also • Some accurate use of relevant historical terminology but often inaccurate/ inappropriate use • Often unclear and disorganised sections; writing will often be clear if basic but there may be some illegibility and weak prose where the sense is not clear or obvious **9-11**	• General and sometimes inaccurate understanding of key concepts relevant to analysis and of concepts relevant to the topic • General or weak understanding of the significance of most relevant issues in their historical context • Attempts at analysis will be weak or generalised, based on plausible but unsubstantiated points or points with very general or inappropriate substantiation **OR** there may be a relevant but patchy description of events/developments coupled with judgements that are no more than assertions • There will be some understanding of the question but answers may focus on the topic not address the focus of the question **11-12**

AOs	AO1a	AO1b
Level VI	• Use of relevant evidence will be limited; there will be much irrelevance and inaccuracy • Answer may have little organisation or structure; weak use of English and poor organisation **4-8**	• Very little understanding of key concepts • Very limited understanding of the topic or of the question's requirements • Limited explanation will be very brief/ fragmentary • The answer will be characterised by generalised assertion and/or description/ narratives, often brief **6-10**
Level VII	• No understanding of the topic or of the question's requirements; little relevant and accurate knowledge • Very fragmentary and disorganised response; very poor use of English and some incoherence **0-3**	• No understanding of key concepts or historical developments. • No valid explanations • Typically very brief and very descriptive answer **0-5**

From Anglo-Saxon England to Norman England 1035-1087

1   How successfully did Edward the Confessor deal with the problems he faced?

No set answer is looked for but candidates will need to address the question. Better answers are likely to identify the problems that Edward faced and then assess how successfully he dealt with them. Many answers are likely to focus on the issue of the Godwin family. Some candidates may argue that Edward was unsuccessful in handling the Godwin family as they were so powerful, attempts to remove them by exile ultimately failed in 1052, that Edward was forced to marry Edith and link this to the problem created by the succession. There may be some consideration of the problems created by Harold Godwinson's brothers. Others may argue that given the power of the Godwin family, Edward handled them as well as he could. He lacked a firm base of support and therefore was wise to ally with them and cement this by marriage. There may be some suggestion that he tried to limit their future power by his celibacy and naming William as heir, although the latter might be disputed by consideration of the problem of the succession. It is likely that the succession issue will play a significant role in a number of answers and many may argue that Edward did not handle this well as he created confusion and did not name a clear successor. There may be some consideration of the problem of his links with the Normans and his continued patronage of them and whether this weakened his position. Some might also argue that Edward created problems through his piety and that he did not provide the military leadership that was expected of a king at the time. However, other might argue that as administration continued and taxes were collected effective government was maintained and therefore the problems were handled.

2   'Harold's mistakes were the most important reason for Norman success at the Battle of Hastings.' How far do you agree?

No set answer is looked for but candidates will need to address the question. Candidates can offer contradictory explanations, for example that the major reason was the strength of William's forces or his organisational abilities. Examiners should also not underestimate the value of answers that are organised chronologically, excellent answers that appreciate the sequence of events and their significance should not be dismissed as low-level narrative. In arguing that it was Harold's mistakes candidates may focus on his actions after Stamford Bridge and before Hastings, although there may be some mention of mistakes made during the battle. Candidates may argue that Harold's mistake in rushing back from Stamford Bridge and facing William without a full force and whilst still tired was a major factor in his defeat. Some may argue that Harold was simply unfortunate in that he faced two invasions in quick succession and that the wind changed direction at the moment he was in the north. They may argue that he had to deal with Harald Hadrada as he was a major threat and needed dealing with quickly and decisively. It is easy, with hindsight, to be persuaded that William would launch the more serious challenge, but Harold had to exert his authority in the north as it was a difficult area to govern. Some candidates may argue that it was the strength of William and use the Bayeux Tapestry as evidence of the naval and military preparations that he made. He welded together a diverse group into a formidable fighting force, he was also an excellent commander and some might draw attention to the tactics at Hastings, particularly the feigned retreat. They might also suggest that Papal support gave William an advantage and turned the invasion into a crusade, thereby increasing motivation and the support he received.

3   How far did William I change the government of England?

No set answer is looked for but candidates will need to address the question. There is a wide range of material available for candidates to consider. Some may consider the issue of personnel and the fate of the Anglo-Saxon earls and their replacement by Normans. However, some answers may focus on the nature and methods of government and this

may result in consideration of the use of the feudal system, but it must be linked to methods of government. There may be some consideration of the nature of the monarchy and candidates might consider the use made of crown wearing sessions. The personal rule of the monarchy became more important. Writs were used, a legacy of Anglo-Saxon government, although they were not usually in English and they were used more frequently top enforce William's orders. Sheriffs and shire courts were continued but sheriffs were evidently more important as royal officials.

Lancastrians, Yorkists and Tudors 1450-1509

4   Assess the reasons why Henry VI lost his throne.

No set answer is looked for but candidates will need to address the question. Candidates might consider the issue of the leadership and personality of the two sides and it is likely that this will lead to a discussion of the weakness of Henry VI and the strength of Edward. There is the opportunity to consider the outcome of battles such as Mortimer's Cross and Towton and most importantly Tewkesbury and Barnet. Military factors were obviously important as the crown was decided on the battlefield. The Yorkists did include experienced soldiers who had seen service in France, but this advantage should not be exaggerated. Bad weather also hampered the Lancastrians who were more dependent upon archers and infantry than the Yorkists. There might be some consideration of how the Yorkists benefited from the unpopularity of Margaret of Anjou. Candidates might also consider events of 1469 when Warwick captured Edward, but was unable to act as king and had to release him. Edward's handling of the situation following the defeat of rebellion in 1469 helped to gain support. There might also be consideration of the role of Warwick in the events of 1470-1 and their consequences. The restoration of Henry VI brought war with Burgundy and this lost Henry much support. This had a large impact on the merchant community who were concerned at the loss of the wool market; England had entered a war without parliamentary approval and against the wishes of the merchant community. This meant that Warwick could no longer count on widespread public support. The support of Clarence, Edward's brother might be considered as he brought 12,000 troops and this enabled Edward to advance on London.

5   Assess the reasons why Richard III was able to secure the throne in 1483.

No set answer is looked for but candidates will need to address the question. There was uncertainty about the succession following the death of Edward IV and Richard was able to exploit this in order to secure the throne. There was concern about a minority government with Edward V and the Duke of York very young. There was concern about a weak monarchy at a time of powerful nobles and many were willing to give their support to Richard. It might be noted that Richard had been loyal to Edward and been very successful and this may have convinced many that he would be a better solution. Richard was able to raise doubts about the legitimacy of the royal children. There was also concern about the influence of the Woodville family and Elizabeth herself was unpopular and there may have been a desire to remove them. It might be argued that Richard was able to claim that he was protecting the interests of the Yorkists and the country in a very difficult situation. There might also be some discussion of the events and how Richard was able to secure possession of the royal children. Some answers might spend too long narrating the circumstances of their arrest and subsequent death, but it will be relevant to examine Richard's role in the immediate events following Edward IVs death and how it helped him.

6   How effectively did Henry VII handle the nobility?

No set answer is looked for but candidates will need to address the question. Candidates may conclude that Henry's policy was successful as he prevented the emergence of over mighty subjects and through his policy of bonds and recognisances was able to reduce

their power, but at the same win loyalty through such methods as the Order of the Garter. However, others might argue that his last years were so oppressive that the county was close to civil war. He did put increased pressure on the nobility and there might be reference to his use of Acts of Attainder. Some may argue that after the Wars of the Roses his control of them was a significant achievement, particularly given his weak claim. They may point to his carrot and stick policy, although this might be balanced by a consideration of the situation by the end of his reign when it has been argued the nobility were close to rebellion because of the of penalties they faced. Candidates might discuss the King's anxiety to strengthen his finances and thereby make himself free of dependence on the nobility. The council was used more effectively to exert control. Courts were either created or strengthened to uphold Henry's position against the nobility and candidates might mention the Council Learned in the Law, Court of Requests, Star Chamber, the Council of the North and Wales. Maintenance and livery were made illegal. Bonds were used effectively although they were unpopular. On the other hand nobles were still used as advisors and he sought to win their co-operation rather than crush them.

Henry VIII to Mary I 1509-1558

7   **'The most important reason for Wolsey's fall from power was his failure to obtain a divorce.' How far do you agree?**

No set answer is looked for but candidates will need to address the question. Answers will need to focus on the named factor and it is likely that many will agree this was crucial in the minister's fall. Candidates may explain why the divorce was so important and why Henry would abandon his minister when he failed to deliver, even though the circumstances were against him. As chief minister and with links to the Papacy Wolsey was expected to be able to bring about the divorce. Some answers might show why Wolsey's attempts to solve the problem and satisfy Henry VIII led to his downfall. Some might consider the elements that were exposed by the divorce, such as the Boleyn faction and their ambitions, the growing distrust of Katherine of Aragon and her supporters and others who simply saw the opportunity to bring down an over-mighty minister. They may conclude that by 1529 Henry was surrounded by those who wanted to bring down Wolsey. However, some answers will balance this against longer term factors that weakened Wolsey's position, making him more vulnerable when he failed to achieve the divorce. They may consider the anti-Wolsey feeling among the nobility, who viewed him as a social upstart and resented his domination over Henry and his attempts, through the Eltham Ordinances, to exclude them. Some candidates will consider the loss of support for Wolsey following the failure of the Amicable Grant. There might also be consideration of Wolsey's personal difficulties with Henry, shown in the building of Ipswich School and the appointment to Wilton Abbey.

8   **To what extent did Thomas Cromwell's reforms change the government and administration of England?**

No set answer is looked for but candidates will need to address the question. There is a wide range of issues that candidates might consider and it should not be expected that all will be addressed, what matters is the quality of analysis, although examiners should expect to see a range. There may be consideration of the changing role and regularity of parliament and its increased competence as it became involved in religious issues and some might raise the issue of the importance of statute law or point to Henry's comment about power in the time of parliament. There might be some consideration of the financial courts that were established, although it should be noted that most were short-lived. Candidates might consider the issue of Wales and the Act of Union of 1536, with the establishment of the county system etc. Some answers might raise the Elton 'Tudor Revolution' debate, but this is not to be expected as historiography is not a requirement at

AS and examiners should also be aware of answers that simply describe the Elton thesis and do not use it to answer the question.

9   **'The most serious problem facing the governments of Somerset and Northumberland were social and economic.' How far do you agree?**

No set answer is looked for but candidates will need to address the question. At the top level candidates must write at least a good paragraph on the named factor even if they conclude that it was not the most serious problem. Candidates understanding of the range of problems may be a determining factor in the quality of the answer. Some answers may take a broad approach and consider economic and social issues, such as vagrancy or the problems created by the collapse of the cloth trade and this is acceptable. However, others may focus on the seriousness of the social and economic unrest, particularly Kett's rebellion, although the Western might also be discussed in this context. They may conclude that it was a serious problem because the unrest of 1549 was at least a contributory factor in the downfall of Somerset. However, they may also argue that ultimately both the Western and Kett were crushed. How well they handled the problem of inflation might also receive attention. The political problems of the period might receive attention. Neither Somerset nor Northumberland was able to solve the problems created by the minority, particularly the issue of faction which did much to destabilise the period, particularly under Somerset. They shared the disadvantage of being regents and how well they handled the problem of their relationship with other members of the Council. The death of Edward created a succession crisis that was serious and ultimately resulted in Northumberland's defeat. The problem of religion and the promotion of Protestantism can be examined, although it is not a requirement of answers in any level.

Church and State 1529-1589

10   **Assess the condition of the Church in England in 1529.**

No set answer is looked for but candidates will need to address the question. Although answers may refer to the debate between historians about the condition of the church, it must be remembered that historiography is not a requirement of AS and is not needed in order to achieve any level. Some answers may suggest there was little criticism and show this by arguing that the church was able to fulfil the spiritual needs of the people and that this was reflected in the level of bequests, ordinations and church building. They may also point to the social role of the church, particularly in rural areas or how the church adapted to meet the differing needs of rural and urban communities, pointing to the close link with the agricultural calendar and the publication of books for the more literate. Answers may consider how widespread anticlerical feeling was and this may lead some to suggest that complaints against the clergy were limited and therefore people were satisfied. It is likely that answers will make reference to issues such as the Hunne Case, although some may argue that this was an exception. There may be consideration of the impact of Colet's criticisms or those of Simon Fish, but better answers may suggest that their impact was limited and they were aimed at certain groups. Some may argue that most complaints were levelled against Wolsey and his wealth, linking this to complaints in parliament from lawyers who lost business to church courts.

11   **How successful was Mary I in restoring Catholicism to England by 1558?**

No set answer is looked for but candidates will need to address the question. Answers in top level will need to focus on the question of 'how successful' and consider both the successes and failures of her religious policy. Candidates may be very critical of her success and they can gain high marks by this approach, but they should consider alternative approaches. Mary was able to re-introduce Roman Catholicism as the state religion with the Pope restored as the Head of the church. On the other hand this can be

balanced against the failure to reintroduce monasticism and her inability to restore the financial position of the church as they would have alienated powerful groups in society. Marriage can be seen as a religious policy and she was successful in making a match with Philip of Spain, although it might be questioned whether this was a success. She was successful in putting down Wyatt's rebellion, but achieved little in putting down popular opposition in spite of the persecution. Candidates are likely to question whether the burnings achieved the desired result and helped to restore Catholicism. Some may argue that the opposition shown by the burnings was a minority and most accepted the changes. This might be illustrated by reference to her overcoming of Lady Jane Grey and the popular welcoming of her as queen or by the time it took Elizabeth to impose Protestantism, particularly in the north.

12   How successfully did Elizabeth and her bishop's deal with the Puritan challenge from 1558 to 1589?

No set answer is looked for but candidates will need to address the question. Although candidates will need to display an understanding of Puritanism moderate answers might spend too long describing, leaving an analysis of the challenge to be implied rather than stated and evaluated. Candidates might identify some aspects of the settlement of 1558-9 that puritans wanted to see changed and go on to assess whether their attempts were ever challenging or successful. This may focus on the issue of vestments, where a firm line was taken to resist puritan demands. Some candidates might argue that Puritanism was a serious threat due to the numbers in parliament and mention might be made of the 'Puritan Choir', and the way they used parliament. However, Elizabeth was always easily able to defeat them and had considerable support from many members of parliament. The Prayer Book, the 39 Articles and the Advertisements established an Anglican orthodoxy and also resisted puritan demands. Candidates might consider how successfully each of the archbishops handled the challenge, particularly with reference to Grindal and his suspension which limited the success; however this might be balanced against the work of Grindal, particularly towards the end of the period. There might also be reference to the impact of the Court of High Commission and the Marprelate Tracts, both of which it could be argued had a significant detrimental effect on Puritanism. Some might argue that Elizabeth and her bishops were successful as the challenge was never very serious as the puritan challenge was limited in both aims and numbers and that the Puritan choir has been exaggerated.

England under Elizabeth I 1558-1603

13   How serious were the problems faced by Elizabeth in 1558?

No set answer is looked for but candidates will need to address the question. Candidates will need to identify the problems Elizabeth faced on her accession to the throne. Issues that might be discussed include government, finance, religion and foreign affairs. Traditionally, historians have argued that Elizabeth faced a difficult situation and many are likely to support this view and argue that the problems have not been exaggerated. However, some may put forward the opposite view. Although Elizabeth's legitimacy was debateable it was unlikely that Philip would take action to place Mary Queen of Scots on the throne as that would increase French influence in England and weaken the Spanish sea route to the Netherlands. It might also be noted that he offered himself in marriage and therefore Elizabeth was not as isolated as has been suggested. The problem of war with France was also solved quickly although it did see the loss of Calais. Philip also did much to prevent Elizabeth's excommunication in this period. Although Scotland is not mentioned in the Specification, some might consider the danger it presented, particularly given links with France. The religious situation was difficult as Elizabeth was seen as illegitimate in Catholic eyes and therefore, even without her own beliefs, would have to follow a protestant direction. This was a serious problem as Mary had been able to successfully

restore Catholicism. The problems facing Elizabeth in this area can be illustrated by consideration of the problems in the passage of the Religious Settlement. The financial problems were serious, but it can be argued that by ending the war and careful management of her finances Elizabeth was able to overcome the problem and this might be illustrated by reference to the surplus she would achieve. In government Elizabeth was fortunate in having good advisors and she was able to reduce the size f the Privy Council.

14   How effectively did Elizabeth I handle the issue of succession during her reign?

No set answer is looked for but candidates will need to address the question. The issue of the succession concerned many, but Elizabeth did not want the matter discussed by parliament and did not want to name a successor. Candidates might argue that parliament did try to discuss the issue, but were largely unsuccessful in getting any answer from Elizabeth. Some answers might argue that Elizabeth handled the situation very well, given the fact she was seen as illegitimate by some. They may point to her handling of the issue of Mary of Queen of Scots, who was the potential heir, but by not naming her it discouraged attempts to hasten her accession. Some might develop the issues raised by Mary's execution. Elizabeth was also masterful in exploiting her position as the 'Virgin Queen' and candidates might consider the various marriage proposals and how well they were handled and exploited by her. There might be some consideration of the last years and the position of James VI.

15   'The popularity of Elizabeth and her government declined seriously in the period after 1588.' How far do you agree?

No set answer is looked for but candidates will need to address the question. In the last years there was immense strain on the system of government. By the end of her reign Elizabeth was isolated at court and in her government because her associates had either died or retired. There were many who were waiting for a new king. The patronage system, in the hands of Robert Cecil, had broken down and this caused resentment. Nevertheless, she maintained a grip on affairs and her weakness and determination should not be underestimated. The last parliament did show a willingness of MPs to criticise her over a policy of monopolies that pointed directly at the crown. On the other hand, some will argue that her Golden Speech demonstrated her continued ability to diffuse opposition. It was really only after the 1601 parliament that she failed physically. The queen herself might have lost some popularity but the prestige of the monarchy was still high. The problems in the last years should be set alongside the achievements; she had brought about comparative religious peace, a stable ministry led by William Cecil and a forced peace on Ireland (although not achieved until after her death). Some might argue that the lack of unrest during the period suggests that the popularity of the government had not declined, particularly as the social and economic problems of the 1590s were severe. The lack of support for Essex's Rebellion might also be used to support this view. Elizabeth was also still popular among the populace, although the legend of 'Good Queen Bess' had not appeared in 1603. However, at a local level officials found it increasingly difficult to cope with the financial and administrative demands placed on it and these pressures, in the 1590s coincided with the social strains caused by harvest failures, food shortages and increasing inflation, all of which decreased the popularity of the government. There might be mention of the impact of the war with Spain and the financial problems it created. It might be concluded that Elizabeth had reigned too long and the succession of James was widely welcomed.

The Early Stuarts and the Origins of the Civil War 1603-1642

16   How serious were the religious divisions in England during the reign of James I?

No set answer is looked for but candidates will need to address the question. It is likely that better answers will identify the religious divisions that James faced. There were some religious problems at the start of his reign but they should not be exaggerated. There were hopes of reconciliation at the start of James' reign between orthodox Anglicans, Puritans and Catholics. The Hampton Court Conference was a failure, but its extent might have been exaggerated. The ejection of puritan clergy through Bancroft's Canons appeared to dash the hopes of puritans and created mistrust. James failed to overcome the distrust partially as a result of the advisors he chose, such as Buckingham. The Gunpowder Plot, although it was the work of a small minority, increased antipathy towards Catholics in general and made conciliation harder. By appointing Abbot as Archbishop of Canterbury in 1611 James did help to mollify some puritans, but the Book of Sports, 1618 alienated them. Foreign policy and marriage negotiations will also merit mention as that did much to exacerbate the problems. Puritans believed that he did not do enough to support Protestantism in Europe which was under threat, particularly during the Thirty Years War. His policy was seen as too conciliatory towards the Catholic powers. This was exacerbated by Charles' marriage negotiations with Spain as England appeared to be getting closer to Catholicism. When James did finally enter the Thirty Years War it was too late to save him from criticism. Some candidates may consider James' encouragement of Arminianism and the problems it brought.

17   Assess the reasons why Charles I embarked on personal rule in 1629?

No set answer is looked for but candidates will need to address the question. The focus of the question should be on the establishment of Personal rule and candidates who write about the nature of rule should not receive high credit. Candidates will need to focus on Charles' aims and problems in the period from 1625 to 1629 to be able to fully address the demands of the question. Answers may consider the problematic relationship between Charles and his parliaments in this period and suggest that he wanted political independence and link this to his belief in Divine Right or even suggest that parliament was not a permanent part of the constitution. Some answers will look at other areas of conflict, such as foreign affairs or his relationship with Buckingham and again may argue that Charles wanted to avoid criticism and prevent parliament from linking supply to redress of grievance. Charles' attitude towards parliament and his view of their role is also an area that might be considered.

18   'The events of 1629-1640 were more important in causing the Civil War than those of 1640-1642.' How far do you agree?

No set answer is looked for but candidates will need to address the question. At the higher levels candidates must consider the events of 1629-40 even if they conclude that they were less important. The question invites candidates to weigh up a range of events causing the civil war. Those who focus on personal rule of 1629-40 may consider the impact of the financial and religious policies of Charles and the growing opposition generated by polices such as Thorough and the fear it created. However, this may be balanced against the lack of a united opposition or the lack of a royalist party, suggesting that at this stage there could not be a war. Candidates who argue that the causes were short term will focus on developments during the period 1640-2. Some may argue that the war was unlikely in the summer of 1641 as Charles had compromised, others may suggest that the Grand Remonstrance was the turning point, others may suggest it was attempted arrest of the Five MPs, whilst others may suggest it was either parliament taking control of the army or the Nineteen Propositions. There is a great deal that candidates could consider and it is not expected that all issues will be looked at, what matters is the quality of analysis.