

**OXFORD CAMBRIDGE AND RSA EXAMINATIONS**

**Advanced GCE**

**HISTORY**

**2590**

Themes in History 1066–1796

Tuesday **31 JANUARY 2006** Morning 1 hour 30 minutes

Additional materials:  
One 12-page answer book  
Insert 1

**TIME** 1 hour 30 minutes

**INSTRUCTIONS TO CANDIDATES**

Write your name, Centre number and candidate number in the spaces provided on the answer book.

Write your answers on the separate answer book provided.

This paper contains questions on the following six Options:

- England 1066–1228 (page 2)
- England 1485–1603 (page 3)
- England 1558–1689 (page 4)
- Europe 1498–1610 (page 5)
- Europe 1598–1715 (page 6)
- Europe 1661–1796 (page 7)

Each Option has one or more Themes. Each Theme has three questions.

Answer any **two** questions.

Teachers may indicate to candidates in the examination room the part(s) of the paper which cover(s) the Theme(s) studied.

**INFORMATION FOR CANDIDATES**

Every question is marked out of 60.

You should write in continuous prose and are reminded of the need for clear and accurate writing, including structure of argument, grammar, punctuation and spelling.

Candidates are expected to demonstrate understanding of the issues in **each** of their selected questions over a period of **at least a hundred years** (unless an individual question specifies a slightly shorter period).

Candidates are reminded of the synoptic nature of this Unit. Answers are required to demonstrate understanding of the processes of historical continuity, development and change across the **full breadth** of the period studied.

---

**This question paper consists of 7 printed pages, 1 blank page and an Insert.**

**England 1066–1228**

Candidates are expected to demonstrate understanding of the issues in **each** of their selected questions over a period of **at least a hundred years** (unless an individual question specifies a slightly shorter period).

Candidates are reminded of the synoptic nature of this Unit. Answers are required to demonstrate understanding of the processes of historical continuity, development and change across the **full breadth** of the period studied.

**Key Theme: The Government of England 1066–1216**

- 1 'The role of the crown was more important than the role of the Church and administrative officials.' To what extent do you agree with this view in relation to English central government in the period from 1066 to 1216?
- 2 'The **most** significant development in English local government in the period from 1066 to 1216 was changes in the role of the sheriff.' How far do you agree with this view?
- 3 'The continental possessions of the crown made their **greatest** impact on English government in the reign of Henry I.' How far do you agree with this view in relation to the period from 1066 to 1216?

**Key Theme: Crown, Church and Papacy 1066–1228**

- 4 'The **main** turning point in the relations between kings and their archbishops of Canterbury in the period from 1066 to 1228 was Anselm's time as archbishop.' How far do you agree with this view?
- 5 To what extent did the power of the archbishop of Canterbury over the English Church change during the course of the period from 1066 to 1228?
- 6 'The **main** impact of the papal reform movement on the English Church was freedom from royal control.' How far do you agree with this view in relation to the period from 1066 to 1228?

**England 1485-1603**

*Candidates are expected to demonstrate understanding of the issues in **each** of their selected questions over a period of **at least a hundred years** (unless an individual question specifies a slightly shorter period).*

*Candidates are reminded of the synoptic nature of this Unit. Answers are required to demonstrate understanding of the processes of historical continuity, development and change across the **full breadth** of the period studied.*

**Key Theme: Rebellion and Disorder in England 1485–1603**

- 7 Assess the importance of enclosures as a cause of disorder in Tudor England.
- 8 How far do you agree that Tudor governments were never seriously threatened by rebellions?
- 9 Explain the reasons why large-scale rebellions were more frequent in the period from 1485 to 1558 than in the reign of Elizabeth.

**Key Theme: England's Changing Relations with Foreign Powers 1485–1603**

- 10 How do you explain the changes in Anglo-Spanish relations during the Tudor period?
- 11 Why were Anglo-French relations better in the reign of Elizabeth than earlier in the Tudor period? Explain your answer.
- 12 Assess the importance of economic factors in determining Tudor foreign policy.

**England 1558–1689**

*Candidates are expected to demonstrate understanding of the issues in **each** of their selected questions over a period of **at least a hundred years** (unless an individual question specifies a slightly shorter period).*

*Candidates are reminded of the synoptic nature of this Unit. Answers are required to demonstrate understanding of the processes of historical continuity, development and change across the **full breadth** of the period studied.*

**Key Theme: The Development of Limited Monarchy in England 1558–1689**

- 13 Explain why, with the exception of Charles I, monarchs were not called upon to fight a civil war in the period 1558 to 1689.
- 14 How far did the powers of the monarchy change between 1558 and 1689?
- 15 How far did social changes affect the development of the monarchy in England between 1558 and 1689?

**Key Theme: Dissent and Conformity in England 1558–1689**

- 16 'The Interregnum (1649-1660) marked the **most** important turning-point in the development of English Puritanism in the years from 1558 to 1689.' How far do you agree with this view?
- 17 Assess the strengths and weaknesses of the Church of England in 1558, in 1660 and in 1689.
- 18 Explain why English governments treated dissenting Protestants and Catholics intolerantly for most of the period from 1558 to 1689.

**Europe 1498–1610**

*Candidates are expected to demonstrate understanding of the issues in **each** of their selected questions over a period of **at least a hundred years** (unless an individual question specifies a slightly shorter period).*

*Candidates are reminded of the synoptic nature of this Unit. Answers are required to demonstrate understanding of the processes of historical continuity, development and change across the **full breadth** of the period studied.*

**Key Theme: The Development of the Nation State: France 1498–1610**

- 19 Which groups in society benefited most from the policies of French governments during the period from 1498 to 1610? Explain your answer.
- 20 Were economic or social changes more important in developing the nation state in France from 1498 to 1610? Explain your answer.
- 21 Assess the impact of religious divisions in France upon the development of the French nation state from 1498 to 1610.

**Key Theme: The Catholic Reformation in the Sixteenth Century**

- 22 Assess the significance of any **two** turning-points in the development of the Catholic Church in the sixteenth century.
- 23 To what extent did the Catholic Reformation achieve its aims in the course of the sixteenth century?
- 24 ‘Other rulers contributed more to the revival of the sixteenth-century Catholic Church than did the papacy.’ How far do you agree with this view?

**Europe 1598–1715**

*Candidates are expected to demonstrate understanding of the issues in **each** of their selected questions over a period of **at least a hundred years** (unless an individual question specifies a slightly shorter period).*

*Candidates are reminded of the synoptic nature of this Unit. Answers are required to demonstrate understanding of the processes of historical continuity, development and change across the **full breadth** of the period studied.*

**Key Theme: The Decline of Spain 1598–1700**

- 25 To what extent did social factors bring about Spain's decline as a major power during the seventeenth century?
- 26 Explain why Spain suffered serious economic problems throughout the seventeenth century.
- 27 Which seventeenth-century Spanish monarch did **most** to hasten the decline of Spain as an international power during the period from 1598 to 1700? Explain your answer.

**Key Theme: The Ascendancy of France 1610–1715**

- 28 How far were French nobles able to retain or expand their social and political privileges during the period from 1610 to 1715?
- 29 'Richelieu made the **most** important contribution to the development of French ascendancy in Europe.' Assess this view of the period from 1610 to 1715.
- 30 To what extent did the French monarchy become absolute during the period from 1610 to 1715?

**Europe 1661–1796**

*Candidates are expected to demonstrate understanding of the issues in **each** of their selected questions over a period of **at least a hundred years** (unless an individual question specifies a slightly shorter period).*

*Candidates are reminded of the synoptic nature of this Unit. Answers are required to demonstrate understanding of the processes of historical continuity, development and change across the **full breadth** of the period studied.*

**Key Theme: From Absolutism to Enlightened Despotism 1661–1796**

- 31** Explain why the idea of enlightened despotism became more influential during the period from 1661 to 1796.
- 32** ‘The **most** serious threat to absolutism in France came from the nobility.’ Assess this claim in relation to the period from 1661 to 1789.
- 33** Assess the claim that the power of Catherine the Great of Russia was weaker than the power exercised by Peter the Great.

---

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (OCR) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest possible opportunity.

OCR is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.