

# **History**

Advanced GCE **2590**

Themes in History 1066-1796

## **Mark Scheme for June 2010**

---

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of pupils of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, OCR Nationals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support which keep pace with the changing needs of today's society.

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by Examiners. It does not indicate the details of the discussions which took place at an Examiners' meeting before marking commenced.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

© OCR 2010

Any enquiries about publications should be addressed to:

OCR Publications  
PO Box 5050  
Annesley  
NOTTINGHAM  
NG15 0DL

Telephone: 0870 770 6622  
Facsimile: 01223 552610  
E-mail: [publications@ocr.org.uk](mailto:publications@ocr.org.uk)

## INSTRUCTIONS ON MARKING SCRIPTS

*All page references relate to the Instructions for Examiner booklet (revised September 2008)*

For many question papers there will also be subject or paper specific instructions which supplement these general instructions. The paper specific instructions follow these generic ones.

### 1 Before the Standardisation Meeting

**Before the Standardisation Meeting you must mark at least 10 scripts from several Centres.** For this preliminary marking you should use a **pencil** and **follow the mark scheme**. Bring these **marked scripts** to the meeting. (*Section 5b, page 5*)

### 2 Marking and Annotation of scripts after the standardisation meeting

- a) Scripts must be marked in **red**, including those initially marked in pencil for the Standardisation Meeting.
- b) All scripts must be marked in accordance with the version of the mark scheme agreed at the Standardisation Meeting.
- c) **Annotation of scripts**

Examiners should use annotation to show clearly where a mark is earned or why it has not been awarded. This will help Examiners, checkers, and those people who review the marking of scripts.

#### **Annotation consists of:**

- ticks and crosses to show where marks have been earned or not earned
- specific words or phrases as agreed at standardisation and as contained and included in the final mark scheme to show why a mark has been earned or indicate why a mark has not been earned (eg to show there is an omission)
- standard abbreviations, eg for follow through, special case etc.

As you may need to return scripts to centres you should use the minimum of comments and make sure that comments are related to the award of a mark or marks and be matched to statements in the mark scheme. Do not include general comments on a candidate's work.

Record any annotations in the body of the answer, or in the margin next to the point where the decision is made to award or not award the mark.  
(*Section 9a-b, page 8*)

d) **Recording of Marks**

- i) give a clear indication of how marks have been awarded, as instructed in the mark scheme.
- ii) record numerical marks for responses to part questions **unringed** in the right-hand margin. Show the total for each question (or, in specified cases - for each page) as a single **ringed** mark in the right-hand margin at the end of each question.
- iii) transfer ringed totals to the front page of the script, where they should be totalled.
- iv) show evidence that you have seen the work on every page of a script on which the candidate has made a response.
- v) cross through every blank page to show that you have seen it.  
(Section 9c, page 8)

e) **Handling of unexpected answers**

The standardisation meeting will include a discussion of marking issues, including:

- consideration of the mark scheme to reach a decision about the range of acceptable responses and the marks appropriate to them, and comparable marking standards for optional questions, and the handling of unexpected, yet acceptable answers.

(Section 6a, bullet point 5, page 5)

If you are not sure how to apply the mark scheme to an answer, then telephone your Team Leader.

(Appendix 5, para 19, page 28)

## GENERIC MARK BANDS

## UNITS 2590-2591

## THEMES IN HISTORY

## NB

- Examiners are reminded that they are looking for the 'best fit', not a perfect fit, in applying these Generic Mark Bands [see General Marking Instructions #5]
- For all answers, examiners should provisionally award the top mark in the Band and then moderate up/down according to the particular qualities of the answer [see General Marking Instructions #5]
- Candidates who do not address most of the 100 or so-year period required may not be given a mark in Band I for that essay, however good the general quality of their analysis and evaluation.
- The quality of English is NEVER to be used as the sole criterion to pull an answer down into a lower Band.

The topics are based on Themes covering an extended period of at least a hundred years (unless an individual question specifies a slightly shorter period) with the emphasis on continuity, development and change over time (ie on breadth of understanding rather than on depth of knowledge). The emphasis is on links and comparisons between different aspects of the topics studied, rather than on detailed analysis.

To support the emphasis on breadth and over-view (rather than depth), candidates are given in the exam a factual chronology for their Theme.

**BANDS I-VII/60: Essay**

- I (48–60) *The response is not perfect but the best that a candidate can be expected to achieve at A2 Level in examination conditions. There may be some unevenness, but the demands of the question (eg causation, evaluation, change and/or continuity over time) are fully addressed.* The answer demonstrates a **high level of ability to synthesise** elements to reflect the synoptic nature of the Unit. The approach is **consistently analytical or explanatory** rather than descriptive or narrative. The **argument is structured coherently and supported** by very appropriate factual material. Ideas are expressed fluently and clearly. At the lower end of the Band, there *may be some weaker sections but* the overall quality nonetheless shows **the candidate is in control of the argument**. The answer is fully relevant. The writing is fluent and uses appropriate historical vocabulary. The answer shows accuracy in grammar, punctuation and spelling.
- II (42–47) The answer demonstrates clearly the **ability to synthesise** elements to reflect the synoptic nature of the Unit. There is a **good awareness of change and/or continuity** and/or development over the necessary extended period. The response is **focused clearly on the demands of the question, but** there is **some unevenness**. The approach is **mostly analytical or explanatory** rather than descriptive or narrative. **Most of the argument is structured coherently and supported** by very appropriate factual material. The answer is fully relevant. *The impression is that a good solid answer has been provided.* Most of the writing is fluent and uses appropriate historical vocabulary. The answer mostly shows accuracy in grammar, punctuation and spelling.
- III (36–41) The answer demonstrates clearly an **attempt to synthesise some elements** to reflect the synoptic nature of the Unit. There is a **reasonable awareness of change and/or continuity** and/or development over the necessary extended period. The response reflects clear understanding of the question and a **fair attempt to provide**

**an appropriate argument supported** by appropriate factual material. The approach **mostly contains analysis or explanation but may lack balance and** there may be **some** heavily **descriptive/narrative** passages **and/or** the answer may be **somewhat lacking in appropriate supporting factual material**. The answer is mostly relevant. The writing is generally fluent and usually uses appropriate historical vocabulary. The grammar, punctuation and spelling are usually accurate.

- IV (30–35)** The answer demonstrates an **uneven attempt to synthesise** some elements to reflect the synoptic nature of the Unit. There is an **adequate awareness of change and/or continuity** and/or development over the necessary extended period. The response indicates an **attempt to argue relevantly, but the structure of the argument is poor**. The approach **depends more on heavily descriptive or narrative** passages than on analysis or explanation (which may be limited to introductions and conclusions). Factual material, sometimes very full, is used to **impart information** or describe events **rather than to address directly the requirements of the question**. The writing may lack fluency and there may be some inappropriate historical vocabulary. The answer usually shows accuracy in grammar, punctuation and spelling but contains some careless errors.
- V (24–29)** The answer demonstrates a **limited attempt to synthesise** some elements to reflect the synoptic nature of the Unit. There is a **limited awareness of change and/or continuity** and/or development over the necessary extended period. The response offers **some elements of an appropriate answer but the approach lacks analysis or explanation and there is little attempt to link factual material to the requirements of the question**. The structure of the answer shows **weaknesses in organisation** and the treatment of topics is **seriously unbalanced**. The writing contains some inappropriate historical vocabulary. The answer shows some accuracy in grammar, punctuation and spelling but contains frequent errors.
- VI (12–23)** The answer demonstrates an **unsatisfactory attempt to synthesise** any elements and fails to reflect the synoptic nature of the Module. There is **no understanding of change and/or continuity** and/or development over the necessary extended period. The **answer is not focused** on the requirements of the question and may be of **very limited relevance**. Any **argument** offered may be **fragmentary and incoherent**, and any **assertions** made may be **unsupported** by factual material. There may be serious irrelevance and/or serious weaknesses in knowledge. The writing shows significant weaknesses in the accuracy of grammar, punctuation and spelling.
- VII (0–11)** The answer demonstrates a **completely unsatisfactory attempt to synthesise** any elements and fails completely to reflect the synoptic nature of the Unit. There is **no understanding of change and/or continuity** and/or development over the necessary extended period. There is **no attempt to answer the question**. There is **no argument** and **no supporting evidence** for any assertions. The answer is irrelevant and/or incoherent, perhaps in note form. The writing shows very major weakness in the accuracy of grammar, punctuation and spelling.

- 1 **'The effectiveness of English central government depended mainly on the Church.'** How far do you agree with this view of the period from 1066 to 1216? [60]

Focus: Assessment of the importance of the Church compared with other groups in the effectiveness of central government

Throughout the period there seems plenty of evidence that the effectiveness of English central government rested largely on the contribution of churchmen. Kings depended for their full royal authority on the coronation, performed by the archbishop of Canterbury, and Stephen's accession depended partly on the support not only of Canterbury but also Winchester and the papacy. Lanfranc helped William to establish Norman rule and Langton tried to mediate between John and the rebels which would have helped to restore more effective government. Effective government depended on establishing mechanisms which enabled it to function in the absence of the king, and churchmen were particularly significant here. The office of chief justiciar was in many ways the lynchpin of the administration, reaching its highest point in the hands of Walter, Archbishop of Canterbury, who set in motion the largest administrative, financial and judicial investigation then seen. In order to access the highest bands, candidates should assess other possibilities. Some may wish to argue that it was the work of individual churchmen rather than the Church as an institution and/or that these men were contributing to the smooth running of government in their capacity as royal officials rather than churchmen. Moreover, effective government also depended on the work of kings who gave the impetus to the growth of centralisation and whose reforms strengthened government.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

- 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? [60]

Focus: evaluation of the relative significance of changes in the role of the sheriff compared with other changes in local government

Although the sheriff remained a royal official throughout the period, and although his role grew for a while under Stephen, for much of the period the sheriff was declining in importance. Increasingly he was held to account regularly at the Exchequer and the great inquests of sheriffs in 1170, 1194 and 1213 made it clear that he was under royal control. As his power diminished his routine business grew. On the other hand, for example, the role of the itinerant justices in the shire developed. In the Norman period they went on general eyre, carrying out a range of judicial duties and reporting local information to the Exchequer. In Henry II's reign and again in Richard's, they were used to investigate all royal officials in the shire, including the sheriffs. Candidates may wish to argue that this was more significant. These changes, however, are symptomatic of a larger change taking place in local government: the attempt by the crown to centralise it and bring justice, finance and administration more firmly under royal control. Already by Henry II's reign royal government had firmly laid its stamp on the shires and this grew under Richard and John. Some candidates may argue in favour of this as the most significant development.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

- 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? [60]

Focus: assessment of the impact on English government in the reign of Henry compared with other periods

Arguably the main impact of the continental possessions on English government was the need to find a system of government which functioned in the absence of the king abroad. The battle of Tinchebrai in 1106 brought the whole Norman inheritance into the hands of

Henry I and under him the office of chief justiciar, part of the mechanism of this system of government, was developed. A further result of owning the continental lands was the need for systematically controlled and exploited finances and again this reached its Anglo-Norman height under Henry I. However, candidates could also point out that both of these aspects originated in William Rufus' time when he acquired Normandy as a mortgage in 1096 and that Henry merely continued their development. These developments should be set against those in the reign of William the Conqueror when the main impact of the continental possessions was the establishment of a feudal state and the import of Norman ideas, and against Henry II's strategies to deal with absentee kingship and the expense of maintaining the Angevin lands: increased centralisation, rigorous royal justice and strict government. Some candidates may wish to argue that the main impact is seen in the reigns of Stephen and John when tensions caused by continental possessions played a part in baronial revolt.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

**4 How far was the role of Lanfranc typical of archbishops of Canterbury in the period from 1066 to 1228? [60]**

Focus: Comparison of the role of Lanfranc with that of other archbishops of Canterbury

Lanfranc enjoyed harmonious relations with the king, made the Church an important factor in the imposition of Norman rule, supplied clear leadership which increased its power and prestige, and ushered in church reform and the beginnings of separate ecclesiastical justice, although he was prepared to allow William to take the initiative here. Other archbishops had good relations with their monarchs or increased the power of the Church in other ways eg Anselm's reputation as a theologian helped to increase the prestige of the Church and his, and later Becket's, insistence on ecclesiastical rights led eventually to gains for the Church. On the other hand, there were periods when archbishops were less supportive of kings and when their actions damaged the Church: Anselm's exile reduced the influence of the English Church; the quarrel with Becket led Henry II to try to bring the bishops to heel; and the suspension of Langton undermined the independence of the English Church in relation to the Papacy.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.



- 5 To what extent was the papal reform movement most responsible for the development of English monasticism during the period from 1066 to 1228? [60]**

Focus: Evaluation of the importance of the papal reform movement compared with other factors in the development of monasticism

The new monastic orders which reinvigorated English monasticism from the reign of Henry I owed their origin to the papal reform movement and were under the special patronage of the pope. These, the Cluniacs, and particularly from the middle of the twelfth century, the Cistercians, offered a purer and more attractive monastic life, in contrast to the increasingly worldly Benedictines. Without these new orders there would probably have been no golden age of English monasticism. However, it was not only their papal patronage which made them so potent a force: their organisation, taking their orders directly from their mother houses abroad, gave them a strength and power which made them attractive to founders of monastic houses. Moreover, the unique nature of the Augustinians, living the canonical life but continuing their work in the community, and providing a rule for a wide range of small monastic houses, proved attractive to some. Some candidates may also point to economic factors, especially in the establishment of Cistercian houses. The foundation and endowment of monastic houses also required royal or noble patronage: without this they would not have had the funds to enable them to continue. Moreover, this would not have been forthcoming had patrons not seen a benefit to themselves or their families: salvation through meritorious deeds. This remained the fundamental reason for the development of English monasticism throughout the period. Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

- 6 'More conflict than harmony.' How far do you agree with this assessment of relations between the archbishops of Canterbury and York during the period from 1066 to 1228? [60]**

Focus: Assessment of the degree of conflict compared with harmony in the relationship between Canterbury and York

There were certainly periods of conflict between Canterbury and York. Some of this was caused by the unresolved primacy dispute which caused problems during Lanfranc's archiepiscopacy when William wanted subordination of York to Canterbury, and again in 1115 when Thurstan of York refused to profess obedience to Canterbury. There was ill-feeling during the Becket affair when in 1161-2 papal intervention granted York privileges exempting him from Canterbury's jurisdiction, and again shortly after when Henry II used the archbishop of York to crown young Henry, so undermining the traditional position of Canterbury. Becket exacerbated the situation by publishing papal bulls suspending York. However, there were also periods of relative harmony. York's recognition of Lanfranc's personal supremacy improved relations as did the granting of legatine authority to Canterbury in 1125, which gave him superiority without resolving the primacy issue. Other negative factors helped to reduce conflict too. Anselm's concerns were with lay investiture and his resulting difficulties with the king rather than with York while the problems of appointing a successor to Thurstan at York in Stephen's reign, which produced schism there, undermined the authority of the archbishop. Moreover, by the later part of the period, both archbishops had trouble with their diocesan authority and this rather than rivalry over the primacy demanded their attention. By the end of the period Langton's problems were with the king and the pope rather than with the archbishop of York. Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

**7 To what extent did rebellions pose a serious threat to Tudor governments? [60]**Focus: Evaluation of the serious nature of Tudor rebellions

Some rebellions were more threatening than others and candidates should be able to explain which ones were and why. The nature of aims, competence of leadership, length of rebellion, strength of defence and of the rebels, their numbers and geographical extent, may all be considered. Arguably the most serious threatened the life of the monarch, notably Simnel, Warbeck, Northumberland, Wyatt, and Essex. Some occurred in London (Northumberland, Wyatt, Essex) or reached the outskirts of the city and so threatened the welfare of the government. Government ministers (Wolsey, Cromwell, Cecil) and bishops (Exeter, Canterbury, Durham, Norwich) were often the target of attack, and though none fell directly as a result of rebellion, they and the government's credibility were under threat. Some candidates might discuss the measures taken by governments to reduce the threat (eg the execution of rebel leaders and hundreds of commoners, offers to negotiate and consider the rebels' demands, the creation of lords lieutenants to maintain order in the counties). Some may argue that most rebellions lacked competent leadership, unity of purpose and direction, and that inherent weaknesses reduced the seriousness of the threat. On the other hand, some rebellions lasted several weeks and the longer they went on the more the government was vulnerable to a more widespread protest or to enemies exploiting the situation. Some rebellions involved prominent nobles, gentry, abbots and clergy and, as social leaders, their opposition to the government was a serious embarrassment that could become a threat. Some disturbances were so large that they outnumbered the initial forces raised by the crown (eg. Pilgrimage, Western, Ket and Northern Earls).

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

**8 How important were disputes over the succession to the English throne as a cause of rebellion during this period? [60]**Focus: Evaluation of the succession as a cause of Tudor rebellions

The issue of the succession was a recurring cause of rebellion – in 1486 (Lovel), 1487 (Simnel), 1497 (Warbeck), 1536 (Pilgrimage of Grace), 1553 (Northumberland), 1554 (Wyatt), 1569 (Northern Earls) and 1601 (Essex). The 1571, 1583 and 1586 Catholic plots in the name of Mary also caused difficulties even if they did not provoke rebellion. Candidates have enough material here to focus on the succession but better responses should set this factor against other causes. They should at least be aware that religious and economic factors played a major role and that, for instance in the 1549 Western and Ket's rebellions, the succession was not in dispute.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

**9 Why did 1549 mark a turning-point in the frequency of rebellions in England in the period from 1485 to 1603? Explain your answer. [60]**Focus: Explanation why 1549 was a turning point in the period for rebellions

1549, the 'year of commotion', saw more rebellions than any other year between 1485 and 1603. In July-August, 25 counties reported disturbances across much of central and southern England; though most were suppressed in a few days, those in Devon and Cornwall and in Norfolk and Suffolk proved to be very serious. Until 1549, there had been 4 rebellions under Henry VII and 2 in Henry VIII's reign; after 1549, Mary experienced 1 rebellion and Elizabeth 3, but the latter were spread over 45 years and none was serious after 1569. Candidates may offer the following explanations: Henry VII's reign was marked by financial and political instability; Henry VIII faced the consequences of the Reformation; and Protector Somerset dealt incompetently with economic, religious and foreign affairs during a royal minority. After 1549, Northumberland took a much tougher view of popular protests and he and Mary began to tackle the root cause of many disturbances – economic

and social distress. Elizabeth further reduced the likelihood of rebellion by overseeing a moderate religious settlement and introducing poor laws. After 1549 the political position of the crown became stronger – the introduction of lords lieutenants, expansion of JPs, increase in landowners as crown servants and the use of parliament as a channel to air grievances all helped to reduce the frequency of rebellions.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

**10 Assess the importance of economic factors in determining Tudor foreign policy.**

**[60]**

Focus: Assessment of economic influences upon Tudor foreign policy

Many are likely to examine the impact of economic factors upon policy making and to compare them with other factors. Included in this assessment could be finance, trade, industry, commerce and agriculture but most candidates are likely to dwell on finances and trade. Some responses may dismiss economic factors and instead write about other factors such as religion or personalities. While it is reasonable to expect candidates to compare economic with other factors, it is not acceptable for them to largely or totally ignore the key focus of the question. Candidates who write an essay based entirely upon factors other than economic should not gain a mark above **Band IV**; essays that largely ignore economic factors should be confined to **Band III** and below.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

**11 Explain the reasons for the changes in England's relations with Scotland from 1485 to 1603.**

**[60]**

Focus: Explanation for changes over time in Anglo-Scottish relations

Anglo-Scottish relations fluctuated throughout the period although they generally became more stable as the century progressed. Part of the changes can be explained by an improved relationship with France after 80 years of Anglo-Spanish friendship ended. The critical juncture was arguably Elizabeth's accession and a revolution in Scotland which led to the establishment of a Protestant regime and the expulsion of the French from Edinburgh. Equally crucial was the personal attitude of Tudor rulers towards Scotland: Henry VII, Mary and Elizabeth avoided confrontation and the Scots were either unable or unwilling to act aggressively. On the other hand, Henry VIII and the Duke of Somerset behaved more ambitiously and sent armies into Scotland.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

**12 Assess how far changing relations with Spain affected English domestic developments from 1485 to 1603.**

**[60]**

Focus: Evaluation of the impact of Spain upon English domestic affairs

Candidates should look at how Spain influenced various English domestic developments to show that there were elements of continuity and change over time. The main areas of discussion are likely to be **political issues** – Henry VII's alliance of 1489 against pretenders and the betrothal of Arthur (and later Henry) to Catherine of Aragon; the influence of the Aragonese faction at court in the 1520s and 1530s, and Charles V's pressure not to proceed with a divorce; hostility towards Philip in England in the 1550s at the court, council and parliament surfaced in Wyatt's rebellion. **Religious issues** – pressure to remain a Catholic country after the break from Rome. This may have curtailed Henry VIII's reform programme, compromised Somerset, supported and aided Mary's restoration of the Church, and influenced Elizabeth in determining the Settlement of 1559 and her subsequent treatment of Catholics. **Economic issues** – trade links since 1489 with Aragon and Castile, and from 1515 with the Low Countries. English merchants traded extensively with Iberia until the 1580s and privateers became a source of friction from the

1560s. The outbreak of the Dutch Revolt had a serious effect and Elizabeth faced political pressure to intervene. **Military issues** – war against Spain from 1585 had serious financial, economic and political consequences.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

**13 How far did religious issues affect the development of the monarchy in England from 1558 to 1689? [60]**

Focus: Evaluation of religious factors in influencing the monarchy's development

Religion was a constant theme in the development of the monarchy during this period. As Supreme Governor of the Church of England, monarchs were responsible for upholding the Act of Uniformity and overseeing the spiritual welfare of their subjects. For its part, the Church had an important impact on the development of the monarchy. It supported legislation against Roman Catholics and puritans in Elizabeth's and James's reigns, and strengthened the monarchy's authority. The growth of Arminianism and Charles I's attachment to it, however, rendered the possibility of an absolute administration and created political tension with a fiercely patriotic House of Commons. The political and religious power of bishops, the attempt by puritans to change the Church in the 1630s and 1640s and Charles I's endorsement of Laud's reforms in England, Scotland and Ireland, led to civil war, military defeat and abolition of the monarchy. Anglicanism was restored in 1660 and neither Charles II nor James II were able to widen the religious franchise. Attempts to establish greater toleration for minority groups only served to increase political tension and led to the Glorious Revolution and further restrictions on William III. Some candidates may consider other issues (eg financial and political) but this is not required for any band.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

**14 To what extent were the powers of Charles II more limited than those of other English monarchs from 1558 to 1689? [60]**

Focus: Evaluative comparison of English monarchical powers during this period

Charles II's constitutional and political powers at the Restoration were restricted in financial, religious and political terms yet in the course of his reign he was able to evade many of these limitations by using his prerogative, appointing his own ministers, calling, proroguing and dissolving parliament, and pursuing secretive policies. In contrast, Elizabeth enjoyed near absolute power and was only reliant upon parliament for finances in wartime. James I had some constitutional limits and Charles I resisted attempts to shackle his power although his power was severely limited between 1640-42. James II also refused to be limited but lacked the political skill of his brother and fell as a result. Arguably William III's powers were most limited by the Bill of Rights, Toleration Act and Mutiny Act, but he still had the right to appoint and dismiss his ministers, call and dissolve parliament and make war and peace.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

- 15 **‘English monarchs were mainly responsible for the crown’s disagreements with parliament in the period from 1558 to 1689.’ How far do you agree with this view?** [60]

Focus: Assessment of the responsibility for crown-parliament disagreements

The personalities and policies of English monarchs played a key part in antagonising parliament and some candidates will agree with the premise. They are likely to refer to James I who dissolved 3 of his 4 parliaments in a pique of temper, Charles I who allegedly vowed never to call parliament again in 1629, and James II who never gained parliament’s trust and support. The views and policies of monarchs caused disagreements throughout the period, though it may be noted that Elizabeth and Charles II had fewer disagreements because they handled their parliaments more skilfully. Candidates should therefore open up their argument to other possibilities for the cause of disagreements. Changing political and religious circumstances in England, for instance, or developments on the continent affected crown-parliamentary relations and would be a valid area of discussion. The developing nature of parliament may also be considered. It exercised increasing financial control over the monarchs and used this lever in the 17<sup>th</sup> century as a constitutional weapon. The key areas of conflict were over financial, military, religious and constitutional issues and a thematic approach may work well.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

- 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?** [60]

Focus: Evaluation of the importance of the Interregnum in the development of Puritanism compared with other turning-points

Candidates are required to assess the period 1649-60 in the light of the preceding and succeeding years and to make a judgement about turning-points. Most Puritans wanted to remain within the established Church of England – their aims and conduct were moderate, seeking to reform the Prayer Book and services from within the Church and Parliament. Radical separatists were persecuted but mainstream Elizabethan Puritanism was conservative. Disappointment at the king’s response to the Millenary Petition led to some Puritans becoming more aggressive and entering Parliament to attack Arminianism. Between 1625 and 1649, Puritanism reacted against Arminianism and Laudianism, and puritan success in the civil war brought radicals into the political and religious arena. Between 1649 and 1660, Puritanism revealed a broad spectrum of radical sects only to be censored and restrained by the quest for order. This decade saw the flowering of Puritanism and some groups, notably Presbyterians, Quakers and Baptists, survived in sufficient numbers after 1660 to play a prominent role in national affairs and act as a bulwark against Anglicanism. In 1689 the Toleration Act acknowledged their existence if not their right to be treated equally. Expect candidates to compare 1649-60 with at least one other argued turning-point.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

- 17 **Assess the strengths of the Church of England in 1558, in 1660 and in 1689.** [60]

Focus: Evaluation and comparison of the Church of England in 1558, 1660 and 1689.

Hopefully, the majority of candidates will compare the state of the Church of England in 1558 with 1660 and 1689, but some may produce a chronological account. How candidates assess ‘strengths’ will probably determine the quality of their answer. Defender of the monarchy, guardian of the Protestant faith, upholder of moral standards, increasing involvement in high politics were all strengths but set against these developments were continuing low salaries of the lesser clergy and an excessive work load. Some candidates may compare Anglicans with Protestant non-conformists and Catholics; as the Church of

England grew in influence, other faiths declined but this was not an even development particularly between 1625 and 1660.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

**18 Explain why English governments treated dissenting Protestants and Catholics intolerantly for most of the period from 1558 to 1689. [60]**

Focus: Explanation for government intolerance towards dissenters

Almost all early modern governments believed that religious uniformity was a pre-requisite condition of a united society both religiously and secularly. Dissenters were heretics and a threat to the spiritual well-being of Christians. The Elizabethan Church Settlement was the bedrock of the English Church and faith: it was broadly Protestant and made no allowance for radical Protestants or Roman Catholics. Presbyterians, Puritans, Quakers and Baptists were subsequently persecuted because their independence challenged the authority of the monarchy and its control of society. Roman Catholics, on the other hand, through their allegiance to Rome were perceived as a threat to the life of the monarch as well as to the authority of the established church. War against Spain in the 16<sup>th</sup> century and the tremors caused by the Thirty Years' War in the 17<sup>th</sup> added to a general fear of Catholicism.

Governments treated dissenters inconsistently: James I, Charles II and James II were more tolerant than Elizabeth or Charles I, and their particular motives could be usefully discussed by candidates. Cromwell was intolerant of Catholics but relatively tolerant of dissenting Protestants (unlike his Parliaments).

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

**19 'Supreme in theory, limited in practice.' Assess this view of the power of the French monarchy in the period from 1498 to 1610. [60]**

Focus: Evaluation of the theoretical and practical power of the French monarchy

Most candidates are likely to agree with the premise though some may argue that Francis I demonstrated many elements of absolutism and both Budé and Knecht have put him in this category. Indeed the reign of Francis may be the focus of many answers. On the other hand, Seyssel and Russell Major stressed his limitations. In fact, all French kings claimed to be absolute, most understood that their powers were hedged with limitations, but some were stronger and more skilful at getting their way. Better candidates are likely to discuss the theory of French absolutism, and how Huguenots and Catholics during the civil wars revised traditional ideas in developing their own theories of resistance to a monarch. Less competent essays are likely to list and illustrate limitations eg the monarchy's handling of the States-General, *parlements*, nobility, Papacy and French Church, provinces, royal finances, and keeping the country internally peaceful.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

**20 'Religion divided rather than united France.' Discuss this view of religion in the development of France from 1498 to 1610. [60]**

Focus: Assessment of religion in France as a divisive or unifying force.

Religion was both a unifying and a dividing force and better candidates should be able to show how France was affected in the course of this period. The growth of Protestantism created tension in political, court, academic and religious circles but the Day of the Placards may be seen as a turning-point. Thereafter the Catholic Church, the *parlements*, the universities and the crown united to attack heretical groups and forced Lutherans, humanists and Calvinists onto the defensive. By 1550, religion seemed to be uniting France but support given to Huguenots by princes, nobles and many urban and rural groups led to the appearance of social and political divisions. The Wars of Religion from 1562 divided France until 1598, and a legacy of bitterness and intolerance remained

in spite of Nantes. Better answers may consider the strength of the Catholic Church and state, and show how the growth of Protestantism affected the development of France. Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

- 21 How far were the domestic problems facing Henry IV from 1589 to 1610 similar to those that faced the Valois kings after 1498?** [60]

Focus: Evaluation of the problems facing Henry IV compared with the Valois kings

Henry IV faced a number of similar problems to his predecessors. For example, a powerful **nobility** caused problems for all rulers. Francis I held them in check but the situation worsened under Francis II, Charles IX and Henry III. Under Henry IV, several nobles still caused problems. **Religious** issues presented difficulties for Francis I and Henry II but peaked during the civil wars; Henry IV resolved them with a compromise solution at Nantes. Weak **monarchy** was not a problem under Louis XII, Francis I and Henry II but was from 1560 until Henry IV began to restore royal authority. **Financial** problems faced Henry for most of his reign but he built upon the reforms of Francis I and had overcome most of his difficulties by 1610. **Economic** decline was due largely to the civil war but long-term problems remained eg. slow transport, lack of state investment, poor rural agricultural conditions. Sully redressed many problems. **Separatism** remained an issue even though Francis I had cowed the regional estates and parlements. The pays d'états and municipal governments had separate customs, privileges and jurisdictions. **Administration** collapsed after 1560. Henry began its restoration from 1598 but the Paulette in 1604 gave officers their freehold. Problems unique to Henry were: (1) a disputed **succession** which was not resolved until 1594; (2) impoverished **peasantry** in the 1590s epitomised by the Croquants; (3) occupation of France by **Spanish troops** between 1590 and 1598. Candidates are likely to compare Henry's problems with his predecessors but the focus should be on his problems in the context of the whole period rather than the problems of another king.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

- 22 How far had the Catholic Church by 1600 solved the problems that it faced in the first half of the sixteenth century?** [60]

Focus: Assessment of the Catholic Church's success at solving problems in the course of the 16<sup>th</sup> century

Candidates can be expected to review a range of problems apparent in the early 16<sup>th</sup> century – poor leadership and quality of popes; clerical abuses and indiscipline; remoteness of many regular clergy; lack of understanding of spiritual needs of most Christians; widespread appeal of alternative faiths, especially Lutheranism and Calvinism; lack of clarity and uniformity in doctrine; reluctance to call a general council; limited support for reform from secular rulers, especially Charles V and Francis I. Candidates may suggest some of the following achievements by 1600: the doctrine was clearly defined at Trent; strong papal leadership had emerged aided by a more efficient Curia; education was seen to be the key to future success in reforming abuses and improving the quality of the clergy; conversions to Protestantism were generally halted and some areas returned to Catholicism; the Index, Inquisition and state authorities exercised greater control and uniformity; the city of Rome had been transformed into an attractive centre for pilgrims. On the other hand, candidates should point out some of the problems not solved: Europe remained divided between the Catholic and Reformed churches; inequality remained between lower and upper clergy's livings; the spiritual understanding of most people remained very basic, especially in rural areas; some states (eg. France) were unwilling to recognise the papal decrees at Trent; there was still an inherent distrust between religious orders; there was insufficient money and well-qualified clergy to bring about a quick reformation.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

**23 How far did the rule of Pope Paul III mark a turning-point in the development of the Catholic Church in the sixteenth century? [60]**

Focus: Evaluation of Paul III's rule in comparison with other argued turning-points

Paul III's pontificate saw many changes in the Catholic Church: the establishment of Jesuits, the foundation of the Roman Inquisition and Index, the convening of the Council of Trent, Paul's encouragement for reforming Italian bishops. In the light of the preceding years or so and in the half-century that followed, his rule may well be judged as a turning-point in the development of the Catholic Church. However, candidates should evaluate other events and periods to see the real significance of his rule. For instance, some may argue that Paul continued ideas already in progress or that the Lutheran reformation was a more important catalyst or that little progress was made until the publication of the Tridentine Decrees.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

**24 Did the Council of Trent or the new religious orders make the greater contribution to the revival of the Catholic Church in sixteenth century Europe? Explain your answer. [60]**

Focus: Comparative assessment of the effectiveness of Trent and the new orders

Most candidates will compare Trent and the new orders. Some will do so sequentially; others by themes. Trent defined Catholic doctrine after years of uncertainty and challenges from Protestantism, rejected compromise, re-asserted papal authority, stressed the role of bishops and underlined the value of education in the training of priests and spiritual welfare of the laity. Yet by 1563, the Catholic Reformation was already well underway, most notably due to the work of new orders. Here the Jesuits will figure in most essays although better answers will consider other sects. Countries visited, numbers converted, their educational and social activities could be considered but so might the limitations to their achievements eg jealousy of many groups towards the Jesuits, hostility of secular rulers, opposition from Catholic males towards females, local activity of many new orders and progress made by Protestant missionaries.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

**25 How far did the 1640s mark a turning-point in the development of Spain in the seventeenth century? [60]**

Focus: Evaluation of the 1640s in relation to the development of Spain

The 1640s witnessed several key events that had a bearing on later developments eg revolts in Portugal, Catalonia, Naples, Sicily and Granada; the fall of Olivares; military defeats at Rocroi and Lens; loss of the United Provinces; bankruptcy and plague.

Candidates should show good understanding of the significance of some of these events and set them in the context of developments since 1598 and after 1650. Some candidates may consider alternative turning-points (eg the fall of Lerma (1618) or death of Philip III (1621) or accession of Charles II (1665) or wars against France in Louis XIV's reign), but this is not required for any band. The best responses are likely to look at developments thematically, with a strong emphasis on the 1640s as a turning-point, ie indicator of continuity and change.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.



**26 Compare the effectiveness as kings of Spain of Philip III, Philip IV and Charles II. [60]**

Focus: Comparison of the effectiveness of three kings

Candidates are likely to consider some of the following attributes that make up an effective ruler: his political power and qualities of leadership; his skill as a statesman and administrator; the peace, prosperity and stability enjoyed by his people; his success in international affairs. Spanish monarchs relied heavily on their *validos*, and the effectiveness of their administrations often reflected the competence of ministers and royal favourites. A comparison of the work of Lerma, Olivares, Haro and Oropesa is therefore a viable line of argument. Revisionist historians view Philip III (and Lerma) more favourably than Philip (and Olivares and Haro), and none has rehabilitated Charles II, who was intermittently ill-advised by his mother, wife and foreign favourites. Some candidates may argue that Spain was most effectively governed between 1624 and 1639 under Philip IV and Olivares before it was hit by a series of wars, revolts and economic setbacks, and that the least effective ruler was Charles II, who presided over the near collapse of his empire in the 1690s. Some candidates may compare particular problems eg. finance and the economy, the administration, separatism, domestic revolts, the threats from France, England and the United Provinces. In general candidates should make comparative points to illustrate the 'effectiveness' of the three rulers and their administrations, and focus on the outcome and not just the aims of their policies.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

**27 Assess the importance of war as a cause of Spain's declining economy in the seventeenth century. [60]**

Focus: Assessment of war as a cause of the declining economy

Candidates should consider why Spain's economy declined for much of the 17th century, with special reference to the impact of war. Most answers will agree that military and naval costs in wartime had an adverse effect on finances, trade, manpower and agriculture. They may refer to periods of war to show how the resulting rise in taxes and debts, the fall in American bullion, and the loss of lands in Europe weakened the economy. Other factors, however, played a part in the economic decline and should be considered eg inherited debts and juros payments, failure to develop or protect the transatlantic trade and world empire, limited industrial investment, farming practices that were still medieval, the expulsion of the moriscos.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

**28 Assess the reasons why Louis XIV was a more absolute king than Louis XIII. [60]**

Focus: Explanation for Louis XIV's absolutism compared with Louis XIII

A definition of 'absolutism' would be helpful since neither Louis XIII nor Louis XIV was totally absolute but Louis XIV was 'more' absolute than Louis XIII. Candidates may compare the two rulers in terms of their fiscal wealth, economic strength, royal palaces, growth of administration, military and naval power, capacity to wage war, their control of the Church, relationship with nobles and parlements, and religious groups. Some candidates may suggest that the French monarchy was bound to be 'more absolute' as the period progressed but better candidates will be aware that the power of the monarchy did not increase evenly and consistently (eg not until princes of the blood had been tamed, and not during royal minorities, the Fronde or before Versailles). A comparison across the period is required, although the question can be answered chronologically, a thematic approach is likely to produce a better result.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

- 29 **Assess how different social groups were affected by the ascendancy of France during the period from 1610 to 1715.** [60]

Focus: Evaluation of the impact of the rise of France on social groups

Candidates should link the impact of France's rise in power to different social groups, and most probably to the nobility, clergy, merchants, urban dwellers and rural peasantry. The growth of centralisation, increase in taxation, expansion of the army, long periods of warfare after 1635, the growth of Paris and other large cities, the creation of Versailles, and religious developments, all had an effect on most social groups. Better responses may well organise their answers thematically according to either different social groups or particular effects resulting from the rise of France.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

- 30 **Assess how effectively Louis XIII, Louis XIV and their ministers dealt with France's domestic problems from 1610 to 1715.** [60]

Focus: Comparison and evaluation of the effectiveness with which Louis XIII, Louis XIV and their ministers tackled France's domestic problems

The following problems may be assessed. The **princes of the blood and noblesse d'épée** were troublesome (eg. 1624-30, and 1649-53) until Louis XIV ended his royal minority, executed Fouquet and moved the court to Versailles. The **noblesse de robe** were cowed by Richelieu and excluded from royal councils but remained powerful as governors. The **parlements** were strong under Louis XIII, and reacted to Mazarin in the Frondes. Though their decrees were declared inferior to royal councils, Paris was still capable of being obstructive (eg over *Unigenitus*). **Estates** had their powers reduced by Richelieu but he failed to introduce élus into the pays d'états. The **Huguenots** were a problem till 1629, but Louis XIV reopened issues again between 1661 and 1685.

**Jansenism** was not a problem until 1653 but remained one thereafter. **Gallicanism** surfaced in reaction to the régales controversy and deepened in 1713. **Finances** were a constant problem. Richelieu, Mazarin and Colbert made no basic reforms, and corruption and inefficiency remained. Colbert tackled **economic** problems but failed to combat foreign competition and low private investment. **Judicial** anomalies remained in spite of Colbert's Codes. The **armed forces** saw a major improvement, especially under Louvois, Le Tellier and Vauban. On balance Louis XIV was more effective in most areas, even finance, but some problems worsened (eg, Huguenotism, Jansenism and Gallicanism). Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

- 31 **Explain why the idea of enlightened despotism became more influential during the period from 1661 to 1796.** [60]

Focus: Assessment of the development of a political idea over a prolonged period

The question asks 'Explain why ...' and answers should provide a series of reasons – stronger answers will give some indications of priority. The question is based on the part of the description of the Key Theme that states that 'The theme examines the concept of enlightened despotism'. Answers should explain the concept of 'enlightened despotism', preferably explicitly. Strong rulers should use their power for the good of their states and subjects, with a respect for reasoned principles rather than for personal satisfaction. Among the reasons that might be examined is the greater popularity of Reason as a justification for a more 'scientific' approach to political thought. There was more criticism of religious tradition and authority. The Specification mentions Diderot, Rousseau and Voltaire as political thinkers but candidates should also be able to discuss the absolutism of Louis XIV to cover the required extended period. Was it 'enlightened'? They might refer to Bossuet, whose views stressed the divine right of kings, and perhaps even Fénelon, whose views of Louis XIV were more critical. Many answers may concentrate on France – such answers can merit any mark Band if explained sufficiently well. Some might mention

Austrian and Russian rulers (Maria Theresa, Joseph II, Peter the Great and Catherine the Great).

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

- 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. [60]**

Focus: Assessment of the threats to French monarchy over an extended period

Louis XIV believed that the great nobles were his greatest threat and took steps to nullify their powers. However, they still played an important part in public affairs, especially because of their influence in the localities. By the mid-eighteenth century, office holders who had entered the nobility were a conservative influence, especially through the *parlements*. They managed to frustrate the attempts of successive ministers of Louis XV and Louis XVI to implement reforms. Candidates might examine the different groups within the nobility. The Third Estate was influential in 1789 but had not previously represented a serious threat to absolute monarchy. Some candidates might discuss other sorts of threat, such as the dangers presented by financial instability although this factor can be partly linked to the nobility. The personality of the Bourbons might be discussed, eg the weakness of Louis XV and Louis XVI. Some might examine the extent to which the new political thinkers (the *philosophes*) represented a threat, although answers may argue that the significance of their impact can be exaggerated.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

- 33 Assess the claim that the power of Catherine the Great of Russia was weaker than the power exercised by Peter the Great. [60]**

Focus: Assessment of the changes to the power of Russian rulers over an extended period

Catherine was weaker personally than Peter. She was a woman and a foreigner who had succeeded in dubious circumstances. But even another man might find it hard to emulate the personal strength of Peter. On the other hand, her theoretical powers were probably as extensive. The restraints on her were more practical than constitutional. The power of Peter should not be over-estimated. Many of his reforms existed only on paper and he had to battle against the dead weight of Russian traditions and powerful conservative groups. Answers might be planned in one of two ways. Some might be organised purely thematically, taking issues one at a time and comparing the two rulers. Alternatively, answers might consider the rulers sequentially. The first approach might find it easier to access Band I but the second should not necessarily be relegated to a lower Band when the sequential approach contains firm and sustained comparison and contrast.

Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.

**OCR (Oxford Cambridge and RSA Examinations)**  
**1 Hills Road**  
**Cambridge**  
**CB1 2EU**

**OCR Customer Contact Centre**

**14 – 19 Qualifications (General)**

Telephone: 01223 553998

Facsimile: 01223 552627

Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

**[www.ocr.org.uk](http://www.ocr.org.uk)**

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

**Oxford Cambridge and RSA Examinations**  
**is a Company Limited by Guarantee**  
**Registered in England**  
**Registered Office; 1 Hills Road, Cambridge, CB1 2EU**  
**Registered Company Number: 3484466**  
**OCR is an exempt Charity**



**OCR (Oxford Cambridge and RSA Examinations)**  
**Head office**  
**Telephone: 01223 552552**  
**Facsimile: 01223 552553**