

**MARK SCHEME for the May/June 2010 question paper
for the guidance of teachers**

9769 HISTORY

9769/12

Paper 12 (British History Outlines, c. 1399–1815),
maximum raw mark 90

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

Mark schemes must be read in conjunction with the question papers and the report on the examination.

- CIE will not enter into discussions or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the May/June 2010 question papers for most IGCSE, Pre-U, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.



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These banding definitions address Assessment Objectives 1, 2 and 4, and should be used in conjunction with the indicative content mark schemes for each question.

Introduction

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

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

- (b) Examiners should use these banding definitions in combination with the paper-specific mark schemes.
- (c) It should go without saying that any explanation or judgement is strengthened if informed by the use of source material.
- (d) Examiners are also asked to bear in mind, when reading the following, that analysis sufficient for a mark in the highest band may perfectly legitimately be deployed within a chronological framework. Candidates who eschew an explicitly analytical response may well yet be able, by virtue of the very intelligence and pointedness of their selection of elements for a well-sustained and well-grounded account, to provide sufficient implicit analysis to justify a Band 2 mark.
- (e) The Band in which an essay is placed depends on a range of criteria. As a result, not all essays fall obviously into one particular Band. In such cases a 'best-fit' approach should be adopted with any doubt erring on the side of generosity.
- (f) In marking an essay, examiners should first place it in a Band and then fine-tune the mark in terms of how strongly/weakly the demands of the Band have been demonstrated.

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Band 1: 25–30

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

Band 2: 19–24

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

Band 3: 13–18

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

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Band 4: 7–12

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

Band 5: 0–6

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

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Section 1: 1399–1461

1 How seriously challenged was Henry IV by rebellion and conspiracy?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded. A narrative account of rebellions would not score highly. The question requires analysis and assessment. Some explanation of context would be helpful. Although the unpopularity of Richard II was of some advantage to Henry IV there was still some support for the former king, for example, in the North and Midlands and, notably, from the Franciscans. Rebellion and conspiracy against Henry IV should also be seen against the background of his usurpation and the existence of other possible claimants. The rebellion of Owain Glyndwr presented a threat both to Henry IV as King and to the English position in the Marches; it was long-lasting (Owain did not disappear until 1413) and enjoyed support in Wales as well as having connections with opposition to the Lancastrians in England. Owain had grandiose pretensions: he declared himself King; entered into diplomatic negotiations with the Papacy and France; and married the daughter of Edmund, Earl of March who had a claim to the English throne. Henry's other major problem in terms of opposition came from the Percies whose grievances and discontent made them persistent rebels. Here, candidates may be expected to deal with and analyse the following: the defeat and death of Hotspur at Shrewsbury (1403); the rebellion and conspiracy of Northumberland and Scrope which produced a Northern rising (1405) and resulted in Scrope's execution; the defeat of Northumberland at Bramham Moor (1408).

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses. Here candidates may be expected to demonstrate a more sharply argued approach towards 'how seriously'. There is a case for arguing that the challenge to Henry IV's position was much less serious after Shrewsbury (an early stage in the reign). On the other hand it might be argued that Henry was not really secure until the surrender of Glyndwr's principal strongholds and Bramham Moor (both 1408). With reference to Glyndwr's lengthy resistance, there is an argument that this, for most of the period, was on Henry's periphery and could not be sustained indefinitely. At the same time, it might be argued, existing commitments against France and Scotland imposed significant burdens on finances and military resources.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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2 How valid is the judgement that Henry V represented 'the ideal of late-medieval kingship'?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded. Descriptive accounts of Henry V's reign are unlikely to be successful. Candidates should show a clear understanding of what was expected of a king in this period and go on to demonstrate how far this was exemplified by Henry V. Kings were expected to be successful leaders in war and Henry certainly lived up to this. Agincourt, for example, was seen as an astonishing victory, and not only in England. Henry was also widely praised by contemporaries as being a 'flower of chivalry' and true to his word. A further expectation was that kings should uphold the law, render justice impartially and maintain order and domestic harmony. Henry's record here stands high as does the quality of his government and renewal and extension of royal authority. His achievements in maintaining financial rectitude and in conserving the Crown's rights and revenues stand high. The key to any late-medieval king's success and reputation was the achievement of a right relationship with his nobility; Henry succeeded in this although, it might be argued, it depended to a large extent on waging a successful war. Kings were expected to pursue glory and Henry gained a second crown; he was the conqueror of France but he might also be represented as its saviour. In terms of religious observance, Henry was notably pious; he waged war against heresy (the Lollards); intervened to help end the Schism in the Church; protected the rights and privileges of the Church; fulfilled his coronation oath. In terms of personal conduct there is strong evidence that he was abstemious and chaste.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses. Here the argument and assessment may be sharpened in various directions. There is evidence that Henry deliberately set out to be the perfect king. Contemporaries saw him as a symbol of national identity and praised his governance as well as his military ability. However, the candidates may question the reliability of contemporary sources. The anonymous author of the *Gesta Henrici Quinti* (a chaplain to the King and an eye-witness of events) saw Henry as being blessed by God. Lydgate saw him as the epitome of knighthood. Hocleve (a clerk to the Privy Seal Office) dedicated his *Regement of Princes* to Henry. It might be argued that the greatest test of Henry's achievements (and, in particular, his relationship with the nobility) was the ease with which his infant son succeeded and the relatively trouble-free minority although the candidates might question for how long his achievements could be sustained. It might be argued that Henry was obsessed by war and that the human and financial cost went too far. Furthermore he might be accused of pride and cruelty, both on the battlefield and in dealing with Lollardy.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and - especially in stronger candidates - fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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3 Account for the mixed fortunes of the English in France in the period 1422–53.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded. Plain narratives of the Hundred Years War should not score highly. The chronological focus is from the death of Henry V to the battle of Castillon and the end of the war. Answers should show a sharp awareness of 'mixed' fortunes, a balanced coverage of the period and a strong sense of analysis and explanation. It should not be assumed that the English position collapsed immediately upon the death of Henry V. Bedford proved an able Regent of France and military commander and important victories were won, for example, at Verneuil and Cravant. Nevertheless, it might be argued that the English position in France was maintained and consolidated rather than expanded, Bedford's strategy was less successful than Henry V's, the English cause overall was weakened by the division of authority and rivalry between Bedford and Gloucester, the kingdom of Bourges was not overthrown. Candidates may well argue that the real turning point was 1435 when the Duke of Burgundy and Charles VII came to terms at the Congress of Arras. In the same year Bedford died. After 1435 the English cause certainly declined and military defeats followed. Candidates may be expected to offer the following explanations: French resurgence under Charles VII; the war-weariness of England, problems of resources and finance; the role of Joan of Arc; strategic and tactical mistakes on the part of the English; the unsuitability of Henry VI as a military leader, the unpopularity and corruption of the Suffolk regime, the Anjou marriage; popular discontent in England (Cade's rebellion, for example); quarrels among the English nobility, with York and Somerset as striking examples.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses. Candidates may be expected to have a sharpened perception of the 'mixed' nature of English fortunes. The extent to which the decline of the English position in France was a result of weaknesses and problems at home might be further explored. Candidates may well pose the question as to whether, in any case, Henry V's achievements could be sustained in the longer term.

AO3 [not applicable to Outlines].

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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4 To what extent did the outbreak of civil strife in England in 1455 arise out of conflicting claims to the throne?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded. The focus of the question is on the outbreak of civil strife in 1455, marked by the first battle of St Albans. However treatment of events and developments before 1455 will be required, together with some relevant comments on events after this date. Although candidates may prefer other explanations for the outbreak of the Wars of the Roses, nevertheless the issue of conflicting claims should form a substantial part of the answer. Answers should be aware of the origins of the Lancastrians as usurpers (although especially after the reign of Henry V the claim had been vindicated and the minority of Henry VI was not contested) and of what might be seen as a superior claim on the part of Richard of York. It might be argued that Richard would have been content to bide his time, Henry VI being childless, but that his ambitions were dashed by the birth of Prince Edward and anxieties raised by the Beaufort claim in the person of Somerset. Alternative explanations and arguments can be expected which may include the following. The personal unsuitability of Henry VI, his mental breakdown in 1453 and the influence of Margaret of Anjou. The feud between Somerset and York on matters other than dynastic claims, for example, the management of the war in France, funds owed to York and his frustrations concerning the influence of Somerset and the ending of York's first Protectorate. Feuds between noble families (the escalation of private 'feuds' argument) which not only dislocated some regions of the kingdom but also impinged upon national issues. Examples of such feuds are Courtenay v. Bonville and Nevilles v. Percy. At St Albans the Nevilles sided with York whilst the Percies stood with the King (Lancaster). The aftermath of the English involvement in France including defeat, the loss of noble incomes, the Crown's financial difficulties, popular distress and discontent at home, including Cade's rebellion. More widely, candidates may consider whether mid-fifteenth century society was unstable: overmighty subjects (alongside an undermighty king); falling revenues from landed estates; the abuses of retaining and clientage (the 'Bastard Feudalism' argument).

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses. With reference to the dynastic aspect of the question candidates might argue the uncertainty of York's ambitions whether, in the early- and mid-1450s he was actually aiming to take the throne, or whether he was concerned simply to occupy what he saw as his natural place. Candidates may also argue that whatever York's ambitions were, the nobility were remarkably resistant to contemplate Henry VI's deposition. In taking this line of argument it will be important to point out that York did not openly claim the throne until 1460. In further developing the argument candidates may seek to demonstrate the relative importance of the factors at work and how closely they were interlinked.

AO3 [not applicable to Outlines].

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and - especially in stronger candidates - fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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5 Assess the importance of the nobility to the government and military activity of the kingdom of England in this period (c. 1399–c. 1461)

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded. Purely descriptive accounts should not score highly; the concentration must be on assessing the importance of the nobility and there should be a reasonable, although not necessarily equal, balance between 'government' and 'military activity'. Candidates should recognise that the English nobles constituted a relatively small group, of around fifty individuals, which enjoyed great social prestige and political influence. Some had close dynastic connections to the king. Taking the nobility as a whole, the internal stability of the kingdom depended upon the relationship between them and the monarch. Candidates are likely to discuss the importance of the nobility in terms of the following. The role of the nobles in the Great Council, although some assessment of its significance and frequency of meeting will be needed. Membership of the House of Lords although, again, the importance of Parliament's power as well as frequency of sittings should be discussed. Local influence in the regions, the ability to impose law and order there (or to lose control), the holding of courts, influence over the gentry and the offices of J.P. and sheriff. The lack of an official 'police force' gave added importance to the role of the nobility in local affairs and there was a recognisable trend by lords to accumulate the local powers formerly executed by the Crown. Given that there was no official 'standing army' the military significance of the nobility was considerable in raising forces for the Crown to serve in France, for example, to command in battle and to enlist soldiers to crush rebellion against the Crown (or to raise it).

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses. Here it would be relevant and helpful to rehearse some of the problems faced by the nobles as a means of shedding light on their ambitions, preoccupations and actions. One argument is that nobles suffered from declining income from land and that there was increased competition for Crown patronage and profitable marriages. After 1453 opportunities in France were lost. These considerations help to explain noble feuds with the resulting breakdown of law and order in some localities. Candidates may also be expected to rehearse the pros and cons for the stability of kingdom of clientage/retinues, and some indication of the 'bastard feudalism' debate is a possibility. Another area for debate is the nature of the relationship between the lords and the gentry and the role of the latter in the governance of the localities. The examples of Pastons, Stonors and Plumptons may be quoted to illustrate the argument. Were the nobles everywhere the dominant force in all regions or were concerted groups of gentry more important in some? Other debates might include whether England was more disorderly in this period than, say, in the fourteenth century and how 'overmighty' the nobles actually were.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and - especially in stronger candidates - fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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Section 2: 1461–1547

6 How insecure was the legacy passed by Edward IV to his sons?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded. Candidates are perfectly entitled to argue that Edward IV's legacy was secure or insecure or that there were elements of both. Answers may well begin with the observation that on the death of Edward IV the throne was usurped, his sons disinherited and there was a return to civil strife. However some sense of balance will normally be required for the highest marks. Edward IV's second reign was largely successful (especially compared with his first). Internal peace was restored. Edward had the confidence and strength to execute Clarence, economic prosperity was restored (in the south at least), a successful treaty was concluded with France, the finances were healthy and administrative reforms had been implemented. Nevertheless the aristocracy were not united (here some comparison might be made with 1422). Edward chose to rule through great nobles but failed to defuse tensions, for example, between Dorset and Hastings. The unwisdom of depending upon a small group of magnates might be discussed. Given that Edward might be seen as a usurper the Yorkist dynasty could be seen as partisan (although the same might be said of Henry IV and Henry V). Meanwhile, the advancement of the Woodvilles had made them enduringly unpopular (and a threat to Gloucester). It might also be argued that Edward's provisions for the succession were inadequate and incomplete. As to other matters, by the end of the reign, foreign policy was in disarray and there was war with Scotland.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses. Here the argument might be further sharpened. A sense of perspective may lead some answers to point out that other regimes survived minorities (Henry V/Henry VI and Henry VIII/Edward VI). Perhaps Edward IV lacked the authority to inspire the same sort of awe as Henry V and Henry VIII. How far was Yorkist rule seen simply as the rule of the faction which had triumphed in civil war? To what extent can it be argued that the Yorkists lacked a sense of family solidarity? On the other hand, it might be argued, Edward (and his dynasty) was unfortunate in that he died young. Had he lived another six or even four years his son's accession would, almost certainly, have been unchallenged. Again, could the actions of Gloucester have been foreseen, given his loyalty to Edward IV?

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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7 Discuss the accuracy of the judgement that the key to Henry VII's success was his relationship with the nobility.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded. A useful opening might be to put the question into the context of the fifteenth century, for example: Henry VI, Somerset and York; Edward IV and Warwick; Richard III and Buckingham. The experience of Henry VI's reign had certainly demonstrated the imbalance between overmighty subject and an undermighty King; the nobility were able not only to challenge royal authority but pursued personal feuds which created internal instability. Answers should show a good understanding of the role of the nobility as local magnates responsible for the peace and good governance of the regions, in raising and commanding armed forces and as counsellors. Kings needed not only to demonstrate their authority over the nobles but also to win trust and goodwill and answers should deal with this balance. Exploration and analysis of the following policies are to be expected: acts of attainder and reversal of attainder; bonds and recognisances; measures to deal with the abuses of clientage and retaining; wardship; the enhancement of the Tudor dynasty; the role of the Court; a frugal approach towards the granting of titles, promotions and lands; appointment to the Council; reduced reliance on the nobility as royal agents in the provinces. Although the chief focus has to be on relations with the nobility, there should be some consideration of other factors in Henry VII's success, for example: the enhancement of royal estates; finance; government and administration; justice; the successful crushing of rebellion and conspiracy; marriage to Elizabeth of York and the production of heirs; relations with Parliament; a cautious foreign policy alongside successful marriage alliances.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses. Here candidates may choose to sharpen the argument in evaluating the relative importance of the factors explaining Henry VII's success and also in demonstrating the connections between them. It might be argued that Henry benefited from the deaths of great nobles (Northumberland) and a relatively large number of minorities in noble families (Buckingham, for example). Again, it might be argued, Henry was fortunate that there was a relative lack of nobles with strong claims to the throne and no close relatives to challenge his position (Clarence and Edward IV might be quoted). One great test of his success, it might be argued, was that there were no noble rebellions after the early years of the reign and that, on the whole, the great nobles were not involved.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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8 Who was more successful in advancing the authority of the Scottish monarchy: James IV or James V?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded. The required chronological concentration is on the half-century from the accession of James IV in 1488 to the death of James V in 1542. Nevertheless some reference should be made to their inheritance and legacy. Narrative accounts of the reigns should not score highly; assessment and argument, as to the extent of 'success' will need to be shown. A thematic approach across the period is most likely to work well with real comparisons: relations with the nobility; the establishment and maintenance of internal order; relations with other rulers, especially with England and France; primacy over other potential power bases in the kingdom; relations with the Church; the prestige of the royal court. Contrasts as well as comparisons between the kings would enhance the argument. James IV concluded a marriage alliance with England and, more widely, earned considerable respect abroad; extended royal influence over the Church; maintained a brilliant Renaissance court, developed ambitious building projects and proved a generous patron of the arts. James V succeeded as a minor, in 1513, and his own independent rule did not begin until 1528. He earned considerable prestige abroad, including two French marriage alliances (the second with Mary of Guise); he extended royal control over the Church; restored the finances; conducted a vigorous relationship with the nobility; and maintained a magnificent court.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses. Here candidates may seek to balance the generally favourable reputations of both Kings. How far did their influence depend on their relations with France and England and their ability to manipulate them? Were they over-committed to a French alliance? How well did they deal with border problems with England? How extensive were the powers left to the nobility? Were both too inclined to punch above their weight? Both Kings died prematurely, both in, or shortly after battle (James IV at Flodden, and James V after Solway Moss) and both left minors to succeed them.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and - especially in stronger candidates - fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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9 With what justification did Henry VIII regard himself as 'the Great'?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded. The questions requires an assessment of Henry VIII's achievements and historical reputation rather than a narrative of his reign. Judgements should be made, to a large extent at least, on the basis of contemporary values. Discussion of the following themes and events may be expected. Henry VIII had the capacity to dominate and command; ministers, servants and subjects were in awe of him. In spite of matrimonial problems he secured the succession for his three children. He defied the Papacy, created an imperial/sovereign monarchy and made himself Supreme Head of the Church. He chose able and loyal ministers, dismissed them at his pleasure and, according to circumstances, directed the government himself. The realm was successfully defended by ships and fortifications, ambitious wars were fought, victories were won in France and territory gained, two crushing defeats were inflicted on Scotland. Wales was incorporated into England and Henry took the title King of Ireland. He suppressed rebellion (Pilgrimage of Grace) and strengthened royal authority in the North. Henry maintained a magnificent court, in his youth and early middle age he was active in sport and tournament, he was cultivated well educated and accomplished. He was a great builder, spent lavishly and patronised the arts.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses. Candidates may well be expected to balance the argument. In warfare and diplomacy Henry's achievements might be regarded as limited. Perhaps he never quite equalled the glory of his contemporaries (Charles V and Francis I) and lacked the resources to do so. In terms of what Henry said he intended, it might be argued that he misused the confiscated wealth of the Church. He failed, in the end, to solve the 'Scottish problem' and was not really able to impose his will on Ireland. A useful line of enquiry might be to examine his reputation amongst contemporaries. How effective was the image of the King as presented by, for example, Holbein? How far has the attribution 'Great' been supported by historians?

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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10 How convincing is the argument that the breach with Rome was a movement from below rather than a policy enforced from above?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded. Candidates should demonstrate a good balance in their treatment of the two propositions in the question and should make a conscious and argued attempt to deal with the issue of 'how convincing'. A 'movement from below' may be seen as a popular desire for a Church that was spiritually more fulfilling. Such sentiments, in part at least, drew upon the teaching of Wycliffe and stressed the importance of an understanding of 'the Word' which, in turn, necessitated the translation of the Scriptures. Answers may be expected to go on to assess the extent of the growth of Lutheranism in England. Associated with the 'movement from below' approach is the impact and extent of anti-clericalism - objections to moral offences by the clergy, clerical taxation and jurisdiction and other abuses. Some clergy were badly educated. Candidates may well seek to demonstrate the connections between anti-clericalism and Wycliffe's teaching and an attempt to estimate the scale of Lollard survival would be helpful. In examining the alternative proposition candidates should be looking for evidence of opposition to the Church by the Crown, government and supporters. Was the Breach with Rome- Henrician Reformation an 'official reformation' inspired and led by the Crown? How far was it an attempted solution to the King's matrimonial and dynastic concerns which went further? Or was the 'King's Great Matter' just the occasion rather than the cause which, in fact, sprang from the long-running contest between spiritual and temporal authority? Certainly, as matters turned out, the divorce could only be gained by a transfer of ecclesiastical jurisdiction. However, this led to, or involved, greater claims to royal supremacy and an imperial/sovereign monarchy. It also led to opportunities for re-endowing the finances of the Crown by a seizure of Church property and taxation. How far were these developments part of a longer term ambition and intention? Closely connected with the debate is the question as to how corrupt and unpopular or how popular and thriving the pre-Reformation English Church was. A further ingredient in the argument is the extent to which there was doctrinal change.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses. There are good opportunities here for a discussion of the historiography with candidates being likely to discuss and evaluate the views of, for example, Dickens, Elton, Haigh, Scarisbrick and Duffy. Part of the debate is about methodology, the kind of evidence gathered and how it is used. How did contemporaries see the Henrician reformation? Some reformers saw it as the fulfilment of the Church's need for renewal, for example, Tyndale. Other 'official reformers' saw it as serving the needs of the monarchy and candidates may quote the examples of Robert Barnes, Cromwell, Christopher St. German and Gardiner.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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Section 3: 1547–1603

11 'A sterile interlude.' How valid is this judgement on the reign of Mary I?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded. A descriptive account of Mary's reign should not score highly. An argued, evaluative and thematic approach is required. Candidates should show a clear awareness of the sense of 'sterile interlude' – a reign lacking in lasting achievement or, in short, a failure whilst a more extreme view would see it as a temporary interruption to the almost inexorable and natural progress of liberal and Protestant England. This question should be seen as being not primarily concerned with Mary's 'Bloody' reputation although this may well form part of the discussion. A balance sheet of the successes and failures of the reign might be attempted. On the credit side Mary succeeded in her main aim of restoring papal authority and Catholic worship. Once the Church land question had been dealt with then Parliament was not uncooperative. Cardinal Pole began a programme of Catholic reform. The Queen secured the marriage she wanted, there are strong arguments in favour of a Spanish match and her personal intervention had much to do with the failure of the rebellion which had opposed it. There were important administrative reforms, the management of the affairs by the Council was more effective than has been supposed, Paget provided continuity, there was a new Book of Rates and a partial restoration of the currency. On the debit side, it might be argued that the marriage meant some subordination to Spain and involvement in war was disastrous. Although there were no serious risings on religious grounds (unless Wyatt's rebellion is seen in this light) the persecution of heretics caused some deep religious divisions. It might be argued, too, that Wyatt's rebellion came close to succeeding. In a literal sense Mary's reign was 'sterile' in that she failed to produce an heir and her early death prevented a wide ranging and constructive Catholic or Counter Reformation.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses. Candidates may well be expected to explore the historiography here including the view that Mary's reign was in stark contrast to the achievements of the 'great' Tudors, Henry VIII and Elizabeth. The views of Pollard and Elton may be rehearsed and the partial rehabilitation of Mary by, say, Tittler. Some of the big questions are. How constructive were Mary's domestic policies? How much opposition was there to her restoration of Catholicism? How damaging was the war with France? The significance of Mary's early death might be more fully explored. Was there a chance of a real Catholic revival, for example? Also relevant might be an awareness of factors beyond Mary's control- inflation, bad harvests, epidemic disease, her own infertility.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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12 How far did the Elizabethan religious settlement reflect the aims and beliefs of the Queen?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded. The focus of the question is on the settlement so the chronological concentration should be from Elizabeth's succession to the issuing of the Thirty-Nine Articles (1563). Although the question is not designed to evoke a descriptive account of the religious settlement, candidates will need to explain its main contents. The Act of Supremacy (1559) established the Queen as Supreme Governor of the Church; the Act of Uniformity (1559) adopted as the official service book the Second Edwardian Prayer Book (1552) with modifications such as the removal of the Black Rubric, including the words of administration of the 1549 Book and retaining vestments (all important statements about the importance of the eucharist); a statement of doctrine - the Thirty-Nine Articles which contained strong Calvinist elements. Central to the argument are the nature and extent of compromise and the influences at work on Elizabeth. The better answers will recognise that the evidence for Elizabeth's own beliefs is patchy and depends a good deal upon inference drawn from her background and education and some of her actions and statements in the early part of her reign (for example, the elevation of the host issue in December 1558, the demand that candles should be removed in January 1559). What seems fairly certain is that she wanted to retain bishops, believed in some form of Real Presence, favoured the liturgy in English, insisted on retaining vestments and would have preferred the title Supreme Head to Governor. There were clearly some paths she could not take, including the recognition of papal authority. Candidates should also be aware of the delicacy of the diplomatic situation, although this eased after the signing of the Treaty of Cateau-Cambresis. The progress of the settlement in Parliament and the nature and extent of opposition should provide a further significant strand of the answer. There is an argument, of course, that in the Commons there was pressure for a more Protestant settlement than the Queen wanted. As for the Lords, it is good deal clearer that there was pressure for a more conservative settlement, especially on the part of the bishops. There was a compromise over Supreme Head/Governor and the Uniformity Bill was passed by only three votes.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses. There are good opportunities here for a fuller explanation of the historiography. For example, the Neale thesis of the 'Puritan choir' and the view that the Queen was forced to accept a more radical settlement, whereas her aim had been to restore the Supremacy but to delay on matters of doctrine and the form of worship. Thus, 1559 may be seen as a defeat for Elizabeth. Against this, it has been argued by Jones, for example, that the settlement was largely what Elizabeth wanted. The Second Edwardian Prayer Book was accepted with little difficulty by the Commons but opposition came from the Lords. Answers may also be expected to deal with the limited nature of the evidence and to express a preferred interpretation, for example, that on and that a settlement embracing a wide spectrum was achieved.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and - especially in stronger candidates - fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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13 How successfully did Mary Stuart deal with the problems facing her as Queen of Scotland in the period 1560-68?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded. The chronological focus is in the period from the death of Mary of Guise to Mary Stuart's flight to England. Descriptive accounts of the period should not score highly, evaluation and argument are required, although there is no reason why this should not be linked to a chronological framework. Some context would be relevant and helpful. Mary succeeded as an infant in 1542, went to France in 1548, was brought up at the French court and married the Dauphin in 1558. Thus she had a strong affinity with France, was a member of the powerful Guise family and was brought up as a strict Catholic. On Elizabeth's accession she made a formal claim to the English throne. Her return to Scotland was precipitated by the death of the Scottish Regent, Mary's mother, Mary of Guise, in January 1560 and of Francis II in 1561. In dealing with Mary's Scottish reign proper, the following issues are likely to be raised. In Scotland a Protestant Reformation inspired by Knox, was in full spate. Mary agreed not to interfere with Protestantism although she practised her own faith and had informed the Pope of her intention to restore Catholicism. On the whole, however her politique policy worked. A connected problem was that of the nobility, particularly in the person of Mary's half-brother James, Earl of Moray, who had led the lords of the congregation against Mary of Guise, was anglophile and harboured ambitions for the throne. More widely, Mary had to deal with a turbulent nobility. Only in the short term the whole 1559 represented a victory for the Queen and the Commons was she able to keep order. Mary accepted the Treaty of Edinburgh (1560), enjoyed friendly relations with Elizabeth but failed to gain recognition of her claim to the English throne. She refused to marry Leicester. Mary's marriage to Damley led to further difficulties and his conduct alienated a large section of the nobility. Damley's death caused further problems and suspicions and her marriage to Bothwell made matters worse. Mary failed to crush the opposition, was imprisoned, escaped and fled to England.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses. Candidates may seek to sharpen the argument by assessing the extent to which Mary was the author of her own troubles. This would involve an evaluation of the seriousness of the problems facing her and analysis of her character and temperament. To what extent were her problems inherited as a result other minority and absence?

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and - especially in stronger candidates - fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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14 'Cooperation and consent' or 'challenge and conflict'. Which of these descriptions better fits the relationship between Elizabeth I and Parliament?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded. A narrative of the dealings between the Queen and her Parliament should not take answers very far. Candidates will need to show a clear understanding of the functions and the role of Parliament - to vote taxation, to pass legislation, to receive petitions, to give advice when asked, to act as a court of law. Some distinction should be made between Lords and Commons. The infrequency of Parliaments should be noted, and should form part of the argument, as well as the recognition that Parliament was not primarily an organ of government or a political arena. Central to the argument is the extent to which the royal prerogative was called into question and how successfully Elizabeth defended it, as well as how successfully the Crown obtained supply. The principal issues for discussion are likely to be: the religious settlement and attempts to modify it; subsidies, Mary Stuart; royal marriage; disputed elections; the privileges of Parliament, including freedom of speech; monopolies. Candidates may also be expected to explore the Crown's management of Parliament and the success achieved: adjournment and prorogation; the use of councillors and royal clients; 'rumours and messages'; the control of business; veto; personal intervention.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses. Here there might be a further exploration of how Parliament spent its time, in passing laws and discussing non-controversial matters. There were issues on which Parliament felt strongly and there was tension but Parliament did not intervene in matters which were at the heart of the prerogative such as foreign policy and war. As a balance, it might be argued that although there was disagreement and, indeed, opposition and some conflict this was not the norm. Some distinctions might be made between the situation at the end of the reign - war, taxation, inflation - and most of the rest of the reign. Historians may disagree over the extent and nature of opposition and conflict but there is general agreement as to the loyalty of MPs. There are good opportunities for evaluating different interpretations and, candidates are most likely to use Neale, Jones, Elton, Graves and Loach as examples.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and - especially in stronger candidates - fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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15 With how much success did Tudor governments in the period 1547–1603 deal with the problems of poverty and vagabondage?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded. Entirely descriptive approaches will not score highly; explanation, argument and assessment are required. Candidates may well start with an outline of the nature of the problems to be dealt with: the effects of rising population and the connected price inflation; a widening gap between rich and poor; a fall in real wages; agricultural reorganisation broadly termed 'enclosures'; unemployment which frequently manifested itself in 'vagabondage' and begging; social distress exacerbated in times of epidemic and bad harvest; threats to public order. A brief outline of the position in 1547 would help to put into perspective the measures taken in the second half of the sixteenth century. Answers might refer to the following: the draconian measures taken by the statute of 1495; the Act of 1531 which attempted to distinguish between the able-bodied (whipping and being returned to their own parishes) and the impotent poor (begging allowed); the Act of 1536 which placed responsibility for the impotent poor on the parish. These policies provided some precedents for measures taken later which include the following (here candidates should take an analytical approach in assessing the motives at work and the success achieved). In 1547 legislation provided savage penalties for vagrancy whilst providing apprenticeships for poor children (perhaps little more than slavery). Later in Edward VI's reign collections in parishes to provide for the impotent poor were encouraged (1552) and begging authorised (1555). In 1563 further efforts were made to encourage collections for poor relief, again on a parish basis, whilst the Statute of Artificers attempted to control wages and made regulations for apprenticeship and other employment. Legislation in 1572 imposed further severe penalties for vagrancy but also recognised the necessity for poor relief by parishes. In measures taken in 1597-98, vagabondage was defined, punishments were fixed, new regulations were made to deal with 'enclosure' and previous legislation for the relief of the impotent poor and for poor apprenticeships was consolidated. Legislation in 1601 re-enacted that of 1597-98 and there were also measures for creating hospitals and workhouses. Besides statutes, particularly in times of dearth, Tudor governments sought to regulate the trade in and supply of grain, for example, J.P.'s were enjoined to make enquiries into hoarding, commissioners appointed to investigate stores of grain and exports of grain were forbidden. Answers should not only give an account of measures taken but also comment upon the extent of success.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses. Here answers should present an especially sharp evaluation of 'success', bearing in mind the limited resources and means available to governments of the period. A good example might be how well the Elizabethan government responded to the crisis of the 1590s or how far the Edwardian policies were determined by fear of major rebellion and upheaval. The problems faced by governments depended to a very large extent upon the quality of harvests which between 1566 and 1593 were generally good. An assessment of the seriousness of the problems faced by government might refer to the part played by social and economic distress in both local disorders and major rebellions. Some analysis of government motives will enhance answers. Was the main concern to relieve distress or to enforce order in the face of possible large-scale insurrection? Answers might regard towns, such as London and Norwich, as a form of 'government' so the extent of their success and the models they provided for central government would be a valid line of enquiry. The importance of private philanthropy might be assessed as a way of putting the efforts of government into perspective.

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AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and - especially in stronger candidates - fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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Section 4: Themes c. 1399–c. 1603

16 How prosperous was the English economy in the fifteenth century?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded. Explanation and assessment are required rather than plain description. The following themes and issues are likely to be addressed: demographic change, the declining impact of plague and its consequences; stable prices and rising wages; how favourably circumstances suited labourers and small landed proprietors; the relative balance between good and bad harvests; the rising wealth of London and of some provincial towns; why some towns declined and others prospered; the decline in the wool trade alongside the growth of the cloth industry; the mixed fortunes of the greater landed proprietors; the growth in such industries as building, salt production and mining; the rise of substantial tenant farmers; the effects of commutation of labour services; changes in land utilisation, the consolidation of holdings and their effects; farming for profit.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses. There are a number of debates to be explored and further developed. How accurate is the view that the fifteenth century was 'the golden age of the English labourer'? What were the benefits and problems of 'enclosure'? How far did the growth of London determine the decline of provincial towns and outposts? How beneficial to the economy and overall prosperity was the growth of merchant oligarchies?

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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17 To what extent can it be argued that Parliament was a check on, rather than an aid to, royal power in the period 1399–1529?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded. The chronology is deliberately designed to stop short before the Reformation Parliament. The question requires argument and analysis rather than descriptive accounts of relations between King and Parliament. Candidates should show a good sense of balance across the whole period and be aware of such changing circumstances as economic factors, foreign war, the personalities and abilities of the respective kings. Candidates may be expected to point out that Parliament met much more frequently before 1461 than after and offer explanations. How did this reflect upon the relative power of King and Parliament? Taking the period as a whole Parliament became more influential in the fields of grant of supply, the formulation of law (statute came to be seen as superior to other forms of law), as a political forum where great matters of State were raised and ministers called to account (the impeachment of Suffolk in 1450, for example); the Speaker was regularly elected to preside for the whole Parliament; the presentation of petitions to the King. Candidates may be expected to comment upon the extent to which these broad developments enhanced or limited the powers of the Crown. Other issues which can be used in a relevant fashion are: impeachment and attainder, disputed claims to the throne and confirmation of royal title; Acts of Resumption; the election of household and government officials to the Commons and the presence of great officers of state in the Lords.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses. It should be recognised that Parliaments met infrequently (especially after 1461) and irregularly and it might be argued that kings summoned Parliaments because they needed rather than wanted them (the principal need being taxation). The Crown's automatic entitlement to customs duties gave it greater financial independence and the end of the war with France explains, in large part, why Parliament met less frequently after the middle of the fifteenth century. Candidates may well use this theme to demonstrate the flaws in the thesis of 'the Lancastrian constitutional experiment'. Parliament gained an important element of control over legislation and taxation, established the beginnings of parliamentary privilege and, as a result, could oppose kings and could not be entirely controlled by them. However, in the last resort, Parliament depended upon the King because he alone could summon it.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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18 Assess the influence of printing as a force for change in Britain in the late-fifteenth and the sixteenth centuries.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded. Candidates should recognise that multiple copies of books were produced before printing but that the scale expanded. Moreover, in Britain the output of printed material was lower than in some other states and regions of Europe. Candidates should seek to demonstrate the scale and significance of the changes influenced by printing across a range of fields, such as, religious, political, the law, intellectual enquiry, society and the economy, the arts and architecture. Until the early sixteenth century most books published were on conservative or conventional themes such as Bibles, mass books and reference works, with religious books accounting for some three quarters of the output. However as the sixteenth century progressed printing encouraged the circulation in larger numbers of books in Hebrew and Greek, on scientific subjects including botany, astronomy, anatomy, geography and cosmology; mathematical treatises; humanist ideas, works on a range of social, economic and political ideas (including agriculture and inflation); illustrated books; printed music. Clearly, the impact on religious thinking was significant with key European as well as British texts in circulation. In the period 1525-47 around 800 separate works in English on religious subjects (many of them Protestant inspired) were produced. Printing went hand in hand with the growing importance of the vernacular in bringing a wider range of works to a wider reading audience. In the early part of the sixteenth century around 800 different books were printed per decade, by the 1590s this had risen to 3000. Print runs averaged 1200 copies. Answers may also note the impact that printing had on the development of private libraries (as distinct from those in monasteries, cathedrals and colleges of the universities). The increasing use of the vernacular in print applied to Welsh as well as English.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses. Here candidates may be expected to sharpen the argument in terms of the scale of private works, availability and levels of lay literacy. One test of the effectiveness of printing as a force for change may be the development and extent of censorship, for example, in the later years of Elizabeth I's reign.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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19 To what extent were women able to overcome the restrictions imposed upon them by the patriarchal values of this period?

Candidates should:

AO 1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded. Candidates should present a clear indication of the kind of restrictions imposed upon women by the patriarchal society of the period (the power exercised over women by men as fathers, husbands and brothers). Such restrictions applied to many aspects of life including legal status, marriage, property and education. Such restrictions were supported by the teaching of Churches, both Catholic and Protestant. The priesthood was a male reserve, although before the Reformation religious houses of women had a good deal of control over their own affairs and abbesses were powerful and influential. For the most part, women enjoyed some independence only in the position of being widows, heiresses or mothers of minors. In seeking for examples of areas where women were able to exercise influence and enjoy a measure of independence candidates may be expected to quote the running of businesses and workshops, the management of estates and membership of craft guilds. Evidence is sparse, but the influence of women within families was clearly a matter of individual circumstances. Noblewomen provide some good examples of independence and influence and Joan Thynne of Longleat and Bess of Hardwick may be cited. A treatment of women rulers and consorts may form part of an answer, but an account of a reign, for example, should not be highly rewarded.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses. Here candidates may take the opportunity of commenting upon the nature and quantity of the evidence available and how this might skew attention disproportionately towards the upper ranks of society. Candidates may also consider the extent to which the great changes caused by the Reformation affected the position of women.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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20 How is the failure of rebellions against the Tudors best explained?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded. Narrative accounts of Tudor rebellions will not score highly. Answers which deal with rebellions one by one with explanations for failure could work perfectly well but a thematic approach with illustrative examples may well be more successful. A brief summary of rebel objectives and motives would help the answer. These might include: opposition to taxation, redress of social and economic grievances; challenges to the royal dynasty or to specific government policies; after the Henrician Reformation, to restore the old religion; to advance the interest of court factions; to redress regional grievances; to demand the dismissal of unpopular ministers. As an overarching reason for the failure of rebellion it might be argued that the theory of obligation and the growing authority of the Tudor monarchy made a direct challenge to the Crown relatively unlikely. Meanwhile, unlike in the fifteenth century, there was a lack of powerful alternatives. Sedition was regarded as an act against God. As to more specific explanations, answers are likely to deal with the following. A lack of unity across the ranks of society – nobles, gentry, commons (Kett's Rebellion). Reluctance to advance outside the region of origin (the Western and, to an extent, the Pilgrimage of Grace). Effective royal intervention (Wyatt). The superior forces of the Crown once deployed such as mercenaries and the clientage of nobles (Kett, Western, Northern Risings). The work of the earlier Tudors in lessening the power of great regional magnates, especially in the North. Insufficient support (Wyatt, Essex rebellions). The ruthlessness and unscrupulousness of the Crown (Pilgrimage). Poor leadership and organisation (Northern, Essex). Government spy service and propaganda. The organisation of a better militia system in the second half of the sixteenth century.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses. Here candidates might seek to explore the extent to which explanations for failure are common to all or most and the relative importance of factors. Some exceptions might be quoted – the resistance to the Amicable Grant led to the withdrawal of government policy and great damage to the minister who was responsible. Wyatt's rebellion came perilously close to success. There is an argument that Mary Tudor's coup against Lady Jane Grey was the only Tudor rebellion to succeed (but who were the rebels?). A number of potential rebellions were probably 'talked-down' or nipped in the bud by local nobility and gentry.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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21 Assess the importance of the gentry in the social and economic life of the sixteenth century.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded. Without necessarily attempting a formal definition, candidates will need to demonstrate a clear understanding of the term 'gentry'. Assessment and explanation rather than plain description are required. Some attention should be given to both aspects of the question with a reasonable balance of coverage. Connections with the nobility by family and marriage gave the 'greater gentry' powerful influence. In assessing the importance of the role of the gentry exploration of the following areas is to be expected. The gentry as landowners, landlords and employers as well as their participation in commercial and trading ventures, industrial and mining activity and privateering – the gentry as entrepreneurs. The role of the gentry as leaders of the 'county community' and the social standing this carried. As J.P.s they were concerned with overseeing the government's economic and social legislation concerning such matters as enclosures, grain supplies, vagabondage and poor relief. By the end of the century the gentry might be seen as part of a 'social scene' in the capital, for example.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses. Candidates might sharpen the argument by pointing up of the problems of definition and the wide range of this rank of society from 'greater' gentry (almost indistinguishable from the aristocracy) and 'lesser' gentry (very close to the yeomanry). A further debate might be based upon the extent to which the gentry improved their importance, wealth and influence relative to other ranks and groups in society. Connections might be made between social standing and political influence and activity (the gentry as J.P.s, sheriffs and deputy lieutenants).

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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Section 5: 1603–1689

22 How effective was the conduct of English foreign policy in the period 1603–29?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded. The focus must be on foreign policy (although candidates might legitimately consider its financial and constitutional implications). The wording of the question demands analysis and evaluation rather than a narrative of events but where these skills are applied to a chronological framework then the resulting answers can be highly rewarded. Candidates may be expected to explore the following issues. Peace with Spain in 1604 with consequent benefits for royal finances and trade. The role of James I as mediator in Europe, negotiations for various 'Catholic' marriages (for the Princes Henry and Charles) with Spain, Savoy, Tuscany and France. An attempted balance by the treaty of mutual assistance with the princes of the German Protestant Union (1612), the marriage of Princess Elizabeth to Frederick Elector Palatine (1613) and the possible role of James as a Protestant Champion. James's limited response to demands for intervention in the Palatinate after 1618. Foreign policy as a major issue in the Parliament of 1621; James resistance to open intervention on behalf of the Palatinate; preference for negotiation with Spain; the Protestation; dismissal of Parliament. The mission of Charles and Buckingham to Spain (1623); declaration of war with Spain (1624). Alliance with France (1624), the French marriage, alliances with the Dutch and Denmark (1625). Failed expeditions under Mansfeld and to Cadiz. War as the keynote to the early years of Charles I (1625–29). This required the frequent calling of Parliament, demands for subsidies and constitutional conflict. The failure of Buckingham's intervention on behalf of the French Huguenots. Military failure made the point that England could not afford major wars and the incompetence of being at war with France and Spain simultaneously requires comment. Peace with France (1629) and Spain (1630) – by necessity. The diplomacy of the 1630s but a policy designed to avoid war and to concentrate upon domestic concerns.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses. Here a particularly sharp evaluation of the balance between effective and ineffective policies and success and failure is to be expected. Candidates may well seek to turn the question round and ask 'how badly' foreign policy was handled. Contrasts might be made between the period before 1618 (when foreign policy was largely successful) and after. Could the policy of mediation survive the outbreak of the Thirty Years War? How could James reconcile his perceived duties as a Protestant King with a desire for friendship with Spain? How much personal responsibility for the disastrous handling of policy in the 1620s should be borne by Charles I and Buckingham? To what extent can relations with Parliament be used as a measure or indication of success/failure in foreign policy?

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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23 How wisely did James I and Charles I deal with the challenge of Puritanism?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded. A descriptive account of the religious and ecclesiastical policies of James I and Charles I will not score highly. Argument and analysis are required with a clear focus upon assessing 'how wisely' perhaps in the sense of maintaining a wide consensus as well as conformity and avoiding political conflict and opposition over religious matters. Some sense of context and understanding of the term 'Puritan'; and the nature of its challenge should help answers: the lasting achievement of the Elizabethan settlement; the growth in acceptance of Calvinist theology; the retention of an episcopal Church and a prayer book with Catholic survivals; the growing influence and confidence of the bishops; James I's background in Presbyterian Scotland. James I's policies may be seen as largely moderate with a good sense of balance, tact and political skill. The following issues arising in James's reign are likely to be explored: his response to the Millenary Petition and the Hampton Court Conference; his defence of episcopacy whilst clearly embracing predestination; non-interference with impropriated tithes; the appointment of Bancroft as archbishop of Canterbury (but most appointments to bishoprics were orthodox Calvinists); condemnation of Arminianism and the rejection of the appointment of Lancelot Andrewes as archbishop of Canterbury. James may be regarded as a largely successful arbitrator who stood above factions in the Church, although the outbreak of the Thirty Years War increased religious tensions. Under Charles I religion became a divisive issue. It could be argued that he placed his full support behind a small group whose religious views were at odds with the views of the majority of the political nation. This group included Richard Montague and William Laud. Puritan opposition to 'Laudianism' was based upon the following: an objection to the growing pretensions of bishops and their involvement in politics (for example, Juxon's appointment as Lord Treasurer); the challenge presented by Laudianism to Calvinist theology, especially predestination, and to the emphasis placed by most clergy and laymen on the authority of scripture and preaching; controversy over the position of the communion table/altar; the Canons of 1640; abolition of the Feoffees for Impropriations; the reissuing of the Book of Sports; the use of the Court of High Commission; the savage Star Chamber punishments of Prynne, Burton and Bostwick. Englishmen came to make a connection between Puritanism and political liberty.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses. Here candidates may be expected to demonstrate an especially clear understanding of 'Puritanism', the extent to which it had been embraced by the English people and the problems it presented to royal authority and to the Church as established in Elizabeth's reign. The argument may be sharpened by an appreciation of the close connections between religious and political grievances and the contrasts between the approaches of James I and Charles I and their respective political abilities (and/or wisdom).

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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24 Assess the importance of the Scots in military and political events in the period 1642–51.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded. A plain narrative of events should not score highly but analysis, evaluation and argument based upon a chronological framework would meet the requirements of the question. In terms of dating, candidates should focus upon the period between the outbreak of civil war and the battle of Dunbar with the surrender of the Scots to Cromwell. Nevertheless, it would not be irrelevant to go as far as the battle of Worcester, September 1651. Some sense of context would be helpful; Scottish opposition to Charles I's religious policies in the late 1630s and the Bishops' Wars (which led directly to the recall of Parliament). The influence of the Scots can be explained in three main fields: political and diplomatic; military; and religious in the Scottish determination to achieve a Presbyterian settlement. Candidates are likely to base their analysis on the following principal events: the Solemn League and Covenant between Parliament and the Scots, September 1643; the crossing of the border by the Scots, January 1644; the battle of Marston Moor, July 1644; the championship of the royal cause in Scotland by Montrose; the significance of the nonparticipation of the Scots at Naseby, June 1645; the Scots' surrender of Charles I to Parliament, January 1647; the Engagement, December 1647; the invasion of England by the Scots on behalf of Charles I, July 1648; the defeat of the Scots in the Second Civil War, August 1648; the landing of Charles II in Scotland, June 1650; the defeat of the Scots at Dunbar, September 1650.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses. Candidates may seek to debate the extent to which the Scots tipped the balance against the King in the first Civil War and made possible the renewal of Civil War in 1648 when the King's cause seemed permanently lost. The changing of sides by the Scots may also be seen as symptomatic of the fragility (in both political and religious terms) of the 'Parliamentary Coalition'.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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25 How valid is the judgement that in the period 1653–58 Britain was ruled by a military dictatorship?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded. Argument and evaluation should be expected rather than a descriptive account. The question asks about 'Britain' so there should be some reference to Scotland and Ireland, although the principal concentration will be upon England and Wales. The chronological focus is on Oliver Cromwell's Protectorate (1653–58) but some context would be both helpful and relevant. Since 1647 the Army had been the single most important political force in Britain. Cromwell's predominance depended upon his part in the Civil War, his defeat of the Scots and his campaign in Ireland. It might be argued that the decisive steps in the development of the English Republic had been carried out by the Army – Pride's Purge and the dissolution of the Rump. In assessing the validity of the proposition contained in the title, answers are likely to refer to the following. The part played by Army officers in the Instrument of Government. The growth in the size of the Army during the Protectorate and the ambitious foreign and war policy associated with it. This development had an important impact upon taxation and government policy in general. Cromwell's relationship with the Parliaments of the Protectorate and the extent of his efforts to rule constitutionally. The extent of the Protector's dependence upon the Army and its officers. The nature of the settlement imposed upon Scotland and Ireland. The significance and nature of the 'rule of the Major-Generals' and motives surrounding their appointment. Cromwell's response to the Humble Petition and Advice and his reasons for declining the crown. The extent to which the Humble Petition, even without a King, could be seen as a restoration of the traditional constitution, and a step towards reducing the power of the Army.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses. There are good opportunities here for sharpening the debating and evaluating differing interpretations. Could Cromwell have become Lord Protector without having been the Lord General? How convincing is the argument that Cromwell wanted to transform a military regime into parliamentary government but, in the end, was forced to maintain both in some kind of harness? Was Cromwell's chief dilemma that he was torn between his belief in a wide measure of religious toleration and the restoration of a parliamentary constitution? The Army was the chief guarantee of religious toleration whilst any Parliament elected in the traditional franchise would have limited toleration. Was Cromwell a 'champion of liberty' or an 'oppressive tyrant'? Can a distinction be made between personal rule and military dictatorship? If Cromwell was a 'dictator' was this by choice or necessity? Candidates might also put forward for evaluation some other objectives of the Protectorate such as 'Godly Reformation' and 'healing and settling'.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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26 What principles, if any, guided Charles II's domestic and foreign policies?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded. Narrative accounts of Charles II's reign cannot score highly; a thematic and analytical approach across the reign is likely to be much more successful. There should be a good balance of coverage between domestic and foreign policies and, where appropriate, the connection between them should be demonstrated. 'Principles' can be approached in two different ways: as a set of guiding principles based on moral, religious and ideological precepts; and/or a consistent set of aims and policies. Both would be relevant here. Charles II has been portrayed as being cynical, lacking in idealism and opportunistic whose sole aim was not 'to go on his travels again'. This is an important dimension for answers to address. Charles directed policy himself, especially after the fall of Clarendon, so its purposes and direction must be very largely attributed to him. One approach would be to see Charles as being determined to maintain the authority of the crown and to extend it, possibly in an autocratic direction. This did not make for easy relations with Parliament and in his final years he ruled without it. Connected, is the King's determination to ensure the legitimate succession (in the person of his brother, James); he triumphed in the Exclusion Crisis and, after the Oxford Parliament, he ruled without the legislature. Again connected with his defence of the Crown's authority was his aim of achieving greater financial independence. This, in turn, helps to explain much of his foreign policy and its pro-French stance which brought him subsidies from Louis XIV. Again, France presented the absolutist model which Charles (and James II) admired. Nevertheless, the pro-French policy was not consistently pursued. Although two wars were fought by Charles against the Dutch he entered into the Triple Alliance with the Dutch and Denmark in 1668 and the Princess Mary was married to William of Orange in 1677. How far was this to increase Charles's bargaining power with Louis XIV? Certainly, French subsidies were continued until the end of the reign. How far was the French alliance driven by religious considerations? The secret clauses of the treaty of Dover promised that Charles would declare himself a Catholic and convert England to Catholicism. How sincere was this? After all, Charles's declaration of his Catholicism was delayed until his deathbed. How far were Charles II's religious policies determined by the aim of religious toleration? What was the purpose of the Declaration of Indulgence (which superseded laws against both Protestant dissenters and Catholics)? How consistently was such a policy followed?

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses. Candidates may well develop further the debate as to Charles's historical reputation – how he has been seen by contemporaries (such as Burnet) and later historians. Another line of debate might be to see Charles having a broad choice between a 'Cavalier' policy (support for the Anglican Church, suppression of Protestant dissenters and Catholics at home and a Protestant foreign policy) and a 'Catholic' policy (toleration for Catholics and Protestant dissenters at home and a pro-French foreign policy). How far were either of these 'grand strategies' consistently followed? Or did they alternate depending on circumstances? Or were there times when both were followed simultaneously? Is it possible that Charles was attempting to create a political system which was an alternative to the alliance between the King and the Anglican Church?

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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Section 6: 1689–1760

27 Why were the divisions between Whig and Tory so deep in the years 1689–1714?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of political parties. The focus will be on why politics were so divisive in this period. Candidates should know about the significance of the Glorious Revolution for party politics, not least the impact of frequent elections, institutionalised by the Triennial Act. 11 general elections held in the period (1689, 1690, 1695, 1698, 1700, 1701, 1702, 1705, 1708, 1710, 1713). Frequent elections meant party divisions, though good candidates might mention that it was rare for large numbers of seats actually to be contested. William III often favoured Whigs, although his governments had both Whigs and Tories in them; Anne well known as a Tory supporter. Key election battles in her reign saw Whigs overturn a Tory majority in 1708 and Tories in ascendancy from 1710. Key issues candidates should know about include: impact of long wars; court/country alignments; taxation; the role of religion; the impact from 1707 of the 45 Scottish members.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Attempts to deal with historiography and with differing historical interpretations may well enhance responses but are not required. Here the focus is on reaching a judgement about the causes of bitter party conflict. A number of reasons can be adduced including: the necessity for parliaments to sit every year (though candidates should know that the influence of the monarch remained critical); frequent elections and early examples of party organisation; the contentious issue of revenue-raising to fight costly wars; divisions over war strategy; Tories resentment of predominantly Whig 'moneyed men', especially those who lent to government at a profit; growing religious divisions, with non-conformists exerting greater political influence than Tories considered constitutional; broadly geographical divisions – Tories stronger in counties and smaller towns, Whigs in urban areas – thus parties could point to divergent areas of strength and political influence; arguably, also, Anne's political partisanship. In this question, some candidates may be aware of the debate about whether divisions really were between Whig and Tory or between 'Court' and 'Country' factions. The debate seems to have been settled in the favour of party division although candidates might argue that both 'Country Whigs' and 'Court Tories' can be identified!

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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28 How important were strategic interests in explaining Britain's involvement in two major continental wars in the years 1689–1713?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of the two wars which dominate the period: War of the Great Alliance (1688–97) and the War of the Spanish Succession (1701–13). The focus will be on which were the key factors explaining England's/Britain's heavy involvement in military and naval action in this period. Candidates are likely to know about William III's ongoing conflict with Louis XIV at the time he became King; the 'unfinished business' with James II, ended by the Battle of the Boyne and the Treaty of Limerick; the ongoing continental war with relatively limited English involvement; the much greater direct involvement during the Spanish Succession war, including Churchill's campaigns in support of the coalition of England/Britain, Netherlands and the Holy Roman Emperor.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Attempts to deal with historiography and with differing historical interpretations may well enhance responses but are not required. Here the focus is on reaching a judgement about the relative importance of strategic issues in explaining England's/Britain's involvement in the long European wars of this period. Candidates should identify strategic interests, which might include: need to avoid having France dominate continental Europe; religion – the need to defend Protestant interests and, increasingly, an exclusively Protestant succession; Britain's trade routes, including early development of trading activity outside Europe (importance of British gains in N America at Utrecht in 1713); support for navy. Other factors should be considered, although some candidates might reflect on whether some of these are in themselves 'strategic'. These include: the priorities of a Dutch Calvinist monarch (much resented by many Tories) to defend borders and religion in the Netherlands rather than concentrating on the predominantly naval interests of England (themselves involved in securing naval supremacy over the Dutch); the popularity of victories, particularly after 1704, which aided supporters of the war. Opponents argued that basic strategic interests had been achieved. Most candidates are likely to argue that fundamental strategic interests were involved, not least because the end of the War saw Britain established as a much more important power in the context of European diplomacy. Victory also secured the Protestant succession as well as significant trading opportunities and concessions. In this question, some candidates may be aware of the debate about whether much was achieved by Britain in the last three or four years of the war and whether strategically advantageous terms could have been concluded well before 1713.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effective of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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29 To what extent did the Jacobite cause have a realistic chance of success in this period?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of Jacobitism in the first half of the eighteenth century. The focus will be on the extent of the Jacobite threat to the established authorities. Candidates are likely to concentrate on the '15 in Scotland under the Earl of Mar and the '45 (which went on until April 1746), at least notionally headed by Charles Edward Stuart. Two other Jacobite attempts may be known: in 1708, with a brief landing in Scotland by James Edward Stuart which lacked effective French support; in 1722, with the Atterbury Plot which was rapidly discovered and dealt with. Knowledge on the threat is likely to extend to material on support for a 'legitimate' Catholic succession, especially in Scotland, and to Jacobitism as an intermittent haven for those discontented with Whig rule.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Attempts to deal with historiography and with differing historical interpretations may well enhance responses but are not required. Here the focus is on reaching a judgement about the likelihood that Jacobitism could have been successful in the first half of the eighteenth century. Candidates who know about them are likely to argue that neither the 1708, or 1722 attempts were threatening, although 1708 might easily have rallied a significant number against the Union 'sell out'. The '15 and '45 are a different matter. The 15 was poorly led and failed to capitalise on the still weakly established Hanoverian succession. It made little or no impact on England. The '45 had initially triumphant progress from Scotland through the North-West of England and reached Derby before the decision to return North. Many influential figures in London were making active preparations for a hasty departure and exile. Contemporary perceptions of a real Jacobite threat, therefore, certainly existed. Some good candidates might wish to argue that Jacobitism always had more supporters in Scotland and that the Stuart dynasty was anyway Scottish. Nevertheless, more Scots fought against Bonnie Prince Charlie at Culloden than for him. In a pitched battle, the English/allied firepower was hugely greater. Some might argue that Jacobites needed to win enough hearts and minds in Scotland and England before they could be a match for Hanoverian troops. In this question, some candidates may be aware of relatively recent work which seeks to deny that Jacobitism was ever a fringe cause and that, given the appropriate preparation and leadership, might have gathered as much support as rapidly as had William of Orange in the autumn of 1688. Recent work, particularly by Monod, has uncovered significant support for Jacobitism. It is also suggested that Jacobitism profoundly influenced both political ideas and popular culture in England as well as in Scotland.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effective of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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30 Did Walpole's long tenure of power in the years 1721–42 owe more to his own abilities or to the weaknesses of his opponents?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of Walpole's career as the leading minister of both George I and George II over a period which exceeded twenty years. The focus will be on the factors which contributed towards this long tenure. Material on Walpole's own abilities is likely to concentrate on his financial management (his handling of the South Sea Crisis is relevant, since its legacy includes his appointment as leading minister) and his ability to win over a sometimes hostile House of Commons; he saw, and exploited the fact, that the Commons was now the dominant House because of its control of finance. For the most part, he kept taxes low which assuaged the hostility of many 'country Tories' who had little reason to support him at the moment. He was also a dextrous, and not over-scrupulous, parliamentary manager. It could also be argued that his abilities extended to 'spinning', particularly his exaggeration of the 1722 Jacobite threat in order to secure loyalty. He contrived the loyalty of two famously 'difficult' monarchs, further emphasising his manipulative skills, including his close relationship with Queen Caroline, wife of George II. On the other side, Walpole can be said to have benefited from weaknesses and division among his opponents, and also the premature death of possible rivals, notably Stanhope in 1721 and, although discredited by the Bubble, Sunderland in 1722. The weakness of his opponents extended to the lack of an obvious rival with necessary experience, even after the failure of his excise bill.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Attempts to deal with historiography and with differing historical interpretations may well enhance responses but are not required. Here the focus is on reaching a judgement about the reasons for Walpole's long tenure of power. It is likely that most candidates will concentrate on Walpole's strengths rather than his opponents' weaknesses, although there is plenty to say about the lack of an obvious ideological bond. Opponents seem, above all, to have wanted rid of Walpole without having an alternative programme which was likely to gain parliamentary support. Certainly, there is little evidence that either monarch considered dismissing Walpole for long. Some good candidates might wish to argue that Walpole was more in office than truly in power certainly from 1739 and the return of war, which (and its attendant expense) he had strenuously sought to avoid, and possibly before. That line of argument could link back to the assertion that, even when his key policies had failed, his opponents could not administer the *coup de grace*. In this question, some candidates may be aware of recent work on popular support for, and opposition to, Walpole.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effective of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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31 How far is the emergence of Wesleyanism in the period to 1760 explained by the inadequacies of Anglicanism?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of the early phase of Wesleyanism. The focus will be on how Wesleyanism was able to emerge and begin to establish itself in its first twenty years or so. Candidates may wish to concentrate on Wesley's 'going it alone' from 1740 after severing connections with the Moravians, who had been an early influence on his thinking. They are likely to know about Wesleyan organisation, with class meetings, lay preachers and a Methodist Conference. Some will explain Methodism as the most prominent and successful offshoot of wider evangelical developments, and will stress the importance of Wesley as a missionary, taking the word to those outside the normal reach of the Established Church. By c. 1760, Wesleyanism had almost 20,000 followers, especially among miners and other industrial workers. Good candidates will see the need to give examples of 'the inadequacies of Anglicanism'. These are likely to include: a parochial structure stretched by urban growth; the perception that the Church was too tainted by political connections with established lay authority; political bishops; Erastian theology which failed to 'reach' the lower orders; lack of doctrinal clarity.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Attempts to deal with historiography and with differing historical interpretations may well enhance responses but are not required. Here the focus is on reaching a judgement about the relative importance of the factors which explain the early growth of Methodism. Good candidates will discuss both the 'positive' (strengths of Methodism) and the 'negative' (weaknesses of Anglicanism) factors. Having done so, they will reach a conclusion which gives reasons for suggesting that one is more important than the other. Some might wish to stress exogenous factors: such as a population which was growing quite rapidly and especially in areas where the Church of England was relatively weak. Wesley might just have been fortunate in having new opportunities to exploit, although (unlike his many opponents) he saw his role as supplementing the Anglican faith. In this question, some candidates may be aware of relatively recent attempts to rehabilitate the Church of England which, if logically followed, might lead to greater stress on the 'positive' reasons why Methodism had established itself by c. 1760.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effective of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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Section 7: 1760–1815

32 How justifiable were the claims of the American colonists in their disputes with Britain in the years 1763–75?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of the key events which led up to the war between Britain and the American colonies. The focus will be on the justifiability of the American colonists' claims. Candidates should have knowledge of the main policies adopted by Britain largely to help finance the Seven Years' War: 1763 Stamp Act; 1766 Declaratory Act and repeal of Stamp Act; 1767 Townshend's new duties and New York refuses to put Mutiny Act into force; 1768 attacks on customs officials; 1769 all except Tea of the Townshend duties repealed; 1770 Townshend Revenue Act and Boston Massacre; 1773 Tea Act imposed duties on tea re-exported by East India Company leading to 'Boston Tea Party'; 1774 Boston closed to shipping, Massachusetts Government Act, Continental Congress at Philadelphia – withholding all taxes until Massachusetts privileges restored; 1775 beginnings of American rebellion/revolution at Lexington.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Attempts to deal with historiography and with differing historical interpretations may well enhance responses but are not required. Here the focus is on reaching a judgement about justifications for American resistance to British revenue and other policies imposed from 1763. Candidates can argue across the spectrum. At one extreme, American colonists had been undertaxed in proportion to their privileges for decades and had had special protection during the Seven Years War. At the other, Americans had earned what amounted to semi-independence in respect of taxation and defence by their previous loyalty to the Crown and their enormous contribution to the expansion of British trade. The British government consulted too little, imposed taxes too readily and withdrew them without mollifying colonists, who felt that their rights had been violated. The validity of the 'No taxation without representation' cause. Some candidates may argue that American colonists anyway seriously divided on many important matters, broadly, the South much keener to avoid revolution than the North. Division might suggest that there was much mistrust of the 'revolution' case among the colonists themselves. On the other hand, the Colonists had many influential friends in parliament and elsewhere. In this question, some candidates may be aware of differences between the broadly 'British' and broadly 'American' positions, although recent historiography has seen something of a coming together. For example, it might be argued that American claims may be justified but their defence of them was pushed beyond constitutional limits.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effective of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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33 How effective a prime minister was Lord North?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of the career of Lord North as prime minister, 1770–82. The focus will be on his effectiveness as prime minister. Candidates should know that North was appointed largely on the initiative of George III, although his ministerial experience was much greater than that of Bute (in some respects a recipient of similar royal patronage) almost a decade earlier. His attempts to prevent rebellion in America and extent of opposition in Parliament. His attempts to argue against Burke and the Whig party's view that North was merely a lackey of the King. North's role during the American war. His attempt to paint himself as a patriotic prime minister putting down an unjustified rebellion. Blame often settling on him for military defeats from Saratoga onwards. Extent of North's tactical awareness. His attempt to prevent growth of opposition in Commons on the basis that Crown influence on policy was excessive. North and the growth of radicalism especially after 1778. Extent to which his survival after Saratoga depended on royal influence and the deployment of patronage. Until the very end of his time in power, North had workable majorities in the Commons.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Attempts to deal with historiography and with differing historical interpretations may well enhance responses but are not required. Here the focus is on reaching a judgement about the effectiveness of North as prime minister. Most are likely to deny that he was effective. His reputation as the man who lost the American colonies has been difficult to shake off. Not a strong orator and often came off worst in debates, especially on the American issue before 1776, conduct of the war from 1776 and also in attempting to rebut the 'royal lackey' charge. Against that, North did give George III the first true ministerial stability he had known. North got reliably good majorities on most issues, though the extent to which these were dependent on a now more sophisticated deployment of royal patronage needs to be argued. George voiced no adverse criticism of his prime minister and supported him right up to the 1782 confidence motions. Day-to-day administration of domestic affairs was generally competent enough and North escaped the standard charges of graft and corruption launched at most holders of high office. In this question, some candidates may be aware of recent attempts, particularly by Peter Whiteley, to rehabilitate North, by stressing his domestic competence, while concluding that he paid for his ignorance of American affairs. He, like most senior politicians, had no direct knowledge of the colonies.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effective of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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34 Did the success of Pitt the Younger in the years 1783–89 owe more to good fortune than to his own abilities?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of William Pitt as prime minister in the early years of his tenure. The focus will be on the reasons for his successes. Candidates are likely to know about: how he came to power, with the support of George III, and his success in the 1784 election; his attempts to reorganise finances via reductions in taxation, an excise scheme and the establishment of a Sinking Fund (1786); trading initiatives, based on a cautious reduction of tariffs; foreign affairs in the post American-war period – the Triple Alliance of 1788 etc.; his handling of the regency crisis 1788–89.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Attempts to deal with historiography and with differing historical interpretations may well enhance responses but are not required. Here the focus is on reaching a judgement about the extent to which Pitt depended on luck, rather than on his own abilities. Candidates might well argue that Pitt was indeed able, mentioning his mastery of detail, his ability to see the wood for the trees, his grasp of economic and financial affairs and, where necessary, tactical awareness and cunning as, for example, in playing the Regency Crisis long. On the other hand, Pitt could have been considered lucky in having George III's support and in coming to office after the fall of a ministry the king particularly despised; the ending of the American war (none of his doing) eased pressure on finances, as did the impact of the early stages of the industrial revolution. Similarly, the return of peace made stable alliances more likely. Candidates must make a judgement which balances the relative importance of good fortune and abilities. In this question, some candidates may be aware of the monumental work of J. H. Ehrman and its measured and detailed but favourable view of Pitt's peacetime prime ministership.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effective of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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35 Why did the cause of political reform gain such momentum in Britain in the years 1789–1803?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of reform movements from the outbreak of the French Revolution to the collapse of the Despard conspiracy. The focus will be on an explanation for the increase in support for political reform in this period. Candidates are likely to have knowledge of: the early impact of the French Revolution, including: growing middle-class support for moderate reform, especially in the cities; the emergence of Corresponding Societies; the Whig Friends of the People; the impact of Paine's *Rights of Man*; growing discontent during periods of economic depression, especially 1794–95 and 1797–99; the attempts of Charles Grey to increase support for parliamentary reform in the House of Commons. It is legitimate to consider the movement for greater toleration of Dissenters as part of a wider reform movement.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Attempts to deal with historiography and with differing historical interpretations may well enhance responses but are not required. Here the focus is on reaching a judgement about the reasons why support for political reform increased in this period. Candidates are likely to give prominence to the impact of the French Revolution and support for 'rights of man' among literate artisans and many in the middle classes. Some will argue that political reform was already an issue 'on the table' because of the heightened consciousness produced by opposition to the American war in the late 1770s and early 1780s. The impact of Paine and other radical writers might well be judged as an important factor; for some, the government's repressive policies, especially from 1794, will be identified as converting many to the reformist camp. It is also possible to argue that the early impact of industrialism heightened radical awareness, if not developing 'class consciousness'. For such people, reform offered hope of change. In this question, some candidates may be aware of revisionist writing which attempts to downplay the pro-reform analyses of E. P. Thompson and his acolytes, arguing that Reform was not so strongly supported as has been assumed and that Patriotism stifled much reformist activity by branding it 'alien'.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effective of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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36 How important was naval supremacy to Britain's success against Napoleonic France in the years 1803–15?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of the Napoleonic Wars. The focus will be on its progress, leading to the eventual defeat of Napoleon. Candidates should restrict themselves to the Napoleonic (as opposed to the French Revolutionary) War. They are likely to concentrate on: naval campaigns and particularly on the impact of Trafalgar (1805), Napoleon's Continental System and the retaliatory Orders in Council; the campaigns of Wellington and others in the Peninsula from 1808 to 1813 and their successful conclusion; the impact of alliances and, particularly, the defeats suffered by Napoleon in 1812, 1813 and 1815. It is relevant also to mention Britain's economic strength and its ability to raise loans to continue to war.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Attempts to deal with historiography and with differing historical interpretations may well enhance responses but are not required. Here the focus is on reaching a judgement about the relative importance of naval supremacy to Britain's eventual success against Napoleonic France. Candidates are likely to say that naval supremacy was very important. After Trafalgar, British naval supremacy was not seriously challenged and this had more than military significance, since it enabled Britain to avoid the most damaging consequences of the Continental System, albeit with considerable difficulty and much contingent domestic hardship. It ensured that Napoleon would not be able to invade and launch his crack troops on the British Isles. Good candidates will, however, be aware of other factors: the relative strength of the British economy, allowing Britain to outlast Napoleon; the long-term impact of the Peninsular campaign, tying up French troops in Spain and Portugal; the eventual importance of anti-Napoleonic coalitions, and especially, perhaps, the Treaties of Reichenbach (1813) and Chaumont (1814). Candidates should reach a judgement which weighs the relative importance of several factors, while giving emphasis to the significance of naval supremacy. In this question, some candidates may be aware of recent work on the French wars which stress both Napoleon's abilities but the longer-term impact of fighting a war on multiple fronts against a number of powerful allies.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effective of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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Section 8: Themes c. 1603–1815

37 Assess the importance of London to economic activity and social developments in the seventeenth century.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded. Answers will need to show a sharp focus on 'economic activity'. Although there are clear connections between London's economic importance and its role as the centre of government and Parliament, which need to be pointed out, answers should not concern themselves to any considerable extent with the capital's political significance. London's economic importance was both driven by and the result of the expansion of its population; 200,000 in 1600, 400,000 by 1650, 475,000 by 1700. By the mid-seventeenth century it was the biggest city in Western Europe. London expanded not only in population but in area also. Its importance depended largely upon overseas trade and finance. These roles made it an 'engine of growth' for Britain as a whole. It created demand which led to the growth of other towns, for example, Newcastle. Candidates may be expected to consider the following: finance, banking and credit, the port of London and international trade; London as the centre of operations of trading companies and the development of the American colonies; trades and industry; a major food market.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing historical interpretations may well enhance responses but are not required. A sense of perspective, for example, comparing London with the development of provincial towns and ports would enhance answers. The growth in urban population was reflected elsewhere: in 1603 there were 12 towns in Britain with a population of over 5000, by 1714 there were over 30. But even the next biggest towns could not compare. Some provincial ports suffered as a result of London's predominance. Others such as Bristol, prospered (from the Atlantic trade, for example). In the first half of the century although other towns grew they did so at a slower rate. However, in the second half a number of provincial ports grew at a faster rate.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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38 Why did more women than men suffer from prosecution for witchcraft in the seventeenth century?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded. This should not be seen as a general question on the 'witchcraze'. Nevertheless it would be relevant to indicate how and why persecution for witchcraft increased during the period in question (although this should not form the major part of the answer). Factors which help to explain persecution and prosecutions may be summarised as follows: confessional conflict; the widespread contemporary belief in magic; a reaction to disaster such as plague, famine and civil disorder, social control. Some 80% of trials for witchcraft were of women. Answers may be expected to offer the following explanations. The *Malleus Maleficarum* claimed that 'all witchcraft comes from carnal lust which in women is insatiable'. There was also the Biblical idea of women as the 'weaker vessel' and thus more susceptible to temptation by the devil. In a patriarchal society women were regarded as intellectually and morally inferior. It may be that some women embraced witchcraft just because of the restrictions imposed by a patriarchal society. A large proportion of the accused were women who lived alone and were older than their accusers and women were more often economically dependent. Again, spinsters and widows were seen as social misfits and were thus, again, more vulnerable. Accusations of witchcraft were often associated with the death of children and therefore mothers and midwives came under suspicion. Clerical celibacy and an associated rejection of women may also have been a factor.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing historical interpretations may well enhance responses but are not required. Good opportunities present themselves for engaging with the historiography and for the critical evaluation of differing interpretations. Answers may also deal with the differences between regions and between England and Scotland.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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39 Explain the growth of radical religious movements in the 1640s and 1650s.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded. A narrative approach to this question is highly unlikely. Candidates should be prepared to give examples of radical movements of the period, such as, Quakers, Fifth Monarchists, Ranters, Seekers, Baptists, Muggletonians with some indication of their beliefs. Central to the argument is the breakdown of the authority of the established Church and its bishops and the end of the censorship it had exercised. The effective powers of the Church were ended with the abolition of the Court of High Commission (July 1641). Moreover in September 1641 the Commons had resolved that it should be lawful for parishes to appoint 'lecturers'. At a later stage Parliament ejected conservative clergy. These developments combined to allow free rein to the more extreme elements of Puritanism – the equality of the 'elect', the rule of the Godly, the imperative of conscience, the view that only a minority were destined for salvation, (and associated radical political ideas), the formation of 'gathered congregations'. The climate of unrest and the uncertainty and violence of the Civil War further encouraged radicalism, including millenarian and chiliastic ideas. The influence of the Army and its chaplains combined religious and social and political radicalism. The overthrow of monarchy and the execution of the King encouraged sects such as the Fifth Monarchists who looked for the rule of Christ on earth. Heterodoxy was further encouraged by the abolition by law of compulsory attendance at worshippers' own parish churches.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing historical interpretations may well enhance responses but are not required. To put the multiplication of religious sects into perspective candidates may speculate as to why this phenomenon occurred so rapidly in the 1640s and 1650s yet was very largely reversed after 1660.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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40 How significant were developments in inland transport in the eighteenth century?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of an important theme. The theme here is the development of transport over the stated period. Candidates should have knowledge of: the development of roads, including turnpikes; water-borne transport, including the increase in the length of rivers which were made navigable in the first half of the period and, especially perhaps, the major expansion of the canal network from c. 1760 to the end of the period; it is relevant also to mention experiments with rail transport, although the development of steam-hauled locomotives and passenger rail transport lie either mostly or wholly out of period. Overland passenger transport is also relevant and candidates are likely to know of the key developments here, including the expansion of a stage-coach network (with more journeys between provincial centres as well as to and from the capital) and the increasing use of relays of horses changed at coaching inns. Good candidates will show an understanding of the salience of 'revolutionary' and will select material which enables them to reach a judgement on this. It is worth noting that, to keep the scope of the question manageable, reference to coastal navigation, has been eliminated from the scope of the question. Reference which link this to transport opportunities inland – as, for example, to the coast in order to make use of opportunities for coastal navigation – are nevertheless permissible.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Attempts to deal with historiography and with differing historical interpretations may well enhance responses but are not required. Here the focus is on reaching a judgement about the significance of inland transport changes. Candidates would find it difficult to deny that the changes were substantial and, in many cases, very rapid. Candidates might wish to make reference, for example, to the speed at which canals were constructed and to the investment boom as part of a canal mania. Changes designed to reduce the overwhelming emphasis on water-borne inland transport, especially for heavy goods, were also substantial and candidates can make use of the extent and rapidity of turnpike construction to evaluate change. Stronger candidates are likely to concentrate on the impact of change in making a developed evaluation about overall significance. Thus, they may wish to argue that internal navigation by water was revolutionised by the rapid emergence of a canal network by c. 1800, whereas progress on road transport, though real and in some instances spectacular would not make the revolutionary impact which railways would. On the other hand, increasing wealth and a rapidly growing population made what some might argue were revolutionary challenges to the existing transport system and one which the British, to a very large extent, met. In this question, some candidates may be aware of monographs on the impact of road transport and also of the transport change for early industrial developments.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effective of substantial problems in this area will inevitably influence judgments concerning the overall clarity and effectiveness of the presentation.

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41 Why did Britain's population grow so much more rapidly in the second half of the eighteenth century than in the first half?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of an important theme. The theme here is population growth and the specific focus is on the differential rate at which population grew during the eighteenth century. Candidates should know that population growth was very limited until c. 1740 and that there is strong evidence of a mild population decline in the 1720s and early 1730s. Population grew more rapidly from 1750 and especially so in the last quarter of the century. Candidates are also likely to know that population growth was markedly greater in urban manufacturing and commercial centres (including, of course, ports) than in most rural areas. Candidates should also know of factors affecting birth rates and death rates. It is unlikely that migration had a substantial net significance on population growth, at least until the acceleration of migration from Ireland in the last two decades of the century.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Attempts to deal with historiography and with differing historical interpretations may well enhance responses but are not required, although historiographical foci tend to be significant in answers to questions on eighteenth century population. Here the focus is on reaching a judgement about causation: why did population grow more rapidly after 1750 than before? Candidates are likely to explain how rising birth rates and declining death rates affect the size of population and that both were in play during the eighteenth century. Most candidates are likely to give priority to birth rate changes, however, although any significant changes in infant mortality rates are likely to have substantial implications on population change in the next generation. Some candidates will draw attention to the growing provision of hospitals, although some will argue that hospitals were as likely to spread disease as to cure it and that hospitals, at best, helped to isolate infection – and that more serendipitously than with overt intention. Furthermore, urban growth was most marked and, although we have only census estimates before 1801, the balance of probabilities is that death rates in some of the more crowded and rapidly expanded towns were actually increasing somewhat – though far less than were countervailing birth rates. On the specific differences after 1750, focus may fall on the increasing opportunities for the unmarried young to move to exploit expanded employment opportunities which a growing economy afforded. Some may also argue that population increase is often a natural consequence of population constraints or declines in the previous generation, as may well have happened with the 'take off from the 1740s after a short period of stagnation or decline. In this question, some candidates may be aware of the weight of work done by the Cambridge Group for the study of population and social structure, which has laid much emphasis on birth rates and, particularly, on a lowering in the age of first marriage of women, thereby increasing the likelihood that women would bear larger families.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effective of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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42 Why did the horizons of Britain's eighteenth-century overseas traders increasingly extend beyond the continent of Europe?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of an important theme. The theme here is overseas trade in a century of substantial growth, with a particular emphasis on explaining the geographical trends involved in that growth. Candidates should know that, historically, Britain's overseas trade had been dominated by Northern Europe. During the eighteenth century, the relative importance of that market declined (although remaining very substantial) with a greater emphasis particularly on the Americas: West Indies and North America, including Canada. Candidates might note the frequency of Britain's wars in this period and, especially, how important were the securing or expansion of trade routes in the country's war objectives. Candidates are likely to mention the importance of the slave, triangular, trade and the growth of an exchange which saw raw materials (sugars, tobacco, cotton) coming into Britain and manufactures going back out. Most candidates are likely to mention the growth of trade in the sub-continent, including the role and significance of the East India Company. Some candidates may know about more exotic ventures into the Far East, which promised more than they achieved. Some may also mention methods of recruitment into the merchant and royal navies.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and of arriving at a well-considered judgement. Attempts to deal with historiography and with differing historical interpretations may well enhance responses but are not required. Here the focus is on reaching a judgement about the reasons why the eighteenth century saw significant changes in the direction of trade, resulting in a relative decline in the importance of Europe during a period which, overall, saw very significant increases in trading volume and value. One important reason is likely to be the need to expand trading opportunities and, in particular, to make the anticipated profit on colonial expansion, especially in the Americas. Candidates may well concentrate on British victories in the key wars and the commercial advantages which the country was able to extract, especially in India and the Americas. It is relevant to mention also the decline of Dutch competition and, from c. 1750, Britain's increasing trading dominance over France. Some good candidates might argue that it was only in this century that Britain was able to capitalise on its island status. Some may wish to argue that the creation of a 'Great Britain' after 1707 was advantageous too, since Glasgow and Liverpool could both expand westwards and, in some respects, challenge both London and Bristol. Britain in the eighteenth century had rapidly expanding ports and an increased population to provide skilled and unskilled labour. In this question, some candidates may be aware of the debate on the extent to which massive increases in overseas trade helped to generate propitious conditions for an industrial revolution, many of the products of which went overseas, not least to the Americas.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effective of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.