
HISTORY (PRINCIPAL)

9769/01B

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

For Examination from 2016

SPECIMEN MARK SCHEME

2 hours 15 minutes

MAXIMUM MARK: 90

The syllabus is approved for use in England, Wales and Northern Ireland as a Cambridge International Level 3 Pre-U Certificate.

This document consists of **30** printed pages.

These banding definitions address Assessment Objectives (AOs) 1, 2 and 4, and should be used in conjunction with the indicative content mark schemes for each question. Information about AOs can be found in the 2016–18 Cambridge Pre-U History syllabus.

Introduction

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

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

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

Band 5: 25–30 marks

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

Band 4: 19–24 marks

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

Band 3: 13–18 marks

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

Band 2: 7–12 marks

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

Band 1: 1–6 marks

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

Band 0: 0 marks

No evidence submitted or response does not address the question.

Section 1: 1399–1485**1 How great a threat did Owain Glyndwr represent to Henry IV?**

AO1 – Candidates should cover the whole period of the uprising and evaluate change and development in the scale as well as the nature of the threat. Candidates might well take a chronological approach, which so long as it is not descriptive, might work well. Owain Glyndwr declared himself Prince of Wales in 1400 and ruled Wales for nearly 10 years. Candidates might look at: his parliaments and what they achieved; his dealings with the French; his dealing with the Papacy; and his dynastic ambitions by marrying his daughter to the rival for the English throne, Edmund, Earl of March. Candidates will need to explain how the problems with Owain Glyndwr exacerbated other problems for Henry IV. Glyndwr should be set in the wider perspective of Henry IV's reign, although the focus should always be on the threat posed. Candidates may also wish to consider the social, economic and political consequences of almost continual fighting in Wales and the Marches over this period. Although Henry was triumphant in 1409, candidates may evaluate the legacy of Glyndwr.

AO2 – Here the focus will be on an evaluation of the nature and seriousness of the threat, especially since it comes so soon after Henry IV's usurpation. Candidates should consider how the threat, changes and develops and how Henry deals with it. The threat can be seen both in its own terms, how it destabilises Wales and the effort and expense of putting it down, but also in terms of how it constrains Henry IV, a new monarch, in other areas of his rule.

2 'Nothing more than a great soldier.' Discuss this view of Henry V.

AO1 – This question requires an evaluation of both Henry V's military career and his domestic policy. Candidates will probably agree with the view that he was a great soldier, though they need to go further than simply recount his successes. Material that might be referred to includes: an assessment of his campaigns, not just his success at Agincourt but his ability to plan, equip and sustain those campaigns, sometimes against overwhelming odds. It could be argued that he left his successor dangerously over exposed, yet he did not expect to die so young. In the end what he achieved in a comparatively short space of time was remarkable. Yet, candidates may argue that he would have been unable to triumph abroad, had England not been so well governed, especially given the unrest of his father's reign. Candidates may review his interest in the law and the improvements that were made; his ability to reposition the authority of the crown is generally seen as very successful; his relationship with his nobility was secure, although this may be closely linked to his success as a soldier. He was even able to institute and inspire reforms in the Church.

AO2 – Here the focus is clearly on seeing the inter-relation of his work as a soldier and his achievements as the King of England. This is not an evaluation of whether he was a good soldier or not. The historical debate generally holds that Henry V was both a great soldier and a great king, although some evaluation of contemporary views which might have coloured historical thinking could be discussed. Clearly Henry was very aware of his own image; nevertheless he did gain the French crown, reign over a quietly-governed country and institute useful reform. Moreover the throne was passed on to his baby son, whole and secure, and the minority years of Henry VI's reign may well be a testament to the fact that Henry V was far more than just a great soldier.

3 To what extent was the civil strife of 1455–61 caused by ‘overmighty subjects’?

AO1 – There are many reasons for the civil strife of this period; candidates are expected to evaluate these issues and find links between them. Nevertheless there should be a significant focus on the issue of overmighty subjects. Candidates could explain and analyse how issues change and develop over the period. In terms of overmighty subjects the Beauforts are certainly candidates as is York and his Neville allies; Margaret of Anjou might also lay claim to the title. At the heart of the issue is an undermighty King who relies on factionism and might be accused of creating the problem by over-rewarding the Beauforts. Both the Beauforts and York have a claim to the throne and are excessively wealthy. The issue of the claim to the throne is especially important to Margaret of Anjou as the mother of the heir. Other issues are important: the failure of the war in France and the financial problems it caused and social unrest. The wider noble feuds might be assessed. Success in various battles might be considered as well as significant turning points, such as the desertion of London by Henry VI after 1456, the Parliament of Devils, the Act of Accord and the death of York.

AO2 – Here the focus is on the causes and continuation of civil strife. It is not sufficient simply to consider the reasons for its outbreak in 1455, as issues change and develop over the period. A very persuasive case can be made for the argument, although the point might be made that Henry VI was indeed responsible for the creation and mishandling of overmighty subjects. An argument can also be found in evaluating the claims and personalities of the various overmighty subjects, especially York and Margaret of Anjou.

4 How secure was Edward IV in his first reign (1461–70)?

AO1 – The first reign of Edward IV starts and ends with a usurpation, and it might be argued that the throne cannot be regarded as secure if Edward IV has to leave the country in such a hurry in 1470. However, there is much to be said for his efforts to establish a secure hold on the throne during this period. The first three years of the reign are concerned with securing his position; by 1464 he is secure in the north, especially after the battle of Hexham, but he might be criticised for his over-reliance on Warwick and the Nevilles in this area and in that Henry VI and Margaret of Anjou remained at large. He can be commended for his efforts in re-establishing the administration and going some way towards reviving crown finances. He also makes substantial headway with foreign alliances and coming to terms with the Percys. However, he does make a terrible mistake with his marriage and, arguably, with his collection of taxation. It might be argued that Edward could never be secure while Warwick wanted to rule, and Edward proved, especially after 1464, that he had a mind of his own. Edward could also be criticised for his inaction in 1468–9.

AO2 – Here the focus is on an assessment of the security of Edward IV’s throne during his first reign. A traditional evaluation might see this period as highly unstable, but the very fact that Edward is relatively secure from Lancastrian and foreign interference and threat by 1464 might suggest otherwise. The fact that the threat comes from within his own faction and, indeed, family might not have been foreseen. The argument may well revolve around an evaluation of Edward’s mistakes and Warwick’s unquenchable ambition. Nevertheless, some sense of the positive steps Edward made to strengthen his position should be included.

5 'For all his good qualities as King, Richard III was never likely to achieve stability.' Discuss.

AO1 – Candidates may consider the circumstances of Richard's accession and the events of 1483 as evidence that the reign could not achieve stability. Richard overcame the rebellion of the Duke of Buckingham in 1483. A progress of 1483 was careful to cultivate the cities he passed through, refusing sums of money offered. Richard held a parliament which met in January and February 1484 and which abolished benevolences. There were judicial reforms introducing bail, introducing property qualifications for jurors and restricting the powers of 'piepowder' courts. Richard accepted the protection of English merchants from foreign competition, but the regulations excluded books. Richard offered a charter to the College of Arms and gave it a house for its records. There was a forerunner of the Court of Requests in December 1483 to consider the legal petitions from poor people. In July 1484 the Council of the North was re-established. Richard continued to patronise ecclesiastical building and gave money for the completion of St George's Chapel, Windsor and King's College, Cambridge. He was active in promoting building – Sudeley Castle's great hall and the hall at Middleham. In April 1484 Prince Edward died, leaving Richard without an heir, and when Richard's wife Anne died there were rumours that he had killed her, hoping to marry Elizabeth of York. He publicly denied this and sent Elizabeth away. Richard had to appoint his nephew as heir presumptive. Hostile forces gathered round Henry Tudor, and the Battle of Bosworth saw key lords either failing to engage or changing sides. Richard's death in battle was a decisive, if unusual, event.

AO2 – The arguments may focus on the usurpation destroying credibility – the bloody elimination of rivals, the imprisonment of the princes and the rumours of the murders; the Buckingham Rebellion in the same year may indicate a lack of stability from which the reign could not recover. However, the justification in Edward's precontract and the petition of parliament and the desire not to repeat the instability of the minority of Henry VI, together with Richard's high reputation in the North and his military prowess and piety, may challenge this. His loyalty to Edward and his good qualities as soldier and administrator may not have made him inherently likely to have been overthrown. Other medieval kings had come to the throne in violent and disturbed circumstances. The productive parliament of 1484; the efforts Richard made to get support by making his council include former Lancastrians; his successful progress and the generally efficient way that the Yorkist conciliar government operated do not suggest to some an ongoing state of emergency. What may have been more significant was the death of his son and then his heir – unforeseen in 1483 – and the fortunes of the battlefield. Either the treachery he faced is indicative of inherent instability or it is merely typical of the period. His race to strike down Henry Tudor which ended in his death is either a result of his fear for the loyalty of his followers; or it is a sign of his bravery and his kingly qualities.

Section 2: 1485–1558

6 Assess the view that in his aims and methods, Henry VII was a deeply conservative ruler.

AO1 – A good range of factors should be considered with some discussion over the issue of ‘New Monarchy’. It might be argued that Henry VII’s main aim was to secure the throne and his dynasty and he did this by repositioning the monarchy and the nobility and addressing issues of law and order. Candidates should consider the following: Henry’s relations with and treatment of the nobility; his use of attainders, bonds and recognisances; the Council Learned in the Law and whether Henry might be seen as ‘anti-nobility’; his alleged use of ‘new men’; his style of government, use of council, use of Chamber finance and his personal scrutiny of government; his policies to restore law and order, especially his use of JPs; his financial dealings, as well as his foreign policy, dynastic policies and dealings with other rulers.

AO2 – Here the focus is on whether Henry introduced new policies that perhaps amounted to a ‘New Monarchy’ or whether he used the traditional policies and methods, albeit very efficiently. The candidate could argue that the idea of a ‘New Monarchy’ has lost any real credibility. Henry might be seen as innovative in his financial policy, especially in his use of Chamber finance. Although this was used by Edward IV, Henry certainly appears to be rapacious, but tends to use traditional methods in an over-scrupulous way. He has been seen as being anti-nobility, but all of the methods he uses, with the exception of the Council Learned in the Law, are traditional. It might be argued that he was attempting to restore the monarchy to its traditional position after a period of civil war. It is difficult to see any real areas of innovation, although perhaps he does understand the new order in Europe and this is partly why he does not attempt a particularly ambitious foreign policy.

7 Why did Henry VIII enjoy limited success in foreign policy from 1509 to 1529?

AO1 – Judged against his grandiose schemes and aims to dominate Europe and follow in the footsteps of Henry V by winning the French crown, Henry VIII’s successes in foreign policy look slender. It will be important to consider the context of Europe, that England lacked the finance and manpower compared to France, Spain or the Empire, especially once the Empire and Spain are combined under Charles V in 1519. Henry is frequently the ‘dupe’ of his allies, consistently let down by rulers whose real focus tended to be Spain. A chronological approach is possible, but should avoid narrative. In his early forays, he makes little impact save for the ‘Battle of the Spurs’. He is let down by his father-in-law, Ferdinand, and the real success comes in Scotland whilst he is out of the country. He achieves some temporary success with the treaty of London, where the diplomatic skills of Wolsey ensured that for a moment London was the centre of European diplomacy. The Field of the Cloth of Gold was an expensive piece of window dressing at a time when Henry had decided to renew his alliance with Charles V. In the early 1520s he is again let down by his allies and is unable to capitalise on Habsburg victory at Pavia for lack of money. After this his efforts switch to his attempts to gain a divorce.

AO2 – Here the focus of the argument must be on an evaluation of success and why, given the outlay of money, there seems to have been little success. However, at times Henry is courted by the other European powers. They certainly cannot ignore him, despite the fact that they frequently fail to adhere to their agreements with him. Candidates may point to the treaty of London as a high point and argue that Henry is more successful in diplomacy than war. An evaluation of Wolsey may be part of the argument; however the focus of the answer should always be an evaluation of foreign policy.

8 How serious was opposition to the Henrician Reformation?

AO1 – Opposition to the Henrician Reformation takes a variety of forms and candidates will need to show that they know about a range of these; however candidates should not describe this range but are expected to evaluate the threat they posed to the throne and to the Reformation itself. There was individual opposition, for example from Fisher, More and Elizabeth Barton. Candidates should show that they understand that the opposition of each of these was for different reasons. Fisher and More were well known and well respected; there was a struggle with all three to silence them. There are groups, especially monks, whose opposition was passive but again these were well respected individuals. Most important in terms of threat is the Pilgrimage of Grace and candidates should spend some time on this. It is arguably the largest revolt of the century and was not easy to put down. It could be argued that it did not threaten Henry, but his advisors; nevertheless it does constitute serious threat. Some candidates might include the issue of perceived threat, for example it is argued that rebellion was a possibility in 1539, which is one reason why Henry himself ended the Reformation. Candidates might also discuss why there was not more opposition.

AO2 – Here the focus is on an evaluation of the nature and seriousness of the threat. Some sense of evaluation of the different forms of opposition will be expected, and candidates might also evaluate whether the threat was greater at certain times than others. There is historical debate on why opposition was not greater; this might include arguing that the Pilgrimage of Grace was not primarily a religious uprising, although this is contentious. There is also debate on the fact that since the Reformation in Henry's reign was piecemeal, people did not really know at what point to rebel. Candidates might also mention the fact that the population tended to be in the habit of obeying the King and that Henry took unprecedented steps to threaten and punish opposition.

9 How consistently troubled was the reign of Edward VI?

AO1 – There is often a tendency to write off the whole of Edward's reign as a disaster, however there are several areas that need to be evaluated. The reign began with war against France and Scotland, neither of which succeeded and which put the regime under intolerable financial stress. Religion is also an important area. There was opposition to the religious policies, but not in all areas of the country; nevertheless this should be linked to the Western Rebellion. The issue of the economy is also important, both in terms of government policy, such as debasement, and in terms of economic events, such as poor harvests which were beyond their control. It could be argued that under Somerset there was a breakdown in consiliar rule and that governance broke down completely in the summer of 1549. Yet it is possible to reassert governance fairly quickly and it could be argued that the second half of the reign does witness a better administration. The last months of the reign can also be highlighted as a time of acute crisis as well. Candidates could also compare the abilities of Somerset and Northumberland.

AO2 – Here the focus must be on an evaluation on the issue of consistency. The best answers will identify different forms of crisis and will perhaps highlight the summer of 1549 and the last months of the reign as periods of particular difficulty. Much has been written recently which focuses on the role of the council and how well it was used. There is considerable debate over the abilities of both Somerset and Northumberland which could be used very effectively in this question.

10 'Mary I's attempt to restore Catholicism was an impossible dream.' Discuss.

AO1 – Mary I is most often associated with her religious policies, and whilst there may be some other aspects of her rule that link to religious policies, not least her marriage and foreign policies, the focus of the answer should be on religious matters. The argument that she faced a good deal of opposition has been challenged, yet there are significant areas of opposition. An evaluation of her dealings with parliament, both the Commons and the Lords, will be important, but candidates might note that much of this is to do with property and heresy laws, and these issues are settled. Candidates should refer to the exiles and to the burnings; they should also refer to Wyatt's Rebellion, but might evaluate this as being mainly about other issues such as the Spanish marriage. She was successful in returning England to the papacy and had she lived longer, or had a Catholic heir, she might have succeeded in a permanent counter-reformation. Candidates might refer to her lack of inspirational clergy, lack of money, the harshness of people like Pole, or the population's distaste for the burnings. They might note that one of the problems was not anti-Catholicism, but a deeply rooted anti-papal attitude.

AO2 – Here the focus is clearly on religious policy. The historical debate could be used effectively to argue that Protestantism was far from secure and that there were very real differences in various parts of the country. Mary took heart from her enthusiastic elevation to the throne and her attitudes and understanding could be key, especially as she took an increasingly hard line. There were areas, such as the property issue, that were never going to be resolved in her favour, and in the end she struggled with a lack of time, of money and perhaps of real enthusiasm for Roman Catholicism.

Section 3: 1558–1603**11 How effectively did Elizabeth I manage her parliaments?**

AO1 – Candidates could adopt a chronological approach to this question, but should address the issue of management and evaluate Elizabeth's success and effectiveness. Candidates should understand the perspectives of Elizabethan parliaments and the fact that they only came into being by the express wish of the queen; she generally wanted them to grant supply, address certain issues she brought to them and then go home as soon as possible. However, she was realistic enough to understand that they wished to address certain issues themselves. It might be helpful to view this as she did herself, that there were issues of the commonwealth which they might discuss, and issues of state which could only be discussed if she introduced the issue. As far as she was concerned, the issues of religion, after 1559, succession and her marriage were strictly off limits. It might be noted that parliaments in Elizabeth's reign were infrequent. In general she managed parliament very well. She seldom had to 'pack' parliament and she was prepared to make full use of her own speeches, her councillors and the veto to ensure good management. The main areas for discussion are likely to include: the religious settlement and attempts to modify it; subsidies; Mary Queen of Scots; marriage; succession and freedom of speech.

AO2 – Here the focus is on evaluation of Elizabeth I's effectiveness. The historical arguments here are varied; candidates might reject the views of Neale and conclude that with some notable exceptions she managed parliament well. Examples of opposition and possible mismanagement can be found, but it could be argued that these were generally when the council could gain no satisfaction and took their grievances to a wider audience in parliament. Candidates may comment on the role of patronage in parliament, especially that of Cecil.

12 Who presented the greater threat to Elizabeth I: English Catholics or English Puritans?

AO1 – The focus should be on a direct comparison of threat. However, candidates may conclude the nature of the threat of Puritans as compared to Catholics was very different and indeed the nature and intensity of the threat does change and develop over time. Generally speaking, the Catholics are likely to be seen as more menacing. Candidates might refer to: Mary Queen of Scots; the various plots; foreign intervention; the Revolt of the Northern Earls; the Armada and Seminary priests and Jesuits. It could be contended the threat begins to materialise after the Papal Bull of Excommunication. The Puritan threat revolves around the problems it caused Elizabeth in the governance of her realm. The following issues may also be included: control of churches in the localities; rights of advowson; the threat posed to supremacy by the Presbyterians and the nuisance factor caused by some Puritans in parliament. It could be argued that while the Puritans do not go away, they are prepared to throw their weight behind the crown once the threat of the Catholics really materialises.

AO2 – This is an issue of evaluation of threat. It might be argued that because the Catholics owed their allegiance to a foreign power they were always bound to be the greater threat, yet this is not really the case until later in the reign. Candidates might suggest that the majority of Catholics were loyal subjects and were prepared to keep their beliefs to themselves. On the other hand, the Puritans take it upon themselves to question the settlement and try to work from within to effect a change to the religious settlement on which Elizabeth believed she had had the final word.

13 Explain why successive governments met with only limited success in Ireland in the period 1547–1603.

AO1 – Candidates should comment on change, progress and regress over the period. Some of the areas which might be covered include: political, social and tribal structures of Ireland; the limited area of effective control in 1547; religious complications as England became more Protestant; the background of Irish resistance; limited resources available and the huge costs involved in any systematic policy. The policy used was largely one of subjugation and coercion. Under Somerset and Mary there is a policy of garrisons; plantation and colonisation is used more or less throughout the period. Candidates might also discuss divide and rule and the use of Anglo-Irish nobility; provincial councils; appointment of English Lord Deputies; use of the Irish Parliament – although only four were called during the period; the suppression of rebellion (reference might especially be made to Kildare and Hugh O’Neill); conquest and devastation under Essex and the prevention of Spanish invasion in the 1590s.

AO2 – Candidates might look at the issues in terms of English aims and may argue that at times these went beyond subjugation and colonisation. It may be argued that Ireland is more or less strategically important at different times and therefore policy changes and develops. Success is also dependent on resources and other demands on the English crown. Candidates might also identify relative high points and low points; it could be argued that the position in 1603 is far stronger than it was in 1547. Candidates might also consider the issue of whether anything more than limited success could have been expected in this period.

14 How effectively did Tudor governments in the second half of the sixteenth century deal with the problems of poverty and social distress?

AO1 – Candidates may present a survey of the nature of the problem caused by rising population, inflation, changes in agriculture and a seeming rise in vagabondage, but they must evaluate ‘how effective’ measures to deal with these issues were. The period starts with draconian measures to deal with vagrants and orphaned children. These were relaxed later when parishes were encouraged to make collections for the poor and when begging became legalised in 1555. Candidates might refer to the Statute of Artificers to control wages and to further attempts to encourage parish poor relief in the early part of Elizabeth’s reign. In 1572, legislation made a clear distinction between ‘vagabonds’ and the more ‘deserving’ poor. Legislation of 1597 and 1598 was wide-ranging and sought to make some attempts to address agrarian problems. In addition to these specific measures, in times of dearth there were attempts to regulate prices and supply of grain.

AO2 – Candidates might seek to explore the issue of effectiveness; they might do this by comparing particular attempts to each other, or seeing the period as a whole whilst pointing out moments of change and development. Candidates might argue that the efforts were not particularly effective given the poor understanding of their causes.

15 Assess the reasons for the deteriorating relationship between England and Spain in the years 1568–1603.

AO1 – Candidates might comment on the fact that relations with Spain were generally good until Alva's arrival in the Netherlands in 1567, but should not go into detail before 1568. Some explanation of the actions of 1568 might be expected and the attempted healing of the rift in 1572, but it was events in the Netherlands, prompted by Elizabeth's expulsion of the 'Sea Beggars', which led to further deterioration in relations. For the next three years, Elizabeth tried to stay neutral despite pressure from her council. The Perpetual Edict was signed in 1577, she opened marriage negotiations in 1579 with Anjou in response to growing Spanish power, and by 1584, with Anjou and Orange dead, the stage was set for an invasion of England. This led to Philip's alliance with the Guise faction in France and his championing of Mary Stuart's cause in England. The Treaty of Nonesuch is pivotal, Leicester's expedition to the Netherlands in 1585 was tantamount to a declaration of war, yet Elizabeth still pursued diplomatic avenues. Candidates should consider the build-up to and defeat of the Armada, the attempted subsequent Armadas and diplomacy to the end of the reign.

AO2 – Candidates might seek to explore the importance of national security in the light of the Spanish army in the Netherlands and the need to balance French and Spanish power whilst continuing to trade. There is considerable historical debate over whether Elizabeth was simply reactive and at the mercy of events or whether she had a genuine policy. Events in the Netherlands, pressure from the council, diplomacy with France, the behaviour of Drake and Hawkins should all be considered.

Section 4: Themes c. 1399–c. 1603**16 To what extent was the House of Commons more powerful in 1529 than it had been in 1399?**

AO1 – Responses to this question will need to range across the whole period and should take careful note of the key dates. Candidates should consider change and development over the period. A thematic approach could also be used in considering issues such as: taxation; support for war; usage for succession; punishment of nobility during rebellion and civil war; and increased use by individual members. In terms of taxation, supply for Henry V and Henry VIII's wars could be contrasted with growing hostility to the taxation for the failing war in the reign of Henry VI and the reluctance of Henry VII to ask for taxation. There is considerable material to be referred to when dealing with succession, most notably after an usurpation and in relation to such issues as the Act of Accord. Candidates could mention: the use of Parliament for attainders; resurreptions and treason; the Parliament of Devils; the growing use of Parliament for issues related to trade and local issues. The focus must clearly be on the House of Commons, with some sense of how this relates to the power of the House of Lords.

AO2 – Here the focus will be to evaluate usage and importance. Most candidates may conclude that it waxes and wanes, but that by the end of the period there is no profound change. Candidates may reflect on the nature of Parliament, in particular its relationship to the Lords through patronage and faction, how the Commons can be 'packed' and influenced by significant figures. Some candidates might reflect on how its significance and power relates to that of the King.

17 How serious a threat was Lollardy to the medieval church?

AO1 – There is a great deal of debate here over the size of the problem. Candidates will need to consider the nature and extent of the threat and may conclude that the threat diminishes over the period. The threat is more prevalent in some areas, in particular the south. Candidates may conclude that Lollardy had already had its day by 1399. Wycliffe died in 1384 and his sometime supporter, John of Gaunt, died in 1399. The movement is increasingly persecuted and driven underground, although there are some notable survivals. Candidates may take the view that Lollardy did encourage a greater sense of individual piety and a focus on the gospels; it also encouraged criticism of Church institutions and anti-clericalism. Most candidates will probably conclude that it was not a particularly serious threat in itself, but was more of a threat in terms of encouraging criticism.

AO2 – Here the focus is on evaluation the nature and extent of threat. The historical argument is interesting. Traditionally Lollardy was credited with having encouraged the Reformation in terms of its survivals and the habits of criticism it encouraged in the English people. However, this view has been convincingly challenged, with many historians largely discounting Lollardy after the mid-fifteenth century. Some candidates might argue that rather than being a threat, Lollardy gave the Church the opportunity to examine itself and rectify some of the problems.

18 'A century of remarkable achievements in architecture.' What best explains this verdict on the fifteenth century?

AO1 – The issue of Church architecture is important. However, candidates may also wish to consider domestic architecture as well. There is a good deal to be written in terms of fifteenth-century halls and barns and in terms of buildings erected by towns, universities and individuals. Despite the civil war in the century, it is a time of considerable prosperity, particularly in certain areas of the country. The 'cloth churches' of East Anglia and the Cotswolds are a case in point. Candidates might explore the unique building style of this period. Simple prosperity is not enough to explain this and candidates might comment on the increases in lay piety, with a movement away from monastic building to parish churches and indeed private chapels. Changes in the way in which lay piety is expressed might also go some way to explain the buildings in Oxford and Cambridge. In terms of lay architecture, issues such as the rise of the yeomanry and civic pride might be considered. It is important that examples are used to support the argument.

AO2 – Here the focus is on evaluating the relative reasons for the growth. Candidates might consider that this growth was far from uniform; some might argue that this calls into question the whole premise of the question. This is a reasonable issue to raise but should not constitute the bulk of the argument.

19 How is the expansion in educational provision in Tudor England best explained?

AO1 – A range of issues might be raised but the key to success is in the relative evaluation of these factors and how they link to each other. Candidates might consider the following: the uniformity of provision, both in terms of a geographical spread and in terms of change and development over the course of the century; the issue of demand, with England becoming more literate and more litigious; the printing press and the development of both religious and lay printing; the dissolution of the monasteries; the provision of grammar schools and the early public schools in various provincial towns; the growth and relevance of the universities; and changes in the types of charitable giving, particularly after the break with Rome. Candidates should base their answers on more than one specific school or university and provide specific examples.

AO2 – It can be argued that coverage was not at all uniform. In many cases, schools were established but were closed within a generation. The variety of reasons why benefactors chose to support education can be seen as a reason for this. Candidates might argue that the period can clearly be broken into two halves, yet the growth in lay provision, even before the dissolution of monasteries, should be considered.

20 Assess the importance of population growth on the social and economic condition of Tudor England.

AO1 – Whilst the overall situation is one of growth when the century is taken as a whole, candidates should show that they understand that there was a considerable break in the upward trend during the reign of Mary I, when approximately a fifth of the population succumbed to epidemic in 1558. Candidates may identify two particular crisis points in Edward VI's reign and at the end of Elizabeth I's reign. At certain points severe crop failure does limit population growth. Candidates might consider the growth of towns, whilst noting that there was a decline in some; as with population growth itself, the impact is not uniform all over the country. Of particular concern to contemporaries is the rise in vagabondage and candidates might comment on how governments dealt with this. Population growth also has an impact on agriculture and the patterns of internal trade. Candidates might comment on better record keeping from the middle of the century and they might also discuss the way in which commentators begin to understand the problem.

AO2 – The focus is on assessing importance and evaluating the relative merits of change. Candidates might comment on the other issues which impact on social and economic change, such as: the dissolution of the monasteries; changes in trade; changes in land ownership and enclosure. The focus of the argument should be based on the impact of population growth itself.

21 How significantly did the pattern of overseas trade change in the sixteenth century?

AO1 – There are significant changes in the patterns of trade during this period, as well as a significant increase in its total. Candidates should focus on evaluating the significance of the change rather than explaining it. There are changes due to war and foreign policy, perhaps the most important of which is the fall of Antwerp. Trade with France, along the traditional routes, is also impacted by war. Routes in the Baltic and the Levant are opened up and flourish. There is the impact brought by the opening up of the New World at the end of the period. Trade is also affected by legislation, both that brought by the crown and that instigated by private individuals and groups in the House of Commons; here the London merchants have a role to play. The answer must range over the whole of the period although there is more to be said about the later part.

AO2 – The focus is on assessing the significance of change as a whole over the course of a century. The traditional view marks Elizabeth out as presiding over the beginnings of Empire and a seagoing fleet. More recently historians have been more cautious, setting this against the damage done to trade as a result of war with Spain and the disruption of trade to the Netherlands. The role of a handful of privateers tends to be downplayed. Nevertheless change is significant during this period.

Section 5: 1603–1689**22 How successfully did James I and Charles I deal with their financial problems between 1603 and 1629?**

AO1 – The issue of finance has always been seen as central to an evaluation of this period. Both monarchs were chronically short of money and both were accused of profligacy. The issue also had a profound effect on their relationships with Parliament and with the country more generally. For James, there was always the spectre of his extravagance and perhaps a lack of understanding of how finance operated. Various options to curb his spending and properly endow the crown were tried: the Book of Bounty in 1608; the plundering of Crown lands; the exploitation of customs duties, feudal dues and purveyance. Candidates should deal with the Great Contract in some detail; with its failure, a consideration of the increasingly desperate means of gaining supply should be considered. Relations with Parliament and the lack of success in gaining money from that source should also be considered. The war at the end of James I's reign added a new dimension to the problem, and the efforts of Charles to gain money, whilst successful in some measure, came at tremendous cost. The roles of various advisors and ministers might also be considered.

AO2 – The focus is on evaluating success, and candidates might conclude that both monarchs were singularly unsuccessful and at a cost of alienating many. This has to be set against very real problems however, many of which were not of the monarchs' own making. There were several notable missed opportunities, but there were also some ingenious, albeit unpopular, solutions.

23 Do religious issues alone explain the unpopularity of Archbishop Laud?

AO1 – The issue of Arminianism and the unpopularity of Laud must be set within the context of the other reasons why Charles I's subjects were wary of him. The religious issues are clear: many contemporaries disliked the focus on uniformity and the authority of Bishops and royal prerogative. Candidates may consider the debates and disputes in Parliament over issues of Religion and it is here that opposition to what they saw as religious innovation became associated with other forms of opposition. The conference at York House in 1626 might be considered. The situation became more serious once Laud was Archbishop of Canterbury. Much of his unpopularity is based entirely on religious issues, in particular: his attacks on preaching; his insistence on a strict adherence to the prayer book and vestments and the railing of the altar. Evaluating opposition in this period is difficult given that Parliament was not meeting. Laud's attack on property rights is important; he might have seen it as a religious issue, but landowners certainly did not. Other issues, such as the Book of Sports and the blurring of social distinction by some actions of uniformity served to make Laud unpopular. He was also involved in politics: he joined the Privy Council in 1627 and was deeply involved in domestic policies. His close association with Charles himself should also be considered. His fall and execution might also be mentioned.

AO2 – The focus is on evaluating the various reasons why Laud was unpopular. Laud's inflexible personality could also go some way to explaining his lack of popularity. It needs to be noted that he was not universally unpopular. His intentions were religiously motivated, yet the impact was far more than solely on religious practice. Candidates may evaluate the historical debate which sees Laud as a real revolutionary and innovator. His relationship with the King should also be evaluated.

24 'Superior military organisation accounts for Parliament's success in the First Civil War.' Discuss.

AO1/AO2 – Candidates might adopt a chronological approach, but this may result in a narrative of events and battles. The focus should be on a relative analysis of the factors which brought about a Parliamentary victory. Candidates might argue that, given the military deadlock at the end of 1644, it is surprising that Parliament in fact won. They might then concentrate more on the later years of the war. The effectiveness of the New Model Army and the military victories of 1645 should be evaluated as should the reorganisation following the Self Denying Ordinance. Military and political leadership on both sides warrants evaluation. The Scottish factor is important. Candidates might comment on supply and financing of war. The focus should be on relative evaluation and seeking to demonstrate links between the factors.

25 How much was restored by the Restoration of 1660?

AO1 – Candidates could argue that this was a simple restoration, given the Convention Parliament of 1661. The House of Lords with its Bishops, the Anglican Church and the Monarchy had all returned. Candidates must evaluate the more subtle changes and shifts which were evident. Candidates might also evaluate the Puritan cause and Venner's rising, but for the most part the Puritans did not prevail, indeed the Uniformity Act of 1662 might be used to illustrate this, yet the Act did vest in Parliament the right to determine religion. Subtle changes were apparent with Charles II's patronage of science and enquiry. Other changes are evident in foreign affairs and economic issues. Candidates might consider the sort of man Charles II was and what sort of a King he was; perhaps in the end much was restored because people were tired of innovation and all that had entailed.

AO2 – Here the focus is on evaluating extent. Candidates will probably conclude that it was very much a restoration and will evaluate issues such as the power of the Monarchy, the nature of the Church settlement and the power of Parliament. A different argument will point out that it was restoration in the shadow of the recent events. In a sense, there could be no going back to 1640, only an attempt to deal with issues as they presented themselves, given a real desire to heal and settle the country as a whole.

26 Why did James II enjoy so much support in 1685, but so little in 1688?

AO1 – The focus of the question is on the comparison between the circumstances of 1685 as compared to those of 1688. Candidates should engage with the sharp contrast inherent in the question. They might evaluate the strength and reasons for the support of the new King in 1685. They might consider the conditions of support for the maintenance of the Anglican Church given to James by the Tories. Candidates should make some reference to: James's attempts to repeal the penal and test legislation; his expansion of the standing army; the arrival of a possible rival monarch in William of Orange in 1688; and opposition to his methods, such as the purging of office holders, erection of ecclesiastical commission and the trial of the seven bishops. Candidates may well draw on the circumstances of his downfall.

AO2 – The contrast between the two dates is stark. An explanation of how a seemingly popular monarch could lose almost all his support in a period of just three years should be explored. There may be some evaluation of key personalities, not least James himself and how far his lack of judgement resulted in his own downfall. Candidates might identify key turning points and examine the issue of loyalty and opposition at these key times.

Section 6: 1689–1760**27 Explain the contrasting fortunes of the Tory Party in the years 1689 to 1714.**

AO1 – Candidates should know about the factors which influenced Tory fortunes. The most important are likely to be the two wars which frame the period, including the costs of those wars and the implications for taxation, religion (especially support for the Church of England), the accession of a pro-Tory Queen in Anne (1702) and, in Anne's reign, manoeuvres towards Union and the need for a Protestant succession. Candidates might also note William III's attempts to act as a 'trimmer', with Tories (Danby, Godolphin, Nottingham and Halifax) included in a Privy Council where Whigs were in the majority. William also attempted management of parliaments in which Tories and Whigs were fairly evenly balanced. Candidates may note that party structures and disciplines in this period were fluid, especially during William's reign. Candidates should know that Whigs and Tories were fairly evenly balanced during William's reign and that, though Anne usually favoured Tories, Whigs held the upper hand from 1705 to 1710. Candidates might discuss the reasons for the decisive Tory victories in the elections of 1710 and 1713 and the contrasting versions of Toryism espoused by Harley and by St John.

AO2 – The focus is on reaching a judgement on the reasons for the changing fortunes of the Tories in the reigns of William and Mary and of Anne. Candidates could place emphasis on three factors above others: the succession of a partisan Queen; the impact of war (and especially the widely-felt need for peace from c. 1710); the defence of the Church of England against non-conformity (often presented as disloyalty). Candidates should know why support for the Church often went hand in hand with support for the Tories. Candidates might argue that lingering support for Jacobitism within the party usually worked against the Tories. They may also distinguish between 'Court Tories' and the 'Country Party'. Some may argue that, by 1710, country-party attitudes (pro-Church, anti-taxation, suspicion and resentment of the new moneyed interest) were often indistinguishable from support for the Tories. Some candidates might also argue that contrasting fortunes for the Tories also reflected a lack of developed party consciousness, especially in the reign of William.

28 To what extent may Britain's participation in the war of the Spanish Succession be considered a success?

AO1 – Candidates should discuss reasons why Britain entered the war: to prevent Louis XIV's domination of Spain as well as France, to safeguard its trade and, thanks largely to William III's position, to support the Dutch against threat from the south. Also, after Louis recognised James Edward Stuart as the rightful King of England, King and Parliament saw this as a dynastic struggle. Candidates should show knowledge of the War and its outcome. Candidates should know about Marlborough's campaigns and especially his successes first in the Low Countries and then in Germany at the head of English, Dutch and German forces. There are successes (particularly the battles of Blenheim and Oudenarde and the capture of Gibraltar). Candidates may know that the major successes of the war were front-loaded. Achievement after 1708 was limited. Allied campaigns in France and Spain from 1709 involved a number of defeats and setbacks. Overall, these campaigns achieved little. It is relevant to mention campaigns, especially at sea, in the Americas, in the West Indies and on the eastern seaboard. There is much activity but little in the way of decisive success. Candidates may also be aware that the Tory success in the election of 1710 was followed by considerably less commitment to continuing the war.

AO2 – The focus is on reaching a judgement on how far Britain could claim success in this war. Candidates could argue that Britain was militarily successful, especially early in the war. Some may argue that attempts in France and Spain towards the end of the war involved much expense and very little success. Even a notional victory at Malplaquet was achieved only at major cost (20,000 allied casualties). Candidates may use the terms of the Treaty of Utrecht in order to judge whether the greater involvement in European affairs, which was more or less forced on the British from 1713, represented a success in itself. Some might argue that Utrecht recognised Britain as unprecedentedly influential as a great power in Europe. The renunciation of the French throne by Philip V of Spain represented success, ending the threat of a united Bourbon control of both France and Spain. However, given that Allied forces generally enjoyed more success in the war than France and Spain, the peace brought very few territorial changes. France and Spain remained firm allies after the war ended, thus an enduring threat to Britain. Candidates may be aware of debates over whether the war had any decisive outcomes or rather maintained the late seventeenth-century *status quo* and may also, perhaps, consider Swift's anti-Churchill argument that the war was not about safeguarding the national interests but about 'the aggrandising of a particular Family'.

29 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?

AO1 – The focus will be on the factors which contributed towards this long tenure. Consideration of 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. Candidates might argue 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 from 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 – The focus is on reaching a judgement about the reasons for Walpole's long tenure of power. Some 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 likely to gain parliamentary support. There is little evidence that either monarch considered dismissing Walpole for long. Some candidates might 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*. Some candidates may be aware of recent work on popular support for, and opposition to, Walpole.

30 'A Church characterised by weak leadership and an inability to meet the needs of a changing society.' Assess this view of the Church of England in the years 1714–60.

AO1 – Candidates should include information about church leadership and the extent to which the Church was able to adapt to change. The emphasis is likely to be on the bishops and candidates should know about some leaders of the Church hierarchy, such as Edmund Gibson (frequently dubbed 'Walpole's pope'), William Wake, Thomas Sherlock, John Potter or the influential William Warburton. Beyond the personalities lies the broader issue of how leadership was exercised and whether the Church of England presented itself as effective, vigorous and doctrinally lucid. Candidates should understand the challenges faced by the Church, notably the linked factors of growing urbanisation and the challenge of nonconformity. Candidates should know how the Church attempted to meet these, while being aware that, certainly by 1760, the Church of England was much stronger and provided a more secure pastoral 'service' in the countryside than the towns. It is also relevant, so long as the chronology is secure, to include material on the Church's response to Enlightenment thinking. Material on the early career of John Wesley is, relevant, perhaps as part of a discussion on the growing importance of evangelical religion.

AO2 – Candidates may argue that the Church was indeed too 'politicised', especially since the appointment of bishops had to be approved by leading ministers as well as the monarch. This might suggest to some that politics was placed before the discharge of effective pastoral care. Candidates who broadly accept the judgement provided in the quotation are likely to note the relative weakness of the Church in the growing towns, especially of the Midlands and North, and in the industrial areas, not least in the mining areas. Candidates may be aware of recent debates about the effectiveness of the Church. The Church has been portrayed in a more sympathetic light of late, often on the evidence of clerical visitations.

31 'Britain's desire for Great Power status best explains its involvement in conflicts on the continent of Europe in the years 1739–63.' Discuss.

AO1 – Candidates should show knowledge of: Britain's involvement in the War of Jenkins's Ear, the War of Austrian Succession and the Seven Years War. They should know about Britain's allies in the 1740s and 1750s and about the significance of the 'diplomatic revolution' of 1756, which cemented a British-Prussian alliance. Candidates should also know about the outcome of the Austrian Succession and Seven Years wars, linked to changing perceptions of Britain as a great power.

AO2 – The focus is on reaching a judgement on the causes of Britain's involvement during this period. Candidates may refer to the long-standing suspicion of French power and influence, especially when linked in alliance to Spain. They may argue that it was desire for trading and colonial supremacy, rather than a desire to be recognised as a great power, which best explains Britain's involvement. Some candidates may use the knowledge that Walpole felt himself forced into war against his will in 1739 as evidence that the government did not wish to enhance its status in Europe. Others may argue that Great Power status was an ambition, but one which related to trans-continental commercial influence, rather than the exercise of military power on the continent of Europe. The pursuit of Great Power status had much to do with the Elder Pitt's period in office. George II used his influence to defend European family interests while trying to ensure that relations with ever more powerful Brandenburg-Prussia were not at the expense of Hanover. Discussion about what Great Power status actually meant (commercial and colonial dominance outside Europe or recognised parity with France and Austria on the continent of Europe) may determine the focus of an answer which should concentrate on the *causes* of involvement in these wars. Candidates may be aware of debates on the role of George II and on whether Britain remained as reluctant to commit directly to European wars in the 1750s as in the late 1730s.

Section 7: 1760–1815

32 How is the ministerial instability of the 1760s best explained?

AO1 – The focus will be on the theme of political instability in British politics in the 1760s. Candidates should show knowledge of the end of the Whig supremacy and the significance of the succession of a new ‘British’ monarch, anxious to cleanse what he saw as the Augean stables of party politics and graft. They should know about the significance of George III’s appointment of Bute as an ‘outsider’ prime minister. They could refer to the political conflicts which arose over how to end the Seven Years War. A further cause of controversy was the growth of opposition in the Americas to Britain’s taxation policies. The role of George personally is a significant one. The fact that Whig personalities, and attitudes, were so widely entrenched almost guaranteed instability when the new monarch tried to change things and exercise existing monarchical rights more actively. The relevant ministries of the period are: Newcastle/Pitt, 1757–1761/2; Bute, May 1762–April 1763; Grenville, April 1763–July 1765; Rockingham, July 1765–July 1766; Elder Pitt (Chatham), July 1766–October 1768; Grafton, October 1768–January 1770; North (appointed January 1770). Answers to this question require some knowledge and understanding of individuals as well as issues. The key political figures, apart from a young, inexperienced and wilful King, are the leading ministers but candidates might find a place for a ‘spoiler’ like Wilkes who might destabilise or undermine ministries. They might also refer to the controversial issues which made parliamentary management difficult.

AO2 – The focus is on reaching a judgement about which factors were most important in explaining why George III appointed seven ministers in less than ten years. Many will weigh the relative responsibility George III should bear for the ministerial instability experienced against other factors. George III’s inexperience and lack of political *nous* in the early part of his reign certainly mattered. His failure to find a minister who could command reliable majorities in Parliament alongside royal favour was an important factor. The quality of some of the prime ministers he picked is also relevant. Bute and Grafton have come in for particular criticism. George was stubborn and could be impervious to argument and suggestions from those who knew the political world better than he.

Those candidates who argue that it is too easy to blame George III are likely to raise the importance of the issues involved: how the Seven Years War was to be concluded, and how it was to be paid for; the growth of opposition in the Americas and frequently weak or ambivalent government responses. Some may also refer to the maverick activities of John Wilkes as a cause of instability. Given that the question requires a judgement on what ‘best explains’ the instability, candidates must include in their answers discussion of relative importance. Candidates may be aware of debates on the validity of Whig criticisms that the King should bear greatest blame for the political problems because he didn’t trust his ministers and sometimes actively schemed against them. They may also be aware that George III’s reputation stands somewhat higher than it did and that it was hardly his fault that the stratagems which had sustained a ‘court Whig’ supremacy for Walpole and the Pelhams had largely broken down, leaving effective political management a much more difficult process, precisely at the time when a young and inexperienced monarch took over.

33 How important was foreign intervention by France and Spain in determining the outcome of the American colonists' struggle for independence in the years 1775–83?

AO1 – Candidates should refer to the importance of foreign intervention. Candidates should know about the significance of France and Spain as great powers and also of their status as long-established and significant powers in the American continent. From 1778, Britain needed to pay greater attention to its navy since both France, especially, and Spain (who entered the war in 1779) represented a significant threat to supremacy at sea. France and Spain were also in a position to help provision the colonies, making it less likely that the colonies could be starved into submission. Other factors on which candidates should draw include: Britain's unpreparedness for the kind of guerrilla war which the colonies were waging and the lack of knowledge of the terrain; the quality of British generalship; the military abilities of the colonies, including perhaps some concentration on the campaigns of Washington. Candidates might refer to key military conflicts, including: Lexington (1775), Saratoga (1777), Charleston (1780) and Yorktown (1781).

AO2 – The focus is on reaching a judgement on the reasons for American victory and this requires evaluation of the relative importance of several linked causes. Candidates might argue that key weaknesses in Britain's campaign to subdue its colonies had already been revealed before 1778 and that military defeats which had little to do with France or Spain were the main reasons for the loss of its colonies. On the other hand, the intervention of two major powers substantially increased the dimensions of the task, not least by providing a much increased threat to the British navy and to its trading operations. It can be argued that both British morale and opposition to Britain's involvement in the conflict increased substantially after 1778. Candidates should make an informed judgement about the importance of foreign intervention compared with other factors. Candidates may be aware of debates about the extent of American resilience. Some may argue that, with a substantial minority of colonists opposed to radical American policies and wishing to sustain the colonial relationship, the impact of foreign intervention was particularly important since it put the conflict into a different dimension.

34 Why was Charles James Fox so rarely in office?

AO1 – Candidates should know that Fox held high office only three times, each time as foreign secretary, under Shelburne (1782), in the Fox-North Coalition (1783) and under Grenville just before he died (1806). Some candidates will know that he held minor office under North before resigning. He was the son of Henry Fox and the family was heavily involved in national politics. Fox might be said almost to have been bred for office. Candidates should also know about the problems which faced Fox, both in terms of personality (especially his conflict with the younger Pitt) and, particularly, policy. Candidates should also know about George III's hostility to Fox and its significance for his career. Some candidates might stress Fox's sweeping defeat in the 1784 general election as confirming how royal power could still swing the political balance.

AO2 – The focus is on reaching a judgement about the reasons for Fox's long periods out of office, particularly in view of his abilities and background. There are a number of factors to consider, including: royal hostility (which from 1783 onwards was as implacable as it was sustained); the political abilities of Pitt (who had much more harmonious relations with the King); key issues, particularly those concerning liberty as against order (particularly in the 1790s) and support for peace and accommodation rather than war against French revolutionaries, many of whose principles and policies Fox supported. Candidates might also note that Fox was a strong 'party man', which also offended the King, whereas Pitt was careful not to create a personal party or to link himself too closely to one of the great landed political families. Candidates may be aware of debates over the nature of party politics in the 1780s and 1790s and consideration of the extent to which Fox's political career was irredeemably blighted early on or as a result of ideological differences which divided the Whigs in the 1790s and led to the Pitt-Portland coalition in 1794.

35 How great was the radical threat to the established political order in the years 1789–1803?

AO1 – Candidates should know about the radicals' desire to change the political system, via parliamentary reform and, for some, both democracy and republicanism. They should also know how organisations like the London Corresponding Society and the Society for Constitutional Information were inspired by the French Revolution. Some candidates will also know about the links between radicalism and growing discontent in Ireland with British rule. Candidates could refer to movements which were organised by artisans and skilled workers, especially in London and other craft towns, and those which were predominantly middle-class. It is also relevant to discuss the Whig-based Society of the Friends of the People.

AO2 – The focus is on reaching a judgement on the impact of radicalism, and particularly the extent of the threat it posed. Candidates who argue that the threat was real might stress the extent to which radicalism grew in the 1790s and the extent also to which it politicised groups who had not been prominent before. They might also stress the genuine radicalism of movements which aimed to put into practice political doctrines which drew their inspiration from the Enlightenment. On the other hand, candidates might argue that the radicals had only a limited power base and that Whig divisions helped Pitt to dominate political life and effectively mobilise the forces of order. Some candidates might argue that revolutionary threats in the later 1790s and early 1800s were relatively easily headed off. Candidates may be aware of relatively recent work which stresses how much popular support there was for conservative policies and especially for defeating the French and, therefore, the ideas of the French Revolution. Popular conservatism has received more extensive treatment in the last two decades than before.

36 Who contributed more to British success in the French Wars of 1793–1815: Nelson or Wellington?

AO1 – Some biographical information is permissible but candidates should link this to the effectiveness of both men as commanders. In the case of Nelson, candidates are likely to know of his contributions at St Vincent (1797), the Nile (1798) and Copenhagen (1801) as well as at Trafalgar (1805). They should also know about his strategy as a naval commander and his tactical awareness and use of the element of surprise. In the case of Wellington, candidates may know about his extensive career in India but, given the focus of the question, should concentrate on his leadership in the Peninsula (1808–14), including his victory at Talavera (1809) and his effectiveness in fighting what was often a defensive campaign. Candidates are likely to have detailed knowledge of his victory at Waterloo (1815).

AO2 – The focus is on reaching a judgement on the relative importance of two key commanders during the French Wars. Candidates should discuss the nature of the contribution made by each man. It could be argued that Nelson played a key role in securing British naval supremacy and thus preventing Napoleon from launching his long anticipated, and much-feared, invasion of Britain. Arguably, Nelson played a major part in ensuring that Britain would not be defeated on home territory. Wellington's main contribution comes later and candidates may argue that he showed great ability in the Peninsula in defending territory against often much larger forces. Candidates should explain why the Peninsula (Napoleon's famous 'Spanish ulcer') mattered so much to the outcome of the war. Wellington, it could be argued, helped to prolong the war and thus give the government further options, not least in re-forming anti-Napoleonic alliances with other great powers. Although many candidates might argue that it was Wellington who delivered the final *coup de grace* at Waterloo, it was more important that in keeping the war going, Wellington enabled Britain to maximise its economic advantages during what was a very long and expensive war. It could be argued that Britain won because its resources were greater than France's and because it could prevent Napoleon from starving Britain into submission after 1806. It does not matter which commander a candidate chooses in terms of contribution, so long as the treatment covers both and concentrates on the *nature* of contributions made by both men in order to reach an informed judgement. Candidates may be aware of debates over the nature of party politics and the predominant view that party politics was growing in importance over this period.

Section 8: Themes c. 1603–1815**37 How profoundly influenced by continental Europe were the art and architecture of Stuart Britain?**

AO1 – In terms of art, candidates might argue that the century is a tale of two halves. Many historians have suggested that the first half of the century is heavily influenced by painters from the Low Countries with very little that could be described as being British. It has been argued that much of the reason for this was a lack of patronage and the preferences of individual monarchs, especially Charles I. British art was, it could be argued, very slow to assert itself in the century and only began really to do so towards the very end of the period. Continental influences can also be observed at the start of the century in architecture. Inigo Jones had been particularly influenced by Italian architecture. A lack of money also suggests that innovation in architecture is lacking in the first half of the century. Everything changes in the reign of Charles II, with the rise to prominence of Wren and the opportunities afforded by the Great Fire of London and building work in Oxford and Cambridge. Candidates might consider the work of Gibbons and Hawksmoor. Commissions by members of the aristocracy might also be considered and some weight might be given to the view that French influences were, by the end of the century, being brought to bear. It is important that specific examples be cited.

AO2 – Candidates might compare and contrast the way in which art and architecture fare, but they might also see the links between them. Some consideration might be given to the reasons for these changes and developments, but the focus should always be on both art and architecture.

38 To what extent, and why, did the English economy expand in the second half of the seventeenth century?

AO1 – Candidates should focus their argument on the period in question, though there may be some comparisons with the first half of the century, and perhaps also with continental rivals. Agricultural growth and the increase in the use of enclosure might be tackled. Although there are deep regional variations, there is not the antipathy to enclosure that had been seen in earlier periods. Improvements in land and animal husbandry might also be considered and the relative prices of various commodities might be used to evaluate extent. Candidates might also consider the motivation to improve. So far as trade is concerned, the fall in the wool market but increase in transatlantic trade is an issue. This, in part, was due to a type of deregulation and other legislation to improve trade. Candidates might use examples of the relative volumes of trade to exemplify their arguments. Changes to finance and the banking system could also be considered as well as the growth of ports such as Liverpool.

AO2 – The focus is on an evaluation of extent and explanation. The range is very wide so that a balanced coverage is desirable, but quite a broad-brush approach might be taken. Nevertheless specific examples will be expected. Candidates can point to variety in terms of location and the decline of some areas of the economy compared to the growth in other areas. Some candidates might point to other more subtle examples, such as the growth in stately home building, albeit often financed on debt.

39 Why did British overseas trade, and trade routes, increase so dramatically over the course of the eighteenth century?

AO1/AO2 – Candidates could suggest that government encouragement and the development of an active Board of Trade was one factor. Gains in war, notably in the Seven Years War, expanded the empire and thus the possibilities for trade. The East India Company flourished as it acquired more territories and huge wealth in the diwan of Bengal. The industrial progress meant there were cheap goods to be sold abroad and a demand for raw materials. The slave trade underpinned prosperity for Bristol and Liverpool. Candidates should try to form a judgement about the main factors, but may conclude that a combination of influences was at work.

40 Did Britain experience a ‘transport revolution’ in the period 1689–1815?

AO1 – Candidates should show some knowledge of developments in: canal construction, including the purpose of substantial investment in canals; the use of new technology in road construction (especially, perhaps ‘tarmacadam’), the greater use of roads for long distance transport; and the development, and functioning, of turnpike trusts. Candidates might also wish to discuss the development of shipping, both for long-distance, heavy-haul journeys and also for coastal transport. Some candidates may include railway development, which is legitimate in an answer which should not go beyond 1815, although candidates will need to demonstrate knowledge of the earlier forms of rail development.

AO2 – In addition to sustaining an analytical focus on the question asked, candidates should be able to select their material from across its broad chronology. Candidates should sequence the main developments and be aware of the differences, for example, between the experience of road transport in 1800 as compared with 1700. The focus is on reaching a judgement about the extent of change and whether this represented a revolution. Drawing on factual material as in AO1 above, candidates might argue that the opening up of longer, and to a degree safer, transport on land and by sea does of itself constitute a ‘revolution.’ The argument about revolution could be supported by stressing the huge levels of investment in canals in the later-eighteenth and early-nineteenth centuries. Some will argue that the ‘canal revolution’ was a key factor in the early phase of industrialism since it facilitated quicker and more convenient transportation of raw materials from the ports and of manufactured goods back to the ports for export. At the least, some aspects of transport development in this period were revolutionary. Candidates who argue the opposite case might suggest that, despite the importance of developments being made, an essential element in a transport revolution – massive increases in the speed of journeys – did not make a full impact until the widespread development of steam railways. This development did not take full hold until at least the 1830s. Candidates may be aware of recent analyses of the impact of developments in transport which link directly with the contribution to the overall economy.

41 Explain the nature and growth of English colonial development in the seventeenth century.

AO1/AO2 – Candidates may outline the moves from colonial settlements to more permanent bases for trade in the West Indies and Central and Southern America, benefiting from the decline of Spain. The Royal African Company extended trade in West Africa. The North American colonies came under more central control and developed governmental institutions. Hudson's Bay became an important fur trading area. In Asia the Levant Company and the East India Company expanded, but slowly in the latter case. It was only with the acquisition of Bombay that the crown began to have a stake in India. The reasons for the growth are often to be found in events in Europe. Rivalries in the West Indies between Spain and England, the Netherlands and England and then France and England reflected European wars. The Dutch Wars were also fought on the west coast of Africa. Although Carolina was founded commercially, New Netherlands came after the Dutch War and made the English territory continuous. The other main factor was the lure of profits from trade, or from piracy. One of the most notorious of the pirates, Henry Morgan, even became governor of Jamaica and helped to eradicate other buccaneers. Candidates should try to form a judgement about the chief influences and tendencies in colonial development.

42 To what extent, and why, did intellectual life flourish in eighteenth-century England and Scotland?

AO1 – The focus here is likely to be on the impact of the Enlightenment in England and Scotland. Candidates could argue that intellectual life flourished distinctively in Scotland with its allegedly more extensive and superior educational system and easier route into higher education for a large proportion of the Scottish population. Some candidates might note the larger number of universities and earlier adoption of 'new' subjects such as economics and applied sciences in Scottish universities. However, intellectual life and practical business accomplishments were found in England also. The Lunar Society in Birmingham acted as a magnet for business and professional people to discuss politics, economics and, increasingly, the state of society during a period of accelerating change. In both countries, the Enlightenment was making a substantial impact by the end of the century.

AO2 – The focus is on reaching a judgement on the reasons for, and the impact of, changes in learning. In addition to sustaining an analytical focus on the question asked, candidates should select their material from across its broad chronology. Candidates are likely to argue that it flourished to a considerable extent, with emphasis on 'new' learning in subjects such as politics and economics. The emphasis was on questioning assumptions on the basis of investigation and research and on applying the results of such investigations to addressing practical problems – such as how things worked or how to address problems of scarce resources. Candidates are likely to emphasise the role of enlightenment thinking but some might to argue that the nurturing of intellectual life, research and enquiry was a much more pronounced feature of middle-class existence. Some candidates will distinguish between the kinds of 'intellectual life' stressed in Scotland in at least partial contrast to England. Candidates may be aware of ongoing debates about enlightenment thinking in this period. Has the 'smile of reason' in Britain been exaggerated or otherwise distorted by excessive concentration on the influence of Smith and the French philosophers?