



Cambridge International Examinations
Cambridge Pre-U Certificate

HISTORY

9769/12

Paper 1b British History Outlines, 1399–1815

May/June 2016

MARK SCHEME

Maximum Mark: 90

Published

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This document consists of **23** printed pages.

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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.

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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.

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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.

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Section 1: 1399–1485

1 Why did Henry V renew the war with France so soon after his accession?

AO1 – The focus here is on the reasons why Henry went to war, but is evaluated by the timing of the decision. Some understanding of the perspective of his accession, problems he faced and an understanding of Henry as a ruler might be expected, but it is not the focus of the essay.

AO2 – Henry was particularly swift at healing and settling his Kingdom to build a sense of unity, including his swift actions against Lollards. There is an argument that he went to war to divert attention from issues at home, which might be evaluated. Commercial disputes and the involvement of the French in the Glyndwr Revolt were used as excuses. But candidates may well evaluate the King's nature and ambitions and the weak state of the French Crown as reasons as well. Some knowledge of the dynastic claim may well be included.

2 Why was Henry IV successful in his policy to subdue Wales?

AO1 – The focus here is on how and why Henry was able to subdue Wales. It could be argued that his success was measured since it took such a long time to accomplish. It might also be argued that success was in part due to the mistakes and failings of others.

AO2 – There should be good coverage of the whole period from Glyndwr's declaration as Prince of Wales in 1400 to the capitulation of Harlech in 1409 and Glyndwr's disappearance in 1413. The fact that Glyndwr ruled Wales for a decade might suggest that Henry's success was a long time coming. In the end, Henry became more secure on his own throne. The role of Henry's heir could also be considered.

3 What best explains the stability of Henry VI's minority government?

AO1 – The focus here is on the period of Henry VI's minority. Candidates might well evaluate the issue of how far this was a stable period, but this is not the whole story. Certainly, compared to the minority of Richard II or the majority of Henry himself, the period does at least appear to be stable.

AO2 – The abilities of Bedford, Gloucester and Cardinal Beaufort are all certainly important. Candidates may well evaluate this and also look at the various tensions that existed between these men, which were to develop into faction later. The Regency council requires evaluation. Financial arrangements might also be evaluated. It might be argued that it was a wonder that it held together as long as it did and that future problems were fermented during the minority, but that the realm was generally well governed and the French policy was followed might be seen as evidence enough.

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4 How successful was Edward IV's first reign (1461–1470)?

AO1 – The focus is to assess success; he was successful in many areas save that of controlling his own faction.

AO2 –The focus here is on the first reign which starts and ends with usurpation; candidates should address the whole period and not just assume that it is a failure because Edward was usurped. He was broadly successful in securing his reign in the first three years, although this was dependent on Warwick to a great degree. He was able to re-establish the administration and go some way towards reviving Crown finances. He made some headway with foreign relations, but the miscalculation of his marriage might be evaluated here. Edward could be criticised for his actions in 1468–69.

5 How consistent was the foreign policy of the Yorkist Kings in the years 1471–1485?

AO1 – The focus here is on considering foreign relations across the second reign of Edward IV and Richard III, with an evaluation of consistency.

AO2 – Both kings were concerned to curb French power and were firmly allied to Burgundy, although the changes which took place after 1477 and the complication of the family connection might be evaluated. Neither was keen to wage war or spend a great deal of money and wished to encourage trade. For Richard, the imperative changed to trying to protect his throne from the threat of Tudor and his supporters.

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Section 2: 1485–1558

6 How strong was the Scottish monarchy under James IV and James V?

AO1 – The focus here is on an evaluation of the whole of this period. James IV acceded to the throne in 1488 and James V died in 1542. The broad themes that could be addressed include: internal peace and order in Scotland; primacy over the powerbases of the kingdom; the Court; and relations with foreign powers, especially England and France. James IV was energetic and pious; he was well known for establishing a brilliant renaissance court and for becoming top in terms of his relationship with England by his marriage to Margaret Tudor. He patronised and extended his influence over the Church and undertook a substantial building programme. James V was a minor on accession and his personal rule began in 1528; he continued his father's work in exerting power over the Church, restoring finances and cementing alliance with France through marriage.

AO2 – Here candidates might seek to explore the possible detractors to what is generally seen as a very successful period for Scotland. Both kings died prematurely, James IV at Flodden and James V immediately after Solway Moss. There are criticisms of how well James V handled the nobility, and whether their prestige essentially rested upon wise alliances with England and later France. It is also debatable as to whether these achievements survived.

7 How able a king was Henry VII?

AO1 – The focus here is on an evaluation of his skill as a king in a range of aspects, including: restoring the stability of the Crown, establishing his dynasty, foreign relations and administration.

AO2 – The debate here has recently been renewed and it might be considered that Henry was very able in securing his regime, its financial stability and prestige abroad. However, it might also be argued that Henry's distrust of the nobility and narrow powerbase undermined all his efforts to rule a stable kingdom. Most candidates will probably conclude that he was for the most part successful as a fifteenth-century monarch and this had a great deal to do with his ability and hard work.

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**8 (Candidates offering Paper 5c: The Reign of Henry VIII should not answer this question.)
How effectively did Wolsey serve the interests of Henry VIII?**

AO1 – The focus here is on evaluating Wolsey’s service. It is for his work with foreign policy for which he is best known, and on face value it could be argued that this is because it was what Henry most wanted. Candidates will be expected to know something of his work in Henry’s early French campaigns, the Treaty of London, which might be described as one of his greatest achievements, and the Field of the Cloth of Gold. His inability to deliver on his master’s requirements in the 1520s and especially not to be able to capitalise on the French defeat at the Battle of Pavia show a reversal of fortune. Most importantly, Wolsey’s inability to deliver the divorce. Candidates might consider his work in legal reforms as Lord Chancellor and, to a lesser extent, his attempts to reform some aspects of the Church. Candidates might also reflect that Wolsey also served himself very well by amassing huge wealth and prominence.

AO2 – Wolsey was dependant on Henry for all his appointments and patronage and Henry kept him while he was useful to him. Once Wolsey stumbled over the Amicable Grant and then was unable to produce a divorce, he no longer provided what Henry required, so as any servant he was dismissed. Some candidates might reflect that Wolsey was largely able to serve his own interests best by serving those of his King and becoming very wealthy and powerful in the process.

**9 (Candidates offering Paper 5c: The Reign of Henry VIII should not answer this question.)
How much support was there for the Henrician Reformation?**

AO1 – The focus here is on the support for the Reformation rather than any perceived lack of opposition. It might be argued that there was very little actual support for the Reformation, but that it succeeded through the habits of compliance and an effective propaganda and coercion campaign.

AO2 – Candidates might rehearse the debate surrounding anti-clericalism for grass roots support. Clearly there was some opposition to the Church but it is doubtful if this was sufficient. There was some academic support in the universities and some reformist feelings in London and the Southeast. Perhaps, at the start, the only real supporters were those who surrounded Henry. It could be argued that as time went on this support grew as people perceived ways in which they might personally benefit. It could also be argued that due to the piecemeal nature of the reform, people were uncertain what to take a stand on.

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10 Why was the reign of Edward VI so unsettled?

AO1 – The focus here is on an evaluation of how unsettled the reign was. The issue of war with France and Scotland, the debasement of the coinage, inflation and the factionism of the Council should be dealt with. Candidates may well evaluate the rule of Somerset as a disaster, culminating as it did in two major rebellions. It might be noted that the rule of Northumberland was far more stable, although the Device was certainly a mistake; some useful reforms were pushed forward at this point.

AO2 – The issue is an evaluation of the extent of unrest and its causes. It could be argued that whilst governance actually did break down in 1549, the whole reign was not unsettled. It is possible to lay the blame on the Scottish policy; it is also possible to point to the population growth, bad harvests and circumstances beyond the control of the government of the time.

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Section 3: 1558–1603

11 Assess the view that, in the years 1559–1563, Elizabeth I got the religious settlement she intended.

AO1 – The focus here is on the period 1559–63 and should focus on the religious settlement, although some knowledge of the context might be expected.

AO2 – One of the issues is whether it is possible to ascertain what Elizabeth’s feelings and beliefs were. Certainly, it appears that Supremacy and Uniformity were important to her. Candidates might consider the debate about pressure brought to bear from both Protestant and Conservative wings. Some consideration of the process of settlement might be expected and some idea of the compromises that were made. Candidates might reflect on the situation by 1563 and could decide that since no further changes were made, she mainly got the settlement she wanted.

12 How serious a threat did Mary Stuart pose to the Elizabethan regime in the years 1568–1587?

AO1 – The focus here is on Mary as a threat during the time she was in England, rather than the period before that. The question clearly requires knowledge of how she threatened the regime, disagreements in Council and Parliament, as well as a focus for rebellion and as a threat to Elizabeth personally.

AO2 – The issues of religion and legitimacy will be explored and the extent of support for Mary both at home and abroad. Candidates might consider the following: the Revolt of the Northern Earls, the Papal bull of excommunication, the Ridolfi plot, debate in Parliament, the extent of support by Philip II, the Babington and Throckmorton plots. The issue of the decision to execute Mary might be seen as evidence that the threat was serious indeed. The issue of extent and perhaps change and development will be evaluated.

13 Were her parliaments more of a help or more of a hindrance to Elizabeth I?

AO1 – The focus here is on how Elizabeth used her Parliaments and how she perceived their usefulness. This might be bound up with debate surrounding opposition in Parliament and Elizabeth’s perceived reluctance to call Parliament or to keep it in session for more than absolutely necessary.

AO2 – Clearly she did make good use of Parliament, though she called it far less frequently than her immediate predecessors. Some evaluation of use in the Settlement and the religious issues thereafter might be useful. She used it to gain money and there was some opposition to this, but she did largely get what she wanted. She also used it for all the regular legislative functions as well, though there is evidence that she was impatient of the growth of private business. The debate over opposition will be important, though this may include the view that the most effective opposition came from her own Council and their men of business. In the final analysis, she tended to get what she wanted from Parliament, perhaps because it was well managed and there were few occasions when they actually hindered her in what she wanted to do.

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14 What best explains why England went to war with Spain in the mid-1580s?

AO1 – The focus here is on the causes of war in the 1580s so that excessive background is not really required, though candidates might be expected to comment on how, after years of peace with Spain, the situation deteriorated so quickly.

AO2 – Clearly the situation in the Netherlands, and precisely the Treaty of Nonsuch, is the important issue. Candidates might comment on the support given to Mary Queen of Scots by Philip and growing religious tensions as being important, and the behaviour of the English mariners. The Council had been pressing Elizabeth to take action for some time, but the success of Parma and the growing power of the Guise in France dictated that war should happen in the 1580s. The behaviour of Leicester might be evaluated along with the views of the Council and Parliament. Elizabeth's views and actions should also be evaluated.

15 Why did English policies towards Ireland not meet with more success in this period?

AO1 – The focus here is on the evaluation of success and should range across the whole period. Some of the issues might include the social and economic structure of Ireland and the limited area of control. Religious issues are also important. They might also include a consideration of the coercive policy in the earlier part of the period, policies of divide and rule, Irish Parliament, and conquest in the 1590s under Essex.

AO2 – Candidates might look at the issues in terms of English aims and how these changed over the period. Success could be due to resources and the other demands made on the English Crown. It could be argued that while success was limited the situation was stronger in 1603 than in the earlier part of the period.

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Section 4: Themes c.1399–c.1603

16 What best explains the persistence of Lollardy in the fifteenth and early sixteenth centuries in England?

AO1 – The focus here is on the debate over the size of the issue; it is of course also very dependent on region. It could be argued that Lollardy had already had its day by 1399 and was increasingly persecuted. The focus on personal piety does fit within larger movements of the period and might also influence anti-clericalism. Often the persistence owes much to individuals amongst the landed classes, though some reference might be made to the universities.

AO2 – Candidates should be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused 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. Traditionally, Lollardy was credited with having encouraged the Reformation in terms of its survivals and habits of criticism. This has been convincingly challenged, but could well be integrated into the argument.

17 Why was the fifteenth century a ‘golden age’ for the labourer?

AO1 – The focus here is on evaluating the extent to which the statement can be supported. This will require some evaluation of the changing demographic in the period and other issues which might impact on the circumstances for labourers.

AO2 – The impact of the plagues in the previous century led to stable prices and rising wages because of the scarcity of labour, although this influence does decrease as the century nears its end. Clearly there are regional variations and the Civil War impacts on the economy at times. Other issues might also be important such as: the balance of good and bad harvests; the impact of enclosure and the increase in pastoral farming; the effects of commutation of labour service; and the consolidation of plots and farming for profit.

18 How great were the changes to the role of women in the fifteenth century?

AO1 – The focus here is on the issue of change. While it can be argued that this was a century of particular opportunity for women, this must be set in the context of a patriarchal society where women had few rights and any advancement for them usually depended on their own particular circumstances. There is evidence that due to pandemic and the changes in society and economy that these brought, more women were involved in economic activities than in the previous or subsequent century. More women are found to have been members of guilds and running workshops and acting as merchants than before. Richer women can also be found running estates in widowhood or while their husbands were away on business. Individuals can be used as examples.

AO2 – Here candidates might seek to explore the debate over whether the fifteenth century can be seen as different, largely for demographic reasons. There is debate on either side and no set answer is to be expected.

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19 Why was portraiture so popular in Tudor England?

AO1 – The focus here should be on portraiture in Tudor England and whilst some wider examples might be used, there should be a very sharp focus on portraiture. Candidates may well explore a wide range of cultural, economic, social and religious reasons.

AO2 – There may well be some comment on the influence of the Continental Renaissance and the patronage of the nobility and royalty of Renaissance painters. The impact of the Reformation and the secularisation of art may also be important. The use by the monarchy of portraiture for propaganda purposes and the growing wealth of nobility, gentry and merchants may well be explored. There is also evidence of the copying of this trend among people of more modest means. The growth of miniatures was very important. The influence of particular painters such as Holbein and Hilliard may be considered. Some reflection on change and development throughout the period might also be expected. Candidates will need to refer to specific works and artists.

20 Evaluate the impact of inflation on society and on the economy in the sixteenth century.

AO1 – The focus here is on how inflation impacted on the country rather than what the causes of inflation were, though there may be some implicit knowledge of this, enabling candidates to explain change of the period.

AO2 – Clearly the period saw periods of extreme inflation in the middle of the century and towards the end of the period, and the impact in these periods was clearly more intense. Issues to be explored include: land use, rents, food prices, the impact on other markets and the speed with which people and the government adapted to this. There were winners and losers in land ownership. The ability of the government to raise taxation might also be explored and how this impacted on governance. Candidates may well reflect that the impact was extensive and damaging, but the pattern was by no means uniform.

21 How dominant was London in English overseas trade in the sixteenth century?

AO1 – The focus here is on change and development in overseas trade in this period and the ability to measure the dominance of London over other cities such as Bristol. Clearly, some knowledge of changing foreign perspectives will be important.

AO2 – Areas for consideration might be the changes in the wool trade with the decline of some of the traditional staples and ports from the early part of the century. The increasing diversity of trade will be important, particularly the search to diversify from trade with Antwerp. As the capital and the growth of the city itself, London was clearly dominant. Moreover, the reliance of successive monarchs on the London Merchants must demonstrate dominance. However, the growth at the end of the period of Atlantic trade needs to be evaluated along with the growth and importance of shipbuilding and the inter-relationship between the navy and the mercantile marine. The growth of the slave trade and the activities of privateers might also be considered. The impact of war might be evaluated.

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Section 5: 1603–1689

22 Why was the issue of finance so important to relations between James I and his parliaments?

AO1 – The focus here is on the issues relating to parliament and the relationships between James and his parliaments. It should not range across other areas of possible disagreement.

AO2 – James was always chronically short of money and was often accused of profligacy. There was also a suggestion that he did not really understand how finance worked. Various options to curb his spending and properly endow the Crown were tried and should be referred to; for example, the Book of Bounty and the Great Contract. Wider reasons for the problems might also be explored.

23 (*Candidates offering Paper 5e: The Reign of Charles I should not answer this question.*) How effective was the personal rule of Charles I in the years 1629–1640?

AO1 – The focus here is on evaluation of the personal rule and whether Charles was able to govern effectively at this time and whether the country was relatively peaceful and prosperous. The alternative view might be that this was a time of poor government bordering on tyranny.

AO2 – Certainly there were examples of effective rule in this period including the conclusion of peace with France and Spain and the continuation of peace throughout the period. The 1630s might be seen as a relatively stable period economically, and candidates might wish to explore this and decide whether this was because of effective rule or due to other considerations. However, it might be argued that because critics of the regime lacked a platform, it is difficult to evaluate this, and certainly there was copious criticism in the Long and Short Parliaments. The religious policies might be evaluated as well as Charles's financial arrangements.

24 (*Candidates offering Paper 5e: The Reign of Charles I should not answer this question.*) Why was Charles I executed in 1649?

AO1 – The focus here is on the reasons for the execution of Charles I. A range of issues should be presented, discussed and evaluated. Whilst some contextual knowledge is expected, a narrative of the Civil War is not the focus of this question.

AO2 – Candidates might consider Charles' own role and his intransigence, believing that no political solution was possible without him. It might be argued that at the end of the First Civil War the abolition of the monarchy was still almost unthinkable, but it is the events following this that really seal Charles' fate. The relationship between Parliament and the Army can be evaluated. Events at the end of 1648 may well be evaluated, together with the role of Cromwell and the role of the Scots. The role of Pride's Purge will be evaluated as will the King's trial.

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25 How stable was England in the reign of Charles II?

AO1 – The focus here is on stability following the Restoration; candidates might consider both internal and international stability. It might be argued that Charles was determined to maintain the authority of the Crown and this aided stability. Some evaluation of the extent of stability is required.

AO2 – It could be argued that despite the unresolved issues from the interregnum, many of Charles' subjects were desirous of stability and Charles was aware of how he needed to balance the demands of various groups. He fought hard to ensure the succession and financial stability, albeit at the expense of support in some quarters. Although there were foreign adventures, these did not seriously damage stability. The consistency of policy might also be evaluated. Candidates might also wish to consider issues of social and economic stability.

26 What best explains why James II was unable to retain his throne?

AO1 – The focus here is on the loss of the throne by James II. It could be argued that he was responsible for this himself, or other issues could be highlighted. Candidates might argue that he was only really unable to retain the throne due to the events in the last few months of his reign and that it was not a foregone conclusion.

AO2 – Candidates might draw the conclusion that the circumstances James found himself in were not necessarily bound to lead to the loss of the throne, but that his actions worsened the position. Clearly he did arouse fears of a Catholic despotism and there was strong anti-Catholic sentiment throughout the country. Clearly his apparent military strength and financial security did not help. But the birth of his son was the real trigger to instability, as there was a credible alternative. His actions in 1688 require close scrutiny.

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Section 6: 1688–1760

27 How successful was the Tory party in the reigns of William III and Anne?

AO1 – The question concerns the role and importance of the Tory party, for example, in increasing its representation in the House of Commons, in supporting royal prerogative and the rights of the Church of England, and in offering criticism of expensive foreign policy and participation in continental wars.

AO2 – Explanations about success, or lack of it, might include: the campaign against occasional conformity and the political significance of the Sacheverell affair; periods of substantial political influence including gains at the general elections of 1690, 1698, 1702 and 1710; the importance of Queen Anne's pro-Tory sympathies; Tory domination 1710–14; the roles of Godolphin, St John (Bolingbroke), Marlborough and Harley in increasing support for Tory policies. A balanced view is likely to require consideration of issues and developments which favoured the Whigs, including: growing Whig support and influence among the mercantile classes; the growing practice of occasional conformity before 1710.

28 How close, in the period 1714–1746, did the Jacobites come to achieving their aims?

AO1 – The question concerns the strengths and weaknesses of the Jacobites in relation to gaining their objective of re-establishing a Stuart succession. Candidates are likely to have knowledge of the risings of 1715–16 under Earl of Mar and of 1745–46. They may also refer to Jacobite plots (e.g. Atterbury, 1722).

AO2 – Judgements on likelihood of success are likely to turn on candidates' perception of Jacobite strengths and weaknesses during the rebellions themselves, but also on the extent of support for Jacobitism in the British political system. Responses might include pro-Jacobite sympathies among many Tories, especially in 1715. In 1745, considerable early success and penetration south from Scotland might have been achieved more with determined and united Jacobite leadership.

29 How important is royal support in explaining why Walpole was prime minister for so long?

AO1 – The question concerns the relationship between Walpole and the early Hanoverian royal family, especially the first two Georges and Queen Caroline. Candidates could refer to a range of factors explaining Walpole's political longevity including: his control over Parliament and the means by which it was achieved; financial ability; preservation of peace (until 1739); and the strength of the Whig party contrasted with a divided Tory party.

AO2 – Explanations for Walpole's long period as prime minister should be identified and candidates may wish to prioritise between various factors (see **AO1** above). Candidates may note Walpole's relationship with the early Hanoverians and set this factor against others. They may offer judgement on how far Walpole's success depended on his own abilities or the circumstances within which he operated.

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30 ‘The saviour of his country.’ Discuss this view of Pitt the Elder.

AO1 – The question concerns the achievements of William Pitt, First Earl of Chatham. Candidates could refer to his early career and his criticisms of Walpole, but they are more likely to concentrate on his career in the 1750s and early 1760s, including: advocacy of war, rather than peace, with Spain; criticisms of ‘Hanoverianism’; his war strategy, including its emphasis on the navy and protection of British colonies; and his role as prime minister in a coalition with Newcastle.

AO2 – Given the quotation framing the question, candidates may concentrate on Pitt’s policies during the Seven Years’ War itself, but the ‘saviour’ element permits discussion of his criticism of how the war was waged and also of Pitt’s earlier criticisms of George II. Candidates may explain how Pitt’s wartime strategy made him a ‘saviour’, since war with France had achieved little before 1757. Candidates’ views on Britain’s war strategy before Pitt became Secretary of State may include discussion of the Prussian alliances (1756 and 1758). In reaching an overall judgement, candidates might argue that the most important victories were won in Canada and India, and by military leaders rather than by Pitt.

31 Assess the contribution of John Wesley to religious life in the period c.1730–c.1760.

AO1 – The question concerns Wesley’s importance, including his contribution to a new ‘evangelical’ movement. Candidates could refer to: his religious background; the origins of the term ‘Methodist’ (late 1720s and early 1730s); ‘conversion’ experience (1738); evangelicalism and the saving of souls; Wesley’s preaching and his contribution alongside his brother; and the expansion of the Methodist community, including organisation, lay preaching and relations with the Church of England.

AO2 – Assessment of Wesley’s contribution may use evidence such as that in **AO1** above and may discuss the scale and nature of his contribution to the evangelical revival. Other issues relevant to an assessment of his contribution include: Wesley’s emphasis on ‘field preaching’ and ‘conversion’; his concern to take religion to the people, especially in areas where the Church of England was weak; the extent to which his activities alienated Anglicans; and Wesley’s relationship with Charles, including the power of Methodism in melody and song.

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Section 7: 1760–1815

32 Assess the effectiveness of George III as monarch in the 1760s.

AO1 – The question is likely to require an appraisal of George III’s abilities in the first decade of his reign. Candidates could refer to: George’s inexperience; his choice of ministers; his desire to delineate the proper functions of an eighteenth-century monarch; and the nature of the problems which he faced.

AO2 – An overall assessment of ‘effectiveness’ might include: attempts to strengthen the role of the monarch; the experiment with Bute as an ‘outsider’ prime minister, although previously the King’s tutor; how George handled the developing conflict with the American colonists; the extent of the support from his ministers; the reasons for substantial political instability in the 1760s, and how far the King was responsible for this; and whether George operated through reliance on favourites.

33 Which better explains the American colonists’ victory in the war of 1775–1783: American military tactics or foreign intervention?

AO1 – The question concerns an explanation of the reasons for the American victory with focus on two selected factors. On ‘tactics’, candidates could refer to: American attempts to avoid set-piece battles with the British; use of superior knowledge of the terrain and concentration of forces in key areas; important engagements such as Trenton (1776) and the siege of Yorktown (1781). On ‘foreign intervention’, candidates could refer to: French declaration of war on Britain (1778) followed by Spain’s (1779); and Armed Neutrality striking at British seizure of enemy goods in neutral ships.

AO2 – Using information such as that in **AO1**, responses are likely to argue explicitly about which of the two factors was the more important. On the significance of foreign intervention, candidates could refer to Britain being prevented from concentrating its efforts on the colonists and the importance of financial support. On military tactics, early successes led to rising morale and greater internal support for independence and tactics staved off defeat until the colonists received foreign aid. Other relevant factors included: an inept British war strategy, including failure to support loyalist colonies (about a third of the total) and inadequate attempts to solve problems of supply and communication across 3000 miles.

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34 'The greatest achievement of the Younger Pitt's peacetime governments (1784–1793) was the restoration of national finances.' Was it?

AO1 – The question concerns the achievements of Pitt's peacetime governments with particular reference to financial matters. Candidates could refer to: Pitt's budgets and the reduction of the national debt; attacks on tax evasion, especially by smugglers; increases in indirect taxation; the Sinking Fund (1786) and Excise Scheme; the commercial treaty with France (1786) and increasing value of British exports. Candidates might also provide evidence about economic reform.

AO2 – Using information such as that in **AO1**, responses are likely to produce a discussion concentrating on the relative importance of Pitt's financial policies. Candidates may discuss the impact of policies designed to reduce debt and increase overseas trade. Some new taxes (particularly that on windows) failed to produce much revenue. Other relevant factors included: administrative reforms leading to greater government efficiency; abolition of sinecure posts in government; and political stability based on Pitt's secure Commons majorities after the election of 1784.

35 How important is the impact of the French Revolution in explaining the political difficulties of the Whigs during the 1790s?

AO1 – The question is likely to require assessment of the relative importance of the French Revolution on Whig political difficulties. Candidates could refer to the growth of radicalism stimulated by events in France, including the development of Corresponding Societies. At Westminster, opinions were sharply divided, although those seeing the Revolution as malign were a majority once war with France broke out in 1793. The Whig party split (1794): Portland/Pitt Coalition; proposals for parliamentary reform by Grey supported by Foxite Whigs.

AO2 – Explanations concerning the relative importance of the French Revolution on British politics may include: the impact of the writings of Burke and Paine; changing perceptions as the Revolution's 'terror phase' began; Britain's declaration of war. Candidates arguing that the Revolution only partially explains the Whigs' political difficulties might mention the effects of Pitt's long tenure of power and the impact of war in stimulating patriotic response and thus further strengthening Pitt's government from 1793–94.

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36 What best explains Britain's mixed fortunes in the French Revolutionary War of 1793–1801?

AO1 – The question is likely to require an explanation for the fortunes of Britain during the French Revolutionary Wars. Candidates could refer to: Britain's naval strength and victories in 1794 and 1797–1801; the fate of expeditionary forces to the Low Countries; successes in the West Indies (capture of Trinidad, 1797) but at great cost; attempts to build coalitions with enemies of France and their fate.

AO2 – Explanations of 'mixed fortunes' should include British setbacks as well as successes. Responses are likely to identify a factor which they consider 'best explains' mixed fortunes, although effective answers require consideration of other factors. Discussion may include: the contribution of the navy to preventing French invasion of Britain and in aiding colonial expansion; French/Spanish naval defeats; the weakness of the 'coalition strategy' on grounds of expense and France's military domination of much of Europe; the Egyptian campaign (1801) and its outcome.

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Section 8: Themes c. 1603–1815

37 How great were the changes in the pattern of internal trade during the seventeenth century?

AO1 – The focus here is on an evaluation of patterns of change and development over the whole of the century. Whilst overseas trade, political changes, civil war and wider economic activity have an impact on this, the evaluation should be focused clearly on changing patterns.

AO2 – Candidates might consider the types of goods that are being traded and how this changed, including grain, wool, woollens and minerals such as coal, tin and iron. There was extensive trade in livestock. The movement of goods by coastal routes and internal waterways was important and changes to these significant. There were changes and development in road transport. The role of particular towns may well be evaluated, in particular the growth of London, but also the growth of ports importing and then distributing goods. The fact that certain regional towns specialised might also be considered.

38 What best explains the popularity of plays and playhouses in seventeenth-century England?

AO1 – The focus here is on an explanation of the popularity of both plays and playhouses over the whole period of the seventeenth century. Clearly there are strong links between the two, but there does need to be a sense of an evaluation of both.

AO2 – Candidates may well consider the enormous contribution of individuals such as Shakespeare, Marlowe and the restoration playwrights. The issue, however, is not just the ability of great literary giants but how these were patronised, financed and enjoyed. Clearly, there are links to social and religious development, the growth of London and other regional centres, the growth of literacy, growing wealth and diversity in the arts. The development is not uniform and consideration must be given to the impact of Puritans and the interregnum. The role of the monarchy and aristocratic backing will probably be evaluated.

39 What best explains the growth in religious dissent in the second half of the seventeenth century?

AO1 – The focus here is on the second half of the century and there should be some balance between Protestant and Catholic dissent. Clearly, some knowledge of the social, political and religious context will be expected, but will need to be used in such a way as to provide an explanation along with a sense of the purely religious explanations.

AO2 – Clearly, a religious explanation might be the desire of the Protestants for a more purified doctrine and worship. The perceived growth of popery and a fear thereof would link the two areas. The political perspective of the Civil War and interregnum is important, with the destruction of the established Church and allowing for experimentation. The role of Cromwell might be evaluated. Although the period after the Restoration was not so much a period of growth, it did provide opportunities at certain points. The circumstances of James II might also be evaluated in terms of Catholic survival and development and the impact of the Glorious Revolution.

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40 What best explains why British agriculture in the eighteenth century was able to meet the challenges of a rapidly growing population?

AO1 – The question concerns change and development in British agriculture during the eighteenth century, including an understanding of links between agricultural productivity and a population which virtually doubled in this period. Responses are likely to select material from across the question's broad chronology. They may refer to: 'new' crops and increased fertility of land; agricultural improvers, including the publicity given to effective innovation; parliamentary enclosure; creation of a more efficient and productive labour force; greater emphasis on efficiency, especially in arable farming.

AO2 – Responses are likely to understand that 'best explains' is likely to require them to prioritise and identify the relative importance of various factors. Making use of material such as that in **AO1** above, they may argue that reorganisation of the labour forces (fewer peasants, more wage labourers) helped to increase productivity and set this against other factors relating to experiments and innovation in land use.

41 'Social change in eighteenth-century England was more extensive in the south than in the north.' Do you agree?

AO1 – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. Candidates may refer to:

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. In addition to sustaining an analytical focus on the question asked, good candidates should be able to select their material from across its broad chronology.

No set view is required. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. Overall, a sense of context and change will help to produce a convincing judgement.

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42 Do intellectual developments in eighteenth-century Scotland merit the description ‘a Scottish Enlightenment’?

AO1 – Candidates are likely to discuss key features in the Scottish enlightenment. They should select material from across the question’s broad chronology and may offer an explanation and general understanding of the meaning of ‘Scottish Enlightenment’. Candidates may consider the background, including educational developments and the role of Scottish universities. They may discuss: in philosophy, the development of reasoning (Hume); in literature, Boswell, Fergusson and Burns’s contributions; in economics, trade liberalisation and Adam Smith; in science, Joseph Black on ‘latent heat’.

AO2 – This question requires discussion and judgement about intellectual development. Drawing on examples such as those in **AO1** above, candidates may place the Scottish Enlightenment in a European context and note areas in which Scottish work was at the ‘cutting edge’ of intellectual understanding. They may discuss the increasing importance of experiment and deductive reasoning and challenges to older ideas not grounded in reasoning, and to superstition.