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HISTORY

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MARK SCHEME

Maximum Mark: 90

Published

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This document consists of **35** printed pages.

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

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

Question	Answer	Marks
1	<p>‘Decisive leadership was the key to Henry V’s remarkable success in ruling England.’ How far do you agree?</p> <p>AO1 – The focus is on evaluation of the reasons for the success Henry V had in ruling England, with the contention that it was his successful leadership that was the most important reason, so elements of relative evaluation will be expected. Generally, Henry V was seen as a very able leader, but candidates might contend that he was not without fault.</p> <p>AO2 – It was essential that the kingdom was well ruled in order to pay for the war and to ensure peaceful rule whilst Henry was campaigning. Henry was certainly able to do this. Candidates might point to his relationship with the nobility, his advisors, his pious works and above all his successful prosecution of war. It might be argued that all this owed a great deal to Henry’s ability as a leader.</p>	30

Question	Answer	Marks
2	<p>How effective was English government at home and abroad during the minority of Henry VI?</p> <p>AO1 – The focus here is on the minority of Henry VI. Candidates might conclude that given the issues of a minority, in comparison to the majority of Henry VI, that English government was effective. There should be good coverage of both the elements, although the response does not have to be split entirely in two.</p> <p>AO2 – The abilities of Gloucester, Bedford and Cardinal Beaufort are certainly important, though the tensions between these men and the later factionalism might be drawn. There should be some interplay between the two elements and the extent to which one impacted the other may be commented upon. The issue of financial arrangements and the organisation of the regency council might be highlighted, but the important determiner is the ability to evaluate effectiveness.</p>	30

Question	Answer	Marks
3	<p>What best explains why civil strife broke out in 1455?</p> <p>AO1 – The focus here is on the outbreak of civil war with the First Battle of St Albans. Candidates could refer to longer term preconditions, the failures in France, the factionism at court and the personal qualities of Henry VI as a monarch. There are also shorter term issues in terms of the reasons for York raising his standard in 1455.</p> <p>AO2 – Longer term issues included the legacy of Henry V and the dual monarchy, the expense and failure of the French campaigns, the instability after the death of Gloucester and the faction-ridden court of Henry VI. Henry's unfitness to rule will also play a part. The grievances of York for the more immediate requires analysis, as well as court rivalries, Cade's rebellion and the declaration at Dartford. The immediate causes of the first Battle of St. Albans should also be considered.</p>	30

Question	Answer	Marks
4	<p>How effectively did Edward IV manage his relations with foreign powers in the period 1461–1483?</p> <p>AO1 – The focus here is on the foreign policy of Edward IV and there should be reasonably balanced treatment of both reigns. Comment on the effectiveness of policy and relations is important and the key determiner.</p> <p>AO2 – Edward was of course concerned with the stability of his regime, though more so in the first reign. He was concerned to curb French power and to ally firmly with Burgundy, although some candidates might reflect that this had profound repercussions on his relationship with Warwick. He was certainly not keen to wage war or spend a great deal of money and candidates might conclude that he was successful in this in the second reign. Relationships with Scotland should be discussed and policy relating to trade might also be considered.</p>	30

Question	Answer	Marks
5	<p>'Richard III was never able to shake off the circumstances of his accession.' Discuss.</p> <p>AO1 – The focus must be on the whole reign considering the reasons for instability and Buckingham's rebellion and Richard's defeat at Bosworth. Attempts to rule well and mitigate the circumstances of his accession should also be considered.</p> <p>AO2 – Whilst many candidates might agree with the statement in the title, given the seriousness of Buckingham's rebellion, the attitudes of Edward IV's household and the ultimate deposition, there is also much to commend Richard as a monarch. Candidates might consider his ability in claiming the throne in the first place and his ability to put down rebellion. He went on royal progresses around the country, worked to ensure reforms to the judicial system and showed interest in trade. His parliament was productive, he was pious and hardworking. But whether this could ever have overcome the circumstances of his accession should be the centre of the debate.</p>	30

Section 2: 1485–1558

Question	Answer	Marks
6	<p>'Henry VII's foremost concern was the security of his dynasty.' Discuss.</p> <p>AO1 – The focus of this question is on the extent to which Henry VII's motivation and policies were all predicated on the need to secure his crown and the position and longevity of his dynasty. Many candidates might conclude that given the circumstances of his accession, his weak claim and his paranoia, contention of the question is overwhelmingly true.</p> <p>AO2 – Candidates may be expected to refer to how he secured his claim, how he dealt with rivals and pretenders and how he arranged his relationships with the nobility. There may be reference to foreign policy, his spy networks, his attitudes to law and order and his preoccupation with wealth. It might be argued that in some ways, especially at the end of his reign, he went too far and jeopardised all that he had strived for.</p>	30

Question	Answer	Marks
7	<p>Henry VIII's personal considerations brought about the break from Rome. How valid is this judgement?</p> <p>AO1 – The focus on Henry's need for a male heir to ensure the continuation of his dynasty needs to be argued against other possible considerations including anti-clericalism, reformist pressures and the views and actions of Henry's advisors, in particular Cromwell.</p> <p>AO2 – It could be argued that it was not the need for an heir alone that motivated Henry, as once he had become convinced of his supremacy he saw that his personal power could be significantly enhanced as well as his financial situation. The focus should be on the progress to the Break from Rome and need not go beyond this. Candidates might reflect on the time it took to accomplish and the other routes towards divorce that were attempted before the break was contemplated. Candidates might set this within the context of a personal monarchy when the personal considerations of the monarch were the concerns of the state.</p>	30

Question	Answer	Marks
8	<p>How persuasive is the view that there was no ‘Tudor Revolution in Government’ in the 1530s?</p> <p>AO1 – The focus is on the historical debate over whether the reforms of Thomas Cromwell in the 1530s were so innovative that they constituted a ‘Revolution in Government’.</p> <p>AO2 – Few would argue that what Cromwell achieved, especially in terms of the break from Rome, was remarkable. The legislation of the Reformation Parliament and the establishment of supremacy should be considered. The nature and importance of Parliament itself could be debated, and the nature of the Council. Cromwell’s desire to see the King’s writ run throughout the realm could also be considered. On the other side of the debate is how much was truly innovative and how much survived Cromwell’s death.</p>	30

Question	Answer	Marks
9	<p>‘A period of political and religious stability.’ Discuss this view of the reign of Mary I.</p> <p>AO1 – Traditionally Mary’s reign has been seen as a disaster both in terms of government and religious policy. A government led by a woman incapable of ruling well and fixated on returning the country to Rome.</p> <p>AO2 – More recent debate has depicted Mary as a wise and innovative ruler, and candidates should consider her policies to stabilise finance and currency, overhaul the Exchequer and the Book of Rates, and govern using an able council. On the other hand, Mary did face rebellion, her marriage and foreign policy was unpopular, and her church never flourished in the way she hoped. She was forced to make compromises in order to return England to Rome. She also had the misfortune to rule at a time of poor harvests and of epidemics.</p>	30

Question	Answer	Marks
10	<p data-bbox="316 248 1262 315">How effective was English foreign policy in the reigns of Edward VI and Mary I?</p> <p data-bbox="316 349 1270 483">AO1 – Candidates might argue that this was a disastrous time for foreign policy and that it was far from effective. Answers must range over the full scope of these two reigns and, in this instance, a chronological approach with analysis could work well.</p> <p data-bbox="316 517 1313 786">AO2 –The wars against France and Scotland which were pursued by Somerset at the start of Edward’s reign were ruinously expensive and failed in their aim of marrying Edward to Mary Queen of Scots and the subjugation of Scotland. The consequences to the economy and religious policy were clear. Northumberland’s policy was more effective but could not mitigate the effects of the previous policy. Candidates should also consider Mary’s relations with Spain and the impact this had on relations with France, and the ultimate failure of the war.</p>	30

Section 3: 1558–1603

Question	Answer	Marks
11	<p>‘A highly successful compromise.’ Assess this view of the Elizabethan religious settlement, 1559–1563.</p> <p>AO1 – In 1559 Elizabeth was faced by the competing interests of an expectation that she would return the country’s religion to Protestantism with the possible pressure from the returning religious exiles and the interests of what must be assumed to be the majority of the population to maintain conservative forms of worship. She also had to contend with the issues related to her sister’s religious policies whilst maintaining security both at home and abroad.</p> <p>AO2 – The fact that Elizabeth did not have to face rebellion in this period might be an indication that this was indeed a successful compromise. Candidates should consider a range of policies, including the passage of the settlement through both Houses of Parliament and the debate over compromises that were made to enable her to achieve this. Some debate over the protestant nature of theology as defined in the Thirty-nine Articles as opposed to the conservative measures for the appearance and structure of the Church might be expected. Some consideration of Elizabeth’s own feelings and preferences might be presented. The fact that many did not see the Settlement as the last word in reform might be mentioned as a counter argument.</p>	30

Question	Answer	Marks
12	<p>How serious a threat did Mary Stuart pose to Elizabeth I both before and after her flight to England in 1568?</p> <p>AO1 – The focus is an evaluation of the seriousness of the threat posed by Mary Queen of Scots; there should be good coverage of the whole period and evaluation of how the threat changed and developed.</p> <p>AO2 – As queen of Scotland, Mary posed a threat whilst married to the French king because of her claim to the throne as a Catholic candidate. Her subsequent marriage to Darnley also brought risks given his claim to the throne. Candidates might argue that she posed a greater risk once she had fled to England. Risks included: the revolt of the Northern Earls; the implications of the Papal Bull of Excommunication; the Ridolfi Plot; Mary as an issue in Parliament; the various attempts of the French to re-establish themselves in Scotland; the extent of support of Philip II; the Throckmorton and Babington plots; and, how far the eventual decision to execute Mary bears out the seriousness of the threat.</p>	30

Question	Answer	Marks
13	<p>Why did England's relations with Spain change so much from 1558 to 1585?</p> <p>AO1 – Although a chronological approach could work well, not a narrative of events, the focus should be on an analysis of why the relationship between England and Spain changed so dramatically in this period.</p> <p>AO2 – The analysis might start with comment on the inherited situation of war with France in alliance with Spain and ill-feeling at the loss of Calais. Notwithstanding, it was sensible to remain on good terms with Philip II. The key to the changing relationship was the situation in the Netherlands, especially the arrival of Alva in 1567. Other factors included the behaviour of English privateers, the weakening of France and open rebellion in the Netherlands. Spanish interference in plots and the assassination of William the Silent were also factors. An area of debate could be the relative importance of political and strategic factors, as against religion and the interconnectedness of these factors.</p>	30

Question	Answer	Marks
14	<p>How serious was political and economic instability in England c.1590–1603?</p> <p>AO1 – This period has been seen by some historians as a period of instability and faction, ravaged by war, uncertainty over the succession and economic problems. The focus of the question should be on evaluating the extent to which this was true.</p> <p>AO2 – It is certainly the case that the country was exhausted by the privations of war, heavy taxation and inflation in this period. It might also be argued that many of Elizabeth's most trusted advisors were dead, although the newer men were able enough. The factionism between the Earl of Essex and Cecil is important and there should be reference to and evaluation of Essex's rebellion. The weakening financial position of the Crown should be analysed along with issues of patronage. The role of Parliament in this period should also be considered. Notwithstanding all of this, candidates might conclude that the country was remarkably stable given the pressures of war and inflation.</p>	30

Question	Answer	Marks
15	<p>How successfully did central and local governments deal with the problem of poverty in the period 1558–1603?</p> <p>AO1 – The focus is on the evaluation of the success that government had in dealing with these problems. Candidates might present a survey of the problems, including vagabondage, population growth, inflation and changes in agriculture, but the focus must lie in the nature and success of governmental measures.</p> <p>AO2 – Changes in poor law provision should be key within responses and a focus on the parish and its efforts recognised as important. The relationship between local and central government might be explored. There was a variety of legislation dealing with wages, agriculture, poor law, attempts to regulate the price of grain and the issue of vagabondage. Candidates might link these efforts to changes in economic prosperity, considering the particular problems of the later years of the reign and measures taken in times of dearth. Candidates might argue that efforts were not particularly successful given the poor understanding of the causes.</p>	30

Section 4: Themes c.1399–c.1603

Question	Answer	Marks
16	<p>How important was lay piety to the fifteenth-century Church?</p> <p>AO1 – Candidates could refer to the impact of Lollardy, pious foundations such as chantries and devotional reading.</p> <p>AO2 – Candidates could argue that the Lollards emphasised the importance of reading the Bible in the vernacular, although Wyclif's translation was not widely available. The foundation of chantries reflected the preoccupation of testators with masses being said for their souls. Gilds were set up to celebrate religious festivals as well as providing other benefits for members. Pilgrimages remained popular, some going even to Compostella or Rome. Sacramental practices increased and events like the Corpus Christi procession were very popular. Many Christians were preoccupied with how to live the best life and a whole genre of devotional literature developed to meet their needs. Higher levels of literacy helped this trend.</p> <p>Candidates could question how far such practices strengthened the Church, as the traditional structure and powers of the Church were little changed.</p>	30

Question	Answer	Marks
17	<p>'A period of remarkable achievement.' Discuss this view of fifteenth-century English architecture.</p> <p>AO1 – Answers to this question should range across the whole century and cover both religious and secular architecture, describing specific examples.</p> <p>AO2 – The developments in domestic and secular architecture include: halls and barns; the increased sophistication of timber framed houses of the yeomanry and gentry, and the refurbishment and domestication of the aristocratic seats of the aristocracy; and, the development of architecture in flourishing towns and cities, and the development of colleges. There is a great deal to be said about the rebuilding of ecclesiastical buildings in the perpendicular style, especially the so-called cloth churches of East Anglia and the Cotswolds.</p>	30

Question	Answer	Marks
18	<p>How significantly did external wars and internal conflicts in the fifteenth century affect both England's internal and external trade?</p> <p>AO1 – Candidates' responses should range over the whole century, including the reign of Henry VII, rather than focusing on the Wars of the Roses.</p> <p>AO2 – Candidates should consider: the conflicts of Henry IV's reign; war in the reign of Henry V; the loss of France under Henry VI; and, civil war and foreign relations in the second half of the century. They could argue that civil strife seldom impacted on trade and that the loss of France was more serious. Candidates must give specific examples; for example, the loss of Gascony, or the suspension of trade with Burgundy in the reign of Henry VII. They may conclude that other factors were far more significant, but the focus of the answer should be mainly on the issues outlined in the question.</p>	30

Question	Answer	Marks
19	<p>How significant a role did women play in sixteenth-century society?</p> <p>AO1 – Candidates might conclude that women did not play a particularly significant role in society in this period due to the patriarchal nature of the times. Moreover, some might conclude that opportunities were more restricted in the sixteenth century than had been the case in the previous century.</p> <p>AO2 – Women were much restricted in terms of legal status, education, marriage and property. On the other hand, women could and did have some autonomy as widows, heiresses or the mothers of minors. There are examples of influential women in towns, but very often this was restricted to philanthropic areas. Although there are some good examples of noble women exercising influence, such as Bess of Hardwick, evidence for the lower classes is sparse. The roles of female monarchs and consorts might also be considered.</p>	30

Question	Answer	Marks
20	<p>Account for the rapid growth of educational development in Tudor England.</p> <p>AO1 – The focus of this question is on the development of education. Answers should span the whole period and need to look at schools and universities, the development of literacy and the extent of educational provision.</p> <p>AO2 –Candidates could discuss the uniformity of educational provision, both geographically and socially. They may also consider: the role of the Church and the Dissolution of the Monasteries; the development of grammar schools and early public schools in provincial towns; the growth of universities; and, patterns of provision and how these changed and developed. The issues of patronage and endowments, humanism and the Break from Rome are all important too.</p>	30

Question	Answer	Marks
21	<p>How are the changes in the pattern of overseas trade in the sixteenth century best explained?</p> <p>AO1 – While covering the whole century, answers should offer a clear explanation and evaluation of the changes in overseas trade during this period.</p> <p>AO2 – There are clearly changes brought about by the impact of war and foreign policy, perhaps the most significant of which was the fall of Antwerp. Trade with France along traditional routes was also impacted by war. Trade routes in the Baltic and Levant were opened up and there was significant impact from the New World. Trade was also impacted by legislation and by private individuals and groups. The role of London and its merchants was also significant.</p>	30

Section 5: 1603–1689

Question	Answer	Marks
22	<p>How consistent were the aims of British foreign policy in the years 1603 to 1629?</p> <p>AO1 – The demands of the question require analysis and evaluation rather than a narrative of events, although a chronological approach could work well. The focus of the question is on the consistency of aims. Candidates could also consider financial and political constraints.</p> <p>AO2 – Candidates could explore the following issues: peace with Spain in 1604 and James’s role as mediator in Europe; negotiations for various catholic marriages; the attempted balancing of interests with the treaty of mutual assistance to the German princes and the marriage of the Princess Elizabeth; the refusal to intervene in the Palatinate; the declaration of war with Spain in 1624; and alliances with France, and the Dutch and Denmark. The policy of Charles I needs to be evaluated in comparison to that of his father.</p>	30

Question	Answer	Marks
23	<p>What best explains the unpopularity of Archbishop Laud?</p> <p>AO1 – Archbishop Laud was unpopular for a range of reasons not just religious. Candidates must present an evaluation of a range of the causes of Laud’s unpopularity.</p> <p>AO2 – The religious issues are clear. Many contemporaries disliked the focus on uniformity, and the authority of bishops and royal prerogative. Candidates might consider the debates in Parliament over the issues of religion, and the conference at York House in 1626. The situation became more serious when Laud became Archbishop of Canterbury. Candidates should consider his attacks on preaching, and his strict insistence on vestments and the Prayer Book. They might also consider: his attacks on property rights; the Book of Sports; his involvement in politics, especially once he had joined the privy council in 1627; and, his close relationship with Charles.</p>	30

Question	Answer	Marks
24	<p>Why did it take so long for Parliament to defeat Charles I in the First Civil War?</p> <p>AO1 – Candidates could offer a chronological approach to their response, but not a narrative approach. They should evaluate the ultimate reasons why Parliament won, and must engage fully with the issue of why it took so long.</p> <p>AO2 – Some candidates might argue that given the military deadlock of 1544, it was surprising that Parliament won. The effectiveness of the New Model Army and the military victories of 1645 were important, as was the reorganisation after the Self-denying Ordinance. Military and political leadership on both sides need to be evaluated. The Scottish factor was significant. Candidates may also comment on supply and finance.</p>	30

Question	Answer	Marks
25	<p>How successful were government policies in Ireland in the first sixty years of the seventeenth century?</p> <p>AO1 – A chronological approach to this question would be acceptable, not a narrative of relations and policies. Evaluation of the successes of policy is required. Answers should cover the whole range of the period.</p> <p>AO2 – Candidates should consider English settlement under James. They may evaluate: his attempts to establish Anglicanism; his policies towards Ulster; his relationships between Parliament and the deputies; Wentworth's policy of 'thorough'. They must also consider the role of Ireland in 1641 and thoroughly evaluate Cromwell's policies. Many candidates might conclude that, taken as a whole, his policies were largely unsuccessful.</p>	30

Question	Answer	Marks
26	<p data-bbox="316 248 1114 282">Why was the monarchy restored in 1660 and not before?</p> <p data-bbox="316 320 1241 416">AO1 – The focus of this question is in part the failure to find a lasting solution to governance during the interregnum and, in part, the specific reasons for the restoration in 1660.</p> <p data-bbox="316 454 1313 685">AO2 – The unpopularity of what amounted to a military dictatorship after the death of Charles I provided the background to the issues. Although Cromwell tried various methods to make the government more popular, they were not successful enough. The various attempts at governance should be assessed, candidates might conclude that whilst Cromwell was alive restoration was unlikely, but after his death it was probably only a matter of time. Charles's behaviour and attributes also need to be evaluated.</p>	30

Section 6: 1688–1760

Question	Answer	Marks
27	<p>How are the varying fortunes of the Whig party in the years 1689–1710 best explained?</p> <p>AO1 – Candidates must present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required here, not a narrative of actions and events. Candidates may refer to: the role of the Whigs during the ‘Glorious’ Revolution; their support for William III and Mary II’s accession; the Whig relationship with William III in the 1690s and the different one with Anne (1702–10); and, the importance of Whigs’ political and religious policies in establishing their influence in government during the 1690s. Candidates might also include material on the effect of the general elections, perhaps particularly those of 1695 (Whig gains), 1698 (Tory gains leading by 1700 to Tory dominance in government); 1705 and 1708 (substantial Whig gains), and 1710 (substantial Tory gains) leading to a Tory-dominated government.</p> <p>AO2 – Candidates need to demonstrate an understanding and awareness of the relevant historical concepts, with a clear, focused and analytical explanation. They should weigh up both the relevant and relative factors leading to a well-considered judgement on the ‘varying’ fortunes. Responses might stress both the importance of ‘public opinion’ as indicated by the outcome of the elections, and the significance of the personalities and preferences of both William III and Anne. They might also see that ‘best explained’ requires an overall argument which includes an assessment of the relative importance of the factors identified in explaining ‘the varying fortunes’.</p>	30

Question	Answer	Marks
28	<p>How influential was Britain as a European power in the years 1714–1740?</p> <p>AO1 – Candidates must present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a narrative of actions and events. Candidates may refer to: the significance of the Treaty of Utrecht (1713) for this period: commercial implications, including Assiento for supplying slaves to Spanish West Indies; many trading accommodations with Netherlands, Spain and Empire (1714–16); involvement in European diplomacy via the Convention with France and Quadruple Alliance with the Empire, France and Netherlands (1718); Treaty with France and Spain (1720); Treaty of Hanover (1725), the defensive alliance with France and Prussia; after hostilities with Spain, the Treaty of Seville (1729) allowed trade with Spanish colonies; the Treaty of Vienna with Holy Roman Empire (1731); the commercial treaty with Russia (1734); the worsening relations with Spain in late 1730s, led to the Convention of Pardo (1739), but growing hostility to Spanish attacks on British shipping led to the War of Jenkins' Ear.</p> <p>AO2 – Candidates need to demonstrate an understanding and awareness of the relevant historical concepts, enabling them to present a clear, focused and analytical explanation. They should weigh up the relevant and relative factors and approaches and offer a well-considered judgement. The discussion may centre on: the extent of Britain's growing influence and the reasons for it, including growing trade links especially in the West Indies; consequential disputes with Spanish traders; the perception in all of France, Spain, the Holy Roman Empire and Netherlands that a British alliance was worth securing; the large number of treaties and 'conventions' signed not just with these major powers but also with, for example, Denmark, Sweden and Sardinia. Commercial treaties were particularly sought, since Britain's primary interest was not in Continental Europe but in expanding trading opportunities, especially in the Mediterranean and the Americas. Walpole's foreign policy was designed to secure alliances, advance trade and use commerce to help reduce government debt. Although British influence in Europe was growing, other powers generally recognised Britain's relatively limited interest in direct involvement, for example, in not committing troops to conflicts.</p>	30

Question	Answer	Marks
29	<p>How is Walpole’s long tenure of power best explained?</p> <p>AO1 – Candidates should present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required here, not a narrative of actions and events. Candidates may refer to: the circumstances of Walpole’s coming to power and the credit he gained from managing the South Sea Bubble; his generally successful economic policy; his playing on threats of Jacobitism; his control of patronage and manipulation of the House of Commons; his support from monarchs, especially George II and Queen Caroline; his close links with the Church of England; and, his handling of his opponents.</p> <p>AO2 – Candidates must demonstrate an understanding and awareness of the relevant historical concepts, and present a clear, focused and analytical explanation, which weighs up the relevant and relative factors and approaches, and arrives at a well-considered judgement. Using key features of Walpole’s tenure of power identified in AO1 above, discussion may centre on: how far his competent economic policy, his lowering of taxes and avoidance of war until 1739 helped him stay in power; his manipulation of the House of Commons, partly through his control of patronage but also because of the time he took to gain the trust of independent members and (generally) keep them ‘onside’; his adroit tactical manoeuvres in the face of opposition, including withdrawing unpopular measures; his relations with the monarchy, including perhaps the special significance of Queen Caroline – arguably her death (1737) as important in the eventual weakening of his position as being forced into war with Spain in 1739; his calling in favours from independents and others when faced with growing opposition, as over the Excise Crisis. Candidates may make references to what went wrong in the last years (1739–42), for example: the absence of ‘support points’ which could usually be relied on earlier; increased government wartime spending (such as the large subsidy to Maria Theresa of Austria); and, the volley of parliamentary defeats (1741) which preceded his final resignation on a technical election issue.</p>	30

Question	Answer	Marks
30	<p>‘The outcome of the Seven Years’ War was determined by the events of just one year: 1759.’ Discuss.</p> <p>AO1 – Candidates must present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a narrative of actions and events. Candidates may refer to the key events in the Seven Years War: 1759 as a year of victories – in the <i>Americas</i>, Guadeloupe taken from the French, the capture of Fort Niagara, and Ticonderoga and Champlain captured, Quebec captured by Wolfe and Sanders; in <i>Europe</i> the naval victory at Quiberon Bay, destroying the French Brest squadron; and, Prussian victories over the French at Bergen and Minden. For some other engagements, not in 1759, important in the outcome of the war see AO2 below.</p> <p>AO2 – Candidates must demonstrate an understanding and awareness of the historical concepts, and present a clear, focused and analytical explanation, which weighs up the relevant and relative factors and approaches, and arrives at a well-considered judgement. The discussion may centre on the nature, extent and timing of the victories. 1759 was clearly a critical year (see AO1 above), but the allies suffered defeat in August when Frederick of Prussia was heavily defeated by the Russians at Kunersdorf. In India, the crucial developments were Clive’s defeat of Surajah Dowlah at Plassey (1757) and Eyre Coote’s defeat of Lally at Wandiwash (1760) which effectively destroyed French influence in Asia. In Europe, there were further important engagements, while important British naval successes in the West Indies (capturing Dominica, Grenada and St Lucia) continued in 1761–1762. The outcome was also determined by the war with Spain in 1762 and the eventual peace treaty with France and Spain (Paris, 1763) when, arguably, Britain gained less territory than its victories deserved, though not without prolonging the conflict, for which there was little support in Britain other than from Pitt and his followers.</p>	30

Question	Answer	Marks
31	<p>‘The Church of England lost more than it gained by its close relationship with the State.’ Assess this judgement for the period 1714–1760.</p> <p>AO1 – Candidates must present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a narrative of actions and events. Candidates may refer to: the state of the Church in the early eighteenth century; its status as the Established Church; the key changes which included repeal of the Occasional Conformity & Schism Acts (1719), giving more scope for the growing nonconformist challenge; the relationship between higher clergy and government; the appointment of Whig-supporting clergy to high office in the Church; the influence of senior clergymen, such as Benjamin Hoadly, Edmund Gibson and William Wake; the effectiveness of the Church’s pastoral role; and its reaction to the growth of nonconformity.</p> <p>AO2 – Candidates must demonstrate an understanding and awareness of the historical concepts, and present a clear, focused and analytical explanation, which weighs up the relevant and relative factors and approaches, and arrives at a well-considered judgement. The discussion may centre on: the effectiveness of the Church, including the role and diligence of senior clergy; the relationship of Gibson (‘Walpole’s Pope’ and Bishop of London from 1723) with Walpole and the Whig government, and whether his political influence mattered more than his pastoral duty; the inadequacy of William Wake during his long tenure as Archbishop of Canterbury; the attacks on High Church Tory clergy by Benjamin Hoadly, and whether his image as a duty-shirking political appointment is valid, or accurately represented a Church more concerned with its political role than with its pastoral duties; the divisions in the Church between a predominantly Tory clergy and an episcopal bench of increasingly political appointees; the Church defence of the Test and Corporation Acts, and attempts at repeal defeated in Parliament (1736 and 1739); the narrow failure of the Tithe Bill (1736) which threatened Church of England rights and income; the effectiveness of the Church’s response to the challenges of Deism and Dissent; Bishop Warburton’s <i>Alliance between Church and State</i> (1736), which conceded that the Church should not be independent of the State but urged on the State the duty to protect it; the evidence of increasing hostility in Parliament to the claims of the Church; and, whether or not Walpole and his successors were effective in protecting the state and Church close relationship.</p>	30

Section 7: 1760–1815

Question	Answer	Marks
32	<p>Why were the ministries of the 1760s so short-lived?</p> <p>AO1 – Candidates must present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a narrative of actions and events. Candidates may refer to events relating to the various ministries: Pitt-Newcastle (1757–1762); 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). Candidates are likely to concentrate on the difficulties which these ministries faced, including: the weakness of Bute’s position in Parliament, and his personal weakness; the Stamp Act and debates over how the Americas were to be governed, controlled and taxed; George’s abhorrence of the Rockingham administration and worsening of American relations; Chatham’s ministry, internally divided and did not respond well to stock-market losses over speculation on government in India; and, Grafton’s ministry weakened by Wilkes and controversy following the Middlesex election, rioting in London, the impact of the Townshend duties on growing problems in America, and division between Grafton and the Bedford Whigs.</p> <p>AO2 – Candidates must demonstrate an understanding and awareness of the historical concepts, and present a clear, focused and analytical explanation, which weighs up the relevant and relative factors and approaches to arrive at a well-considered judgement. The discussion may centre on: the destabilising significance of the end of the Whig supremacy in 1762; the succession of a new, young, inexperienced ‘British’ monarch, anxious to cleanse what he saw as the Augean stables of party politics, graft and ‘sleaze’, though lacking the political <i>nous</i> to overcome the obstacles involved; his failure to find a minister who could command reliable parliamentary majorities; Bute’s inexperience and inadequacy; the influence of the ‘King’s Friends’ outside government in destabilising ministries; Pitt as an influential, but ‘distanced’, leader reluctant to ally, or share power with, other Whigs; growing opposition in the Americas to British-imposed taxes; the impact of the Middlesex election (1768); and, weak, internally-divided ministries.</p>	30

Question	Answer	Marks
33	<p>How substantial were the consequences of the loss of the American colonies for British overseas policy?</p> <p>AO1 – Candidates must present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a narrative of actions and events. Candidates may refer to: the impact on the navy and naval policy; the British need to control other territories in the Americas, particularly those in the West Indies and Canada; the importance of trade, especially outside Europe; the need for new alliances since Britain had been without allies since 1780; the commercial treaty with France (1786) which brought lowered duties on British manufactured goods; and, the role of the navy during the Revolutionary Wars (1793–1802).</p> <p>AO2 – Candidates must demonstrate an understanding and awareness of the historical concepts, and present a clear, focused and analytical explanation, which weighs up the relevant and relative factors and approaches to arrive at a well-substantiated judgement. The discussion here may centre on trade policy and the role of the navy in supporting commerce. The need for more investment in the navy (a lesson learned during the War for Independence) may also be offered as a key.</p>	30

Question	Answer	Marks
34	<p>Who did more to advance the cause of political reform: Wilkes or Wyvill?</p> <p>AO1 – Candidates must present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a narrative of actions and events.</p> <p>Candidates may refer to Wilkes’s role as: critic of government and general irritant; the importance of issue No. 45 of <i>The North Briton</i> and the challenge over general warrants; the publication of <i>Essay on Woman</i> and his flight to the Continent to avoid expulsion and charge of obscene libel; his return and success in winning the Middlesex election (1768), but arrested and imprisoned; his gathering of support in London with the foundation of the Society for the Supporters of the Bill of Rights (1769); his use of privileges obtained in the City of London to prevent arrest (on charges of breach of privilege) of publishers reporting parliamentary debates (1771); his support of the American colonists both before and during the War; and, Lord Mayor of London (1774).</p> <p>With references to Christopher Wyvil, candidates may refer to: his role as the Yorkshire landowner; his call for expenditure cuts, annually elected parliaments and removal of patronage appointments from Parliament during the American War; the founder of the Yorkshire Association, which presented a petition for parliamentary reform (1780); many of the Association’s aims being supported by radical Whigs opposed to Lord North and, that after the American war ended, he supported radical reform, opposed French wars from 1793 and argued in favour of Catholic Emancipation.</p> <p>AO2 – Candidates must demonstrate an understanding and awareness of the historical concepts, and present a clear, focused and analytical explanation, capable of weighing up the relevant and relative factors and approaches to arrive at a well-considered judgement. The discussion may centre on the impact which both men had on the political situation.</p> <p>Wilkes was a significant figure in radical politics for almost twenty years. Although, he was much more respectable in later years, and his ‘causes’ were less directly concerned with parliamentary reform as such and more on rights.</p> <p>Wyvill’s direct influence over political debate lasted for less than five years. In terms of longer-term significance, Wilkes raised important issues relating to liberty, proper legal procedures and the right of the public to know what MPs were saying in Parliament. Wyvill was more focused on measures of parliamentary reform designed to reduce influence and ‘corruption’ and was one of the initiators of the movement for parliamentary reform.</p>	30

Question	Answer	Marks
35	<p>Evaluate the strengths and weaknesses of Pitt the Younger as a wartime leader.</p> <p>AO1 – Candidates must present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a narrative of actions and events. Candidates may refer to: Pitt's wartime strategy which involved heavy expenditure, with necessary reliance on Britain's economic prosperity; his emphasis on the navy, partly for defence against invasion, partly to safeguard and extend trade routes; his heavy naval expenditure on rebuilding; the capture of French West Indian islands; in continental Europe, his emphasis on financial support both to keep allies in the field and also to build several power alliances against France – First Coalition 1793, Second Coalition 1799; in France, his support for the royalist counter-revolutionaries; an ideological, anti-revolutionary strategy was a low priority for Pitt; the similarity of his overall strategy when war resumed in 1803 – Third Coalition (1805) and his use of the navy to make Britain safe from invasion which was achieved by the victory at Trafalgar.</p> <p>AO2 – Candidates must demonstrate an understanding and awareness of the historical concepts, to present a clear, focused and analytical explanation, which weighs up the relevant and relative factors and approaches to arrive at a well-considered judgement. The discussion may centre on: his possible strengths – his use of the navy, including heavy additional expenditure on ships – the important victories at St Vincent, Camperdown (1797) and Trafalgar (1805); the capture of French sugar islands, but at great cost; his avoidance of committing large numbers of British troops to war on the Continent; his looking ahead to success in the Americas and using war to effect domination of European trade to that continent; his possible weaknesses – his over-estimate of the value to be gained from subsidising allies; his under-estimation of France's determination to preserve its revolution and defeat Austrian forces; coalitions falling apart with far more military defeats than victories; expeditionary forces being unsuccessful (campaigns in Low Countries, 1793–1795 and 1799), but there was the success of the campaign in North Africa (1801); and, his support for counter-revolutionaries were inadequate – the failures at Quiberon Bay and La Vendée (1795).</p>	30

Question	Answer	Marks
36	<p>'Political radicalism in the years 1789–1815 offered no real threat to the established order.' Discuss.</p> <p>AO1 – Candidates must present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a narrative of actions and events. Candidates may refer to: the key radical organisations: London Corresponding Society, Society for Constitutional Information, National Convention of radical societies (1793); the more revolutionary phase after 1795, links with Irish nationalism, the Despard conspiracy (1803); some radicalism in armed forces, Naval Mutinies, 1797; the importance of nonconformity in supporting radical causes; among working classes, skilled workers were more prone to radicalism; radical journalism and its growth; the importance of Paine's <i>Rights of Man</i> and the radical journalism of William Cobbett after 1804; there was little radical activity 1803–12, but a revival with economic depression – Hampden Clubs and Luddite outbreaks in Yorkshire, Nottinghamshire and Lancashire.</p> <p>AO2 –Candidates must demonstrate an understanding and awareness of historical concepts, enabling them to present a clear, focused and analytical explanation, which weighs up the relevant and relative factors and approaches to arrive at a well-considered judgement. The discussion may centre on: how strong the support for radicalism was; the wide range of radical activity and objectives (see AO1 above) and that there was clearly some threat to the authorities, especially via mass meetings and isolated violence – artisan radicalism was powerful; both local and central authorities generally retained control; the raising of the militia able to combat domestic radicalism; especially from 1793, the war against revolutionary France stimulated many expressions of patriotism; the King was presented as an emblem of national unity; Reeves's Association Movement; the much popular conservatism among both working and middle classes; pro-authorities journalism, including Canning's <i>Anti-Jacobin</i> (1798); the use of anti-radical visual representation; the authorities' use of the law at times of heightened radical tension – suspension of Habeas Corpus and the Two Acts (1795). Against the argument that there was no real threat, radicalism gained large number of new adherents in this period and government counter-measures did not destroy a movement which recurred in 1812 and would not die down.</p>	30

Section 8: Themes c.1603–1815

Question	Answer	Marks
37	<p>How important was London to England’s economic development in the seventeenth century?</p> <p>AO1 – Clearly London was very important indeed in this period and its growth and development had a very significant impact on overall economic development. Responses should make a clear link to the economic development of the whole country, rather than describe the pattern of London’s growth or the reasons for this. Candidates might conclude that the strength of London hampered development elsewhere.</p> <p>AO2 – Clearly the fact that London became the largest city in Western Europe in this period is important, and its function as a centre for international trade, finance, banking, trading companies and the development of the American colonies can not be underestimated. It certainly was the engine for the growth of other towns, but it also had a detrimental effect on areas and ports. Candidates might explore the rate of growth and development over time.</p>	30

Question	Answer	Marks
38	<p>How innovative was seventeenth-century English art and architecture?</p> <p>AO1 – answers to this question will need to focus on both aspects of the question and range over the entire period.</p> <p>AO2 – Areas that candidates might consider include the rebuilding of stately homes and the rebuilding of London after the fire. New forms of painting and subject matter were important, and candidates should refer to specific artists and architects. If candidates focus on the second half of the century arguing that this was the period of real innovation, they need to explain why the earlier period was not innovative.</p>	30

Question	Answer	Marks
39	<p>What best explains developments in English drama in the seventeenth century?</p> <p>AO1 – The focus is on explaining and evaluating the growth and development of English drama across the whole century.</p> <p>AO2 – Candidates may reflect on the popularity of individuals, such as Shakespeare, Marlowe and the restoration playwrights, but there should be reasonable coverage of the whole period. There may be some consideration of patronage, the financing of drama, and change and development over the period. There were links to social and religious development, the growth of London and other regional centres, the growth of literacy and the growth in wealth and the diversity of the Arts. The developments were not uniform and consideration must be given to the interregnum. The role of the monarchy and aristocratic backing might also be considered.</p>	30

Question	Answer	Marks
40	<p>Why was British population growth so limited during the period from c.1640 to 1740?</p> <p>AO1 – Candidates should present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a narrative of actions and events. Candidates should have accurate and relevant historical knowledge of an important theme. The theme here is population growth in the late seventeenth century and the first half of the eighteenth and scale of growth. Candidates may refer to: the limited population growth until c.1740, including mild population decline during the later 1720s and early 1730s. The population estimates for England and Wales are: 1701: 5.8m; 1711: 6.0; 1721: 6.0; 1731: 6.1; 1741: 6.2; 1751: 6.5m. Candidates should know of factors affecting birth rates and death rates in the period, including delayed ages of first female marriage. Candidates may refer to population growth becoming markedly greater in urban manufacturing and commercial centres (including, of course, ports) than in most rural areas. It is unlikely that migration had a substantial net significance on population growth in this period.</p> <p>AO2 –Candidates must demonstrate an understanding and awareness of historical concepts, and present a clear, focused and analytical explanation, which weighs up the relevant and relative factors and approaches, to arrive at a well-considered judgement. In addition to sustaining an analytical focus on the question asked, candidates should select their material from across the broad chronology (c.1640 to 1740). The discussion should centre on reaching a judgment about the reasons for relatively limited population growth over the chosen period. Candidates may explain how changing birth rates and declining death rates affected the size of population and that there were significant changes in both during the first half of the eighteenth century. Stronger responses will explain how changing economic conditions affect population growth, with growing opportunities, affecting the birth rate via a declining age of first marriage. However, the economy did not grow significantly before c.1740. What was probably a severe outbreak of influenza affected the population size in the later 1720s and early 1730s. The rate of urbanisation was also much slower in the first half of the eighteenth century than later. Candidates should avoid giving excessively generalised answers that offer little knowledge and limited understanding of the factors affecting population growth.</p>	30

Question	Answer	Marks
41	<p>‘The Enlightenment had only the most limited impact on intellectual life in English universities.’ Assess this view for the period up to c.1815.</p> <p>AO1 – Candidates must present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a narrative of actions and events. Candidates should have accurate and relevant historical knowledge of an important theme. The theme here is the impact of enlightenment thought and activity on higher education in eighteenth-century England. Candidates may refer to: the key features of the Enlightenment, including enquiry, use and development of philosophy; the role of the <i>philosophes</i> reaction to reliance on authority without evidence or experiment; the development of scientific principles; the role of government and representation; the Universities of Oxford and Cambridge and their curricula – the long-term influence of Newton and scientific enquiry; and, the importance of theology and music.</p> <p>AO2 – Candidates must demonstrate an understanding and awareness of historical concepts, and present a clear, focused and analytical explanation, weighs up the relevant and relative factors and approaches to arrive. at a well-considered judgement. In addition to sustaining an analytical focus on the question asked, candidates should select their material from across the broad chronology (up to c.1815). The discussion should centre on: the key features of Enlightenment thought and experiment, linked to intellectual life in Oxford and Cambridge; the extent to which both universities were less ‘curious’ than in either the seventeenth or nineteenth centuries – the eighteenth century was one of relative stagnation; less new research and the legacy of Newton only partially developed; and, the growth and impact of nonconformity nationally but not replicated in the Anglican-dominated English universities. There was more ‘new learning’ in Dissenting Academies and Scottish, rather than English, universities, for example, by contrast, the work of Hume and Adam Smith. Both English universities were dominated by clergymen, many of whom were also engaged in politics more than research. Most candidates are likely to agree with the quotation framing the question, but specific examples, for example concerning new approaches to theological enquiry, can be used to qualify, or even confound, the judgement.</p>	30

Question	Answer	Marks
42	<p>What best explains why membership of non-conformist churches increased so markedly during the eighteenth century?</p> <p>AO1 – Candidates must present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a narrative of actions and events. Candidates may refer to: the increasing influence of Calvinist doctrine and evangelicalism; the state of the Church of England, including the role of leading Church dignitaries in contemporary politics, partly because of their role in the House of Lords and partly because of their close (often family) links with the Whigs; the divisions between ‘high’ and ‘low’ Anglicanism; the impact of revivalism; the role of John Wesley in what became known as Methodism. More specific information which might be used includes: the situation before Wesley becomes active and especially the role of evangelicalism in Congregational and Baptist communities; the repeal of the Occasional Conformity & Schism Acts (1719), giving greater scope for the growing nonconformist challenge; the impact of urbanisation and the Church of England’s difficulties in establishing an effective ministry in the rapidly growing towns; specific senior Anglican clerics included Benjamin Hoadly, Edmund Gibson and William Wake; and, the Church of England’s reaction to the growth of nonconformity.</p> <p>AO2 –Candidates must demonstrate an understanding and awareness of historical concepts, to present a clear, focused and analytical explanation, which weighs up the relevant and relative factors and approaches to arrive at a well-considered judgement. The discussion may centre on the extent of weakness within the Church of England, especially in the first half of the eighteenth century; including the role and extent of diligence of senior clergy; the relationship of Bishop Gibson of London (‘Walpole’s Pope’) with Walpole and the Whig government; whether political influence mattered more to leading clergy than pastoral duty; the inadequacy of William Wake during his long tenure as Archbishop of Canterbury; the divisions within the Anglican church, perhaps including attacks on High Church Tory clergy by Benjamin Hoadly. Positive points about Nonconformist ‘advance’ could include: how they used increased toleration, especially in the towns; the effectiveness of Wesley as a preacher; the emphasis on the evangelical message, and especially salvation and everlasting life; nonconformists’ greater effectiveness in providing a ministry for families moving into urban areas in search of work; the nature of the nonconformist message and mission, including its accessibility – emotional preaching and tune-led sacred music (‘ Methodism was born in song’). Candidates might argue that the Church of England was more effective in meeting the difficulties it faced in the second half of the eighteenth century than the first, although the main damage may have been done during the Walpole year.</p>	30