

History A

Advanced GCE

Unit **F966/01**: Historical Themes Option A: Medieval and Early Modern 1066-1715

Mark Scheme for January 2012

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

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

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Subject-specific Marking Instructions that apply across the whole question paper to be included here.

Distribution of marks for each level that reflects the Unit's AOs

2 answers: Each maximum mark 60

	A01a	A01b
IA	18-20	36-40
IB	16-17	32-35
II	14-15	28-31
III	12-13	24-27
IV	10-11	20-23
V	8-9	16-19
VI	4-7	8-15
VII	0-3	0-7

Notes:

- (i) Allocate marks to the most appropriate level for each AO.
- (ii) If several marks are available in a box, work from the top mark down until the best fit has been found.
- (iii) Many answers will not fall at the same level for each AO.
- (iv) Candidates will demonstrate synoptic skills by drawing together appropriate techniques, knowledge and understanding to evaluate developments over the whole of the period

AOs	AO1a	AO1b
Total mark for each question = 60	Recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner.	Demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements of: <ul style="list-style-type: none"> - key concepts such as causation, consequence, continuity, change and significance within an historical context; - the relationships between key features and characteristics of the periods studied
Level IA	<ul style="list-style-type: none"> • Uses a wide range of accurate and relevant evidence • Accurate and confident use of appropriate historical terminology • Answer is clearly structured and coherent; communicates accurately and legibly. <p style="text-align: center;">18-20</p>	<ul style="list-style-type: none"> • Excellent understanding of key concepts (eg continuity and change) relevant to analysis in their historical context • Excellent synthesis and synoptic assessment • Answer is consistently and relevantly analytical with developed explanations and supported judgements • May make unexpected but substantiated connections over the whole period <p style="text-align: center;">36-40</p>
Level IB	<p>Level IB</p> <ul style="list-style-type: none"> • Uses accurate and relevant evidence • Accurate use of a range of appropriate historical terminology • Answer is clearly structured and mostly coherent; communicates accurately and legibly <p style="text-align: center;">16-17</p>	<ul style="list-style-type: none"> • Very good level of understanding of key concepts (eg continuity and change) in their historical context. • Answer is consistently focused on the question set • Very good level of explanation/analysis, and provides supported judgements. • Very good synthesis and synoptic assessment of the whole period <p style="text-align: center;">32-35</p>

Level II	<ul style="list-style-type: none"> • Uses mostly accurate and relevant evidence • Generally accurate use of historical terminology • Answer is structured and mostly coherent; writing is legible and communication is generally clear <p style="text-align: center;">14-15</p>	<ul style="list-style-type: none"> • Good level of understanding of key concepts (eg continuity and change) in their historical context • Good explanation/analysis but overall judgements may be uneven • Answer is focused on the issues in the question set • Good synthesis and assessment of developments over most of the period <p style="text-align: center;">28-31</p>
Level III	<ul style="list-style-type: none"> • Uses relevant evidence but there may be some inaccuracy • Answer includes relevant historical terminology but this may not be extensive or always accurately used • Most of the answer is structured and coherent; writing is legible and communication is generally clear <p style="text-align: center;">12-13</p>	<ul style="list-style-type: none"> • Shows a sound understanding of key concepts, especially continuity and change, in their historical context • Most of the answer is focused on the question set • Answers may be a mixture of analysis and explanation but also description and narrative, but there may also be some uneven overall judgements; OR answers may provide more consistent analysis but the quality will be uneven and its support often general or thin • Answer assesses relevant factors but provides only a limited synthesis of developments over most of the period <p style="text-align: center;">24-27</p>
Level IV	<ul style="list-style-type: none"> • There is deployment of relevant knowledge but level/accuracy will vary. • Some unclear and/or underdeveloped and/or disorganised sections • Mostly satisfactory level of communication <p style="text-align: center;">10-11</p>	<ul style="list-style-type: none"> • Satisfactory understanding of key concepts (eg continuity and change) in their historical context • Satisfactory focus on the question set • Answer may be largely descriptive/narratives of events, and links between this and analytical comments will typically be weak or unexplained • Makes limited synoptic judgements about developments over only part of the period <p style="text-align: center;">20-23</p>

Level V	<ul style="list-style-type: none"> • General and basic historical knowledge but also some irrelevant and inaccurate material • Often unclear and disorganised sections • Adequate level of communication but some weak prose passages <p style="text-align: center;">8-9</p>	<ul style="list-style-type: none"> • General understanding of key concepts (eg continuity and change) in their historical context • Some understanding of the question but answers may focus on the topic and not address the question set OR provides an answer based on generalisation • Attempts an explanation but often general coupled with assertion, description/narrative • Very little synthesis or analysis and only part(s) of the period will be covered <p style="text-align: center;">16-19</p>
Level VI	<ul style="list-style-type: none"> • Use of relevant evidence will be limited; there will be much irrelevance and inaccuracy • Answers may have little organisation or structure • Weak use of English and poor organisation <p style="text-align: center;">4-7</p>	<ul style="list-style-type: none"> • Very little understanding of key concepts (eg continuity and change) in their historical context • Limited perhaps brief explanation • Mainly assertion, description/narrative • Some understanding of the topic but not the question's requirements <p style="text-align: center;">8-15</p>
Level VII	<ul style="list-style-type: none"> • Little relevant or accurate knowledge • Very fragmentary and disorganised response • Very poor use of English and some incoherence <p style="text-align: center;">0-3</p>	<ul style="list-style-type: none"> • Weak understanding of key concepts (eg continuity and change) in their historical context • No explanation • Assertion, description/narrative predominate • Weak understanding of the topic or of the question's requirements <p style="text-align: center;">0-7</p>

Question	Answer	Marks	Guidance
1	<p>Much of the machinery of government, as developed by the Anglo-Norman kings, existed also in the Angevin period. Feudal procedures, introduced after the Conquest, still existed. Writs, dating back to the Saxon period were used by both Anglo-Normans and Angevins. The chancery was in use in both periods. In both the Anglo-Norman and Angevin periods there was the same need to find answers to the problems of absentee kings and increased costs of warfare and administration, which led to more centralisation and the systematic control and exploitation of finance. The innovations introduced by the Anglo-Normans to deal with these needs, eg the development of the office under Ranulf Flambard and Roger of Salisbury which became that of chief justiciar, the development of the Exchequer under Henry I, with its Pipe Rolls since at least 1129 and the requirement for sheriffs to render regular account there, the introduction of eyres and itinerant justices, continued into the Angevin period. Indeed, Henry II claimed that he was determined to restore Anglo-Norman government to its condition before the problems of Stephen's reign. However, considerable changes were made by the Angevins, especially Henry II, but also in Richard's and John's reigns. The role of the office of chief justiciar was much expanded so that at its height the chief justiciar oversaw the Exchequer and virtually ran the country in the king's absence. In the later Angevin period, the chancellor became the greatest government officer. The inquests of 1170, 1194 and 1213 went further than anything before to bring royal officials under central control in financial, administrative and judicial matters. Henry II made significant changes to the legal system eg through his use of possessory assizes, the grand Assize and standardised writs, which led to a growth of royal justice which was more systematic and more bureaucratic.</p> <p>While less good responses might describe first government under the Anglo-Normans and then under the Angevins, making assertions about similarity or difference, most candidates will probably compare similarities and differences in government in the two periods and reach a conclusion which could stress either similarity or difference. The best responses are likely to compare a wide range of aspects of government and reach a well-supported conclusion.</p>	60	<p>Candidates are expected to demonstrate understanding of the issues in each of their selected questions over a period of at least a hundred years (unless an individual question specifies a slightly shorter period.)</p> <p>Candidates are reminded of the synoptic nature of the Unit. Answers are required to demonstrate understanding of the processes of historical continuity, development and change across the full breadth of the period studied.</p> <p>Assessors must be open to alternative approaches. If in doubt, they should consult their Team Leader.</p>

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2	<p>Answers are likely to be confined to Lanfranc, Anselm, Becket and Langton, as they are named in the specification and this is perfectly acceptable. However, credit should be given to pertinent reference to other archbishops. Throughout the period there were two main factors which played a large part in the changing relations of archbishops of Canterbury and York: the failure to reach any unequivocal decision on the primacy issue and popes' determination to boost their own authority at any opportunity which led to repeated intervention in the affairs of the English church and no guarantee of support for the archbishop of Canterbury. It was in popes' interest to increase papal power by eradicating primatial authority and bringing bishops under their direct control. The primacy issue dogged relations between Canterbury and York, although it was most pronounced in the earlier part of the period. On the whole, Lanfranc enjoyed good relations with York but this was based only on personal recognition of Lanfranc's supremacy in 1072. The damage to relations caused by not establishing the automatic superiority of Canterbury was seen for example in 1115 when Thurstan of York refused to profess obedience to Canterbury. The heat went out of the dispute when the pope granted legatine powers to Canterbury, eg in 1125, which gave Canterbury supremacy, but this was not a permanent position.</p> <p>Papal intervention could easily swing the balance. For example in 1161-2 the pope granted York privileges exempting him from Canterbury's jurisdiction yet in 1164 he swung back in support of Becket at Canterbury so managing twice to be a factor in Becket's difficult relationship with York. The appointment of Henry of Blois, bishop of Winchester, as legate in Stephen's reign worsened Canterbury's relations with York by reducing his authority over the latter and Innocent III's suspension of Langton at the end of the period undermined his authority completely.</p> <p>Periods of exile also undermined Canterbury's authority. These were not frequent but had the same effect of weakening the archbishop's control. This is seen during Anselm's time and also Becket's. Langton's inability to enter England for several years after his appointment had a similar effect.</p> <p>From time to time political factors played a part. During the Becket affair the king deliberately asked York to crown Young Henry, so depriving Becket of a role traditionally given to Canterbury and infuriating him. Becket then published bulls suspending York.</p>	60	<p>Candidates are expected to demonstrate understanding of the issues in each of their selected questions over a period of at least a hundred years (unless an individual question specifies a slightly shorter period.)</p> <p>Candidates are reminded of the synoptic nature of the Unit. Answers are required to demonstrate understanding of the processes of historical continuity, development and change across the full breadth of the period studied.</p> <p>Assessors must be open to alternative approaches. If in doubt, they should consult their Team Leader.</p>

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	<p>Langton's failure to enter England to take up his role could also be said to stem from political factors since John's anger was because the pope's intervention had undermined the traditional principle that the archbishop of Canterbury should be someone acceptable to the king.</p> <p>Weaker responses are likely to describe relations between the archbishops, perhaps identifying reasons for each change chronologically. Most candidates will probably analyse a number of reasons and support them with evidence from across the period. The best answers are likely to do this and to provide a supported assessment eg of importance or consistency.</p>		

Question	Answer	Marks	Guidance
3	<p>Comparison of papal influence over the English church at the beginning of the period with that at the end indicates clear support for this judgement. Lanfranc in the late eleventh century successfully resisted Gregory VII's summons to Rome and kept England free of the Investiture Conflict. In the thirteenth century, by contrast, Innocent III was able to intervene in the Canterbury election, place England under interdict and suspend Langton. Other examples of growing papal authority over the church include intervention to reduce the authority of the archbishop of Canterbury as in 1161 when York was given privileges exempting him from Canterbury's jurisdiction and in Stephen's reign when the bishop of Winchester was made papal legate. There was also a marked growth in the number of appeals to Rome which both weakened archiepiscopal authority and enhanced that of the pope.</p> <p>However, candidates need to set strengthening of papal authority in the context of other effects of the papal reform movement and compare. Some may wish to argue that there was a growth in papal intervention in English affairs as a whole and not just over the church. Examples could include the pope's intervention in support of Stephen in the disputed succession, intervention in the Becket affair and intervention in John's reign when the pope excommunicated the king and then received England as a papal fief. Others may argue that the freedom of the church from royal control was the main impact of the papal reform movement. This was at least part of its original purpose, especially during the Investiture Contest. In England, royal control over the church was weakened with the Compromise of Bec between Henry I and Anselm, by which the king gave up investiture with the ring and the staff. Subsequently, ideas regarding separate ecclesiastical justice, which grew from the papal reform movement, led first to conflict under Becket and then to more freedom from royal authority. Increased appeals to Rome, meaning that more cases were resolved outside the country, also weakened royal authority.</p> <p>Some may argue that the main impact was the deterioration in relations between kings and their archbishops of Canterbury. Lanfranc and William I enjoyed harmonious relations before England was exposed to the full force of the papal reform movement. Once Anselm's exile had brought him into contact with the Investiture Contest his relationship with the king deteriorated until a compromise was found. This was the first of several clashes of principle between archbishops keen to uphold ecclesiastical</p>	60	<p>Candidates are expected to demonstrate understanding of the issues in each of their selected questions over a period of at least a hundred years (unless an individual question specifies a slightly shorter period.)</p> <p>Candidates are reminded of the synoptic nature of the Unit. Answers are required to demonstrate understanding of the processes of historical continuity, development and change across the full breadth of the period studied.</p> <p>Assessors must be open to alternative approaches. If in doubt, they should consult their Team Leader.</p>

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	<p>rights and the independence of the church as promoted by the papal reform movement, and monarchs determined to hold onto their traditional rights. This is seen in the conflict between Henry II and Becket and in that between John and Langton.</p> <p>Weaker answers are likely give examples, perhaps chronologically, of the strengthening of papal control over the English church. Most candidates will probably examine the growth of papal control over the English church and compare it with at least one other impact of the papal reform movement and reach a conclusion. The best responses are likely to draw evidence from across the period and reach a supported conclusion on the main impact.</p>		

Question	Answer	Marks	Guidance
4	<p>English and Irish nobles led or supported most of the rebellions against the Tudors and, in the majority of cases, were motivated by political ambition. Expect most candidates to argue that rebellions such as the Cornish, Pilgrimage of Grace, Wyatt, Northern Earls, Geraldine, Desmond, Tyrone and Essex, involved nobles for a variety of motives, including political ambition. Lord Audley joined the Cornish rebels because he was financially impoverished and resented his decline in political status by 1497. Lords Hussey and Darcy in 1536 resented Cromwell's influence over Henry and wanted to avenge the king's treatment of Catherine of Aragon. Lesser nobles such as Lumley and Latimer participated because they aspired to more political influence in the northern counties and some nobles had strong Catholic sympathies. Wyatt's revolt may also be considered. He was not a noble but he was supported by the Suffolks in Leicestershire, Crofts in Herefordshire, and Carew in Devon, and they were motivated because they feared the spread of Catholicism, Spanish influence on Mary and, in Wyatt's case, the loss of political power in Kent. The Northern Earls were Catholic, supporters of Mary Stuart and resentful of Cecil's influence over the queen and council. They and Lord Dacre saw a reduction in their power in the north and a consequent decline in patronage. Essex is likely to be assessed as a noble with financial and political motives, and his noble supporters such as lords Bedford, Southampton and Rutland did so as his clients. Several Irish nobles rebelled for mixed motives: Fitzgerald, Desmond and Tyrone were politically ambitious and resented Elizabethan policies and the Dublin administration. Better essays are likely to discuss rebellions that were solely caused by political ambition, such as Lincoln, the Staffords, Lovel and Kildare who backed Simnel in order to thwart Henry VII, and Kildare, Fitzwater and Stanley who believed the king had not rewarded them adequately and so supported Warbeck. Thomas O'Neill rose up in protest at Henry VIII's treatment of his father, the Earl of Kildare, and was joined by his five uncles anxious to hold on to political power in Ulster. The Earl of Northumberland was another who for purely political reasons rebelled against Mary Tudor, and he was backed by the earls of Oxford and Huntingdon and lords Grey and Clinton. Shane O'Neill murdered his brother after losing the earldom of Tyrone and then turned on the Dublin administration. The best essays should avoid discussions of the Yorkshire, Amicable, Western, Kett and Oxfordshire rebellions that had no noble participation or leadership.</p>	60	<p>Candidates are expected to demonstrate understanding of the issues in each of their selected questions over a period of at least a hundred years (unless an individual question specifies a slightly shorter period.)</p> <p>Candidates are reminded of the synoptic nature of the Unit. Answers are required to demonstrate understanding of the processes of historical continuity, development and change across the full breadth of the period studied.</p> <p>Assessors must be open to alternative approaches. If in doubt, they should consult their Team Leader.</p>

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5	<p>Candidates should devote a good proportion of their answer to assessing the role of propaganda in order to access the higher mark levels, before considering the relative importance of other government strategies. The Tudor state put great emphasis on the people obeying the ‘magistrate’ and employed a variety of propaganda to enforce the point. Henry VII adorned his buildings with red and white roses and made full use of papal bulls to condemn Yorkist rebels as sinners. Cromwell in the 1530s employed a team of writers to attack the pilgrims. Morrison’s <i>Remedy for Sedition</i> and Starkey’s <i>Exhortation to Unity and Obedience</i> were products of state propaganda, and even the king defended government policies and councillors in his <i>Answers to the Rebels</i> in 1536. Cranmer issued his <i>Homilies on Obedience</i> in 1547 and preached in pulpits and distributed pamphlets in 1549 on the subject of rebellion. Somerset engaged Philip Nichols to condemn the Western rebels and John Cheke in <i>The Hurt of Sedition</i> contrasted the loyalty of Exeter citizens who withstood the rebels’ attack and the cowardice of the people of Norwich who yielded to Kett’s assault.</p> <p>The monarch sometimes appealed directly to rebels to desist, and rallied support for the crown. Henry VII travelled to contentious areas such as Yorkshire, Warwickshire and Surrey to suppress disturbances, and visited Exeter and Wells in the aftermath of the Cornish rebellion. Mary Tudor spoke at the Guildhall against Wyatt’s rebellion and employed propagandists to write an ‘official’ account of events. Some candidates may discuss how the Tudors used punitive treatment against rebels as a means of propaganda against rebellion.</p> <p>Henry VII and Mary treated rebels leniently but Henry VIII made an example of pilgrim rebels by publicly executing 178 in 1537, 46 in Lincolnshire alone. Edward VI ordered over 100 rebels in Devon and Somerset to be hanged locally and many of Kett’s rebels and ringleaders were executed in Norwich castle and on Mousehold Heath. Elizabeth also executed rebels as a deterrent in 1570, 1597 and 1601. Expect candidates to assess a range of methods used to deal with rebellions – notably buying time, taking pre-emptive measures, raising troops, consulting advisers and sending instructions to officials and nobles in affected areas. The competence of Tudor administrations varied: Henry VII was efficient, Cromwell was better than Wolsey, Somerset and Mary were slow to respond and Elizabeth was very effective. The best essays are likely to set the use of propaganda in the context of actual rebellions and then against other strategies. Weaker answers may have little knowledge of propaganda and assess in general terms how the Tudors dealt with the problem of rebellion.</p>	60	<p>Candidates are expected to demonstrate understanding of the issues in each of their selected questions over a period of at least a hundred years (unless an individual question specifies a slightly shorter period.)</p> <p>Candidates are reminded of the synoptic nature of the Unit. Answers are required to demonstrate understanding of the processes of historical continuity, development and change across the full breadth of the period studied.</p> <p>Assessors must be open to alternative approaches. If in doubt, they should consult their Team Leader.</p>

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6	<p>Most candidates are likely to agree with the premise. After Silken Thomas, Earl of Kildare's rebellion of 1534-37, Henry VIII introduced many changes to the government of Ireland. The Kildares ceased to be the crown's deputy lieutenant, having served the Yorkists and early Tudors for more than 70 years. Instead Irish administration was put in the hands of English officials in Dublin. This caused resentment among the Gaelic and Anglo-Irish and in practice made the maintenance of stability more difficult to achieve. Until 1534 the Butler clan had occasionally been used to keep the Kildares in check; after 1534, clan rivalry increased. Candidates may point out that until 1534 only a small garrison had been kept in Dublin; after 1534, its size increased (though not consistently) and the number of garrisons spread to most counties. Better essays might refer to the policy of seizing attainted land and granting it to English and Irish officials, a practice that started in 1534 and was repeated after rebellions in the 1550s, 1570s and 1580s. Also Henry VIII's seizure of Church land to pay for the cost of putting down Kildare's rebellion saw the start of an unpopular reformation in Ireland which later caused deeper resentment among Roman Catholics. Alternative turning points need to be assessed for higher marks. Some candidates may consider 1494-96 when Poynings administered Ireland, introduced laws that would last for over 300 years and first established a permanent garrison to keep order. There were no serious rebellions for the next 40 years. Others might view 1541 as a key turning point. Henry VIII became 'King of Ireland' rather than 'Lord of Ireland' and forced Gaelic chiefs to surrender their lands and titles to him before re-granting them. For the first time English laws, customs and language were made mandatory. Anglicisation however was not popular and anti-English sentiments surfaced in several Elizabethan rebellions. Some candidates might argue that the introduction of plantations was a turning-point in the 1550s. Lands seized from rebellious clans in Offaly and Leix were granted to English settlers and presaged the policy of colonisation under Elizabeth. The result in Ards and Antrim in Ulster was resentment and failure but significant success occurred in Munster and Connaught in the 1580s. A more stable country was indeed emerging until Tyrone's rebellion in 1595 destroyed the settlements. Some candidates might argue that in spite of notable developments, continuity not change was the keynote of English rule. Anglo-Irish and Irish nobles held effective power no matter what the English born officials in Dublin attempted to do. Every Tudor ultimately resorted to patronage, bribery, threats and applied force in an attempt to maintain order and stability. Martial law became a feature of the period and under Elizabeth, when policies lacked coherence and consistency, disorder was the most common characteristic.</p>	60	<p>Candidates are expected to demonstrate understanding of the issues in each of their selected questions over a period of at least a hundred years (unless an individual question specifies a slightly shorter period.)</p> <p>Candidates are reminded of the synoptic nature of the Unit. Answers are required to demonstrate understanding of the processes of historical continuity, development and change across the full breadth of the period studied.</p> <p>Assessors must be open to alternative approaches. If in doubt, they should consult their Team Leader.</p>

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7	<p>England's motives for going to war in mainland Europe were rarely consistent although some motives were repeated in the period. Candidates should not discuss wars with Ireland and Scotland. Answers will most probably be chronological rather than thematic, and this could be a good discriminator as the latter approach requires a more thoughtful analysis and synthesis. Candidates should refer to the main wars fought on the continent, namely against France in 1489-92, 1512-14, 1522-24, 1543-46, 1549-50, 1557-59, 1562-64, and against Spain from 1585. Motives include personal considerations, for instance Henry VII's obligation to defend Brittany, Henry VIII's quest for glory and rivalry with Francis I, and Mary Tudor's support for her husband in his war against France; national security eg defence of Brittany in 1489, opposition to pretenders in 1492, the defence of Boulogne in 1549, Calais in 1558, pre-emptive strikes against France in 1512, 1522 and 1542, defence against Spanish invasions from 1585, support for the Dutch in 1586 and French Huguenots in 1589; territorial expansion eg in Picardy, Normandy and Guienne in 1512-14, 1522-24, 1543-46, to recover Calais in 1562-64, and acquire a French pension in 1512, 1522 and 1542. Candidates are likely to suggest that motives varied in significance and changed in the course of the period according to personal attitudes, different rulers' religious beliefs and political developments on the continent. Henry VII was motivated mainly by security considerations and regarded war as a last resort. Henry VIII in contrast loved campaigning and fought wars to satisfy his ego and rivalry with Francis. Somerset wanted to subdue Scotland where he had served Henry VIII but Henry II not only aided the Scots, he forced Somerset to defend Boulogne as well. Mary was actuated by her duty to serve Philip, which candidates could usefully argue was not the official reason for going to war. Elizabeth's motives were quite different from her predecessors. Support for Protestantism may be argued in respect of her wars in France, the Spanish Netherlands and against Spain but security of the realm and support for Maurice of Nassau and Henry of Navarre may be deemed to have been her main motives. The best essays are likely to focus on change and continuity over the period and evaluate a range of motives behind these developments. Weaker answers might include details of Scotland or focus on the reasons for war rather than the motives that actuated them.</p>	60	<p>Candidates are expected to demonstrate understanding of the issues in each of their selected questions over a period of at least a hundred years (unless an individual question specifies a slightly shorter period.)</p> <p>Candidates are reminded of the synoptic nature of the Unit. Answers are required to demonstrate understanding of the processes of historical continuity, development and change across the full breadth of the period studied.</p> <p>Assessors must be open to alternative approaches. If in doubt, they should consult their Team Leader.</p>

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8	<p>Candidates are likely to begin by assessing how the loss of Calais affected England's relations with France. Better answers should focus on 'turning point' and perhaps set the relative importance of its loss to relations before and after 1558. Calais had not been targeted by French monarchs until Henry II's reign and once Boulogne was recovered in 1550 the loss of Calais became a probability. Relations from 1485 to 1557 had not been consistently poor, and there were long periods of peace and détente notably 1492-1512, 1529-42 and 1550-57. Nevertheless the period from 1485 to 1558 saw six Anglo-French wars: Henry VII defending Brittany, Henry VIII attacking Picardy, Normandy and Guienne on three occasions, Edward VI defending and losing Boulogne, and Mary joining Spain before ultimately losing Calais. Candidates should explain why relations were often fractious and they will perhaps refer to the bellicose nature of Henry VIII, Somerset, Francis I and Henry II, to England's imperial aspirations and France's resentment at England keeping a toehold in its country, to the friction caused by the English Reformation and to France's liaison with Scotland that was a constant threat to English security. The period after 1558 should be assessed and contrasted with the earlier years. After the formal cessation of Calais in 1564 following Elizabeth's failed attempt to recover it, Anglo-French relations greatly improved. There was no further outbreak of war and in 1572 at Blois a treaty of friendship was signed that endured for the rest of Elizabeth's reign. Alternative turning points, however, need to be considered. Some candidates might argue that the rise of Spain as a major European power was the main factor since it threatened France for much of the sixteenth century and under Philip II endangered England as well. As a consequence, Anglo-French relations improved when Spain became their common enemy, arguably in the 1570s. Some candidates might view Scotland as the key to Anglo-French relations. The regency of Mary of Guise in Scotland in the 1550s and the Scottish revolution that saw the expulsion of French troops and officials in 1560 had an important effect on Anglo-French relations. England had less to fear from France and Scotland after 1560, and France had less reason to interfere in Scottish affairs. The personalities of rulers might also be considered. Henry VIII and Francis I had enormous egos, resented each other's power and sought to weaken one another's influence whenever possible. Their deaths in 1547 ended a rivalry that characterised Anglo-French hostility. The outbreak of the French wars of religion in 1562 may be considered as a turning point since France for the next 30 years was embroiled in civil war and their kings were mainly concerned with national security and had no wish to act provocatively towards England. The best essays should evaluate the loss of Calais and compare this event with other key moments in Anglo-French relations before reaching a judgement.</p>	60	<p>Candidates are expected to demonstrate understanding of the issues in each of their selected questions over a period of at least a hundred years (unless an individual question specifies a slightly shorter period.)</p> <p>Candidates are reminded of the synoptic nature of the Unit. Answers are required to demonstrate understanding of the processes of historical continuity, development and change across the full breadth of the period studied.</p> <p>Assessors must be open to alternative approaches. If in doubt, they should consult their Team Leader.</p>

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9	<p>Trade between England and Spain and, from 1515, Burgundy and the Netherlands which were ruled by Charles V and later transferred to Philip II, was a key element in Anglo-Spanish relations. Candidates should be aware of the nature of this trade and that Burgundy and the Spanish Netherlands were more dependent on English woollen cloth than England was on Spanish goods and exports. The strategic importance of the Netherlands to English security, however, was paramount and when Dutch liberties along with trade conditions were jeopardised by Spain in the 1560s, England's relations rapidly declined. Henry VII had negotiated trade treaties with Ferdinand of Aragon, Henry VIII continued to trade with Charles I, Mary with Philip II, and Elizabeth I saw the need to protect English merchants during the Dutch Revolt. Better responses may also point out that in Elizabeth's reign, trade became a source of ill-feeling and in 1585 a prime cause of war. There had been disagreements before – in 1528 for instance – but the attempt by English privateers such as Hawkins and Drake to break Spain's monopoly of American trade led to a worsening of political relations between England and Spain in the 1570s and 1580s. Candidates should also set the importance of trade against other factors which had a bearing on Anglo-Spanish relations. Some might focus on the impact of the Reformation and Counter-Reformation; on Spain's and England's relations with France; on the effects of the Dutch Revolt; on the role played by personalities, especially Henry VII and Ferdinand, Henry VIII and Charles I, Elizabeth and Philip; on the crucial dynastic links evident in the reigns of Henry VII, Henry VIII and Mary. Thus it may be argued that religion, marriage, individual rulers, Anglo-French relations and political events in the Spanish Netherlands all played a part in shaping England's relations with Spain. The best answers should consider most of these features and compare their importance with trade before reaching a judgement.</p>	60	<p>Candidates are expected to demonstrate understanding of the issues in each of their selected questions over a period of at least a hundred years (unless an individual question specifies a slightly shorter period.)</p> <p>Candidates are reminded of the synoptic nature of the Unit. Answers are required to demonstrate understanding of the processes of historical continuity, development and change across the full breadth of the period studied.</p> <p>Assessors must be open to alternative approaches. If in doubt, they should consult their Team Leader.</p>

Question	Answer	Marks	Guidance
10	<p>Candidates can be expected to evaluate the role played by the reformed Papacy in the Catholic Reformation and compare its contribution with other factors and influences. Most candidates are likely to claim that the Papacy was essential as leader of the Church and unifier of various Catholic movements, and contrast the work of popes before and after Paul III. How a reformed Papacy aided the Catholic Reformation should figure among better responses – Paul III commissioned a survey of the Church to discover the extent of clerical abuses, he opened the first session of the Council of Trent, founded the Roman Inquisition and Index, and authorised the foundation of the Jesuits. Paul IV revised the Index and supported the Inquisition. Pius IV issued the all-important Tridentine Decrees. Pius V reformed the Curia and catechism, breviary and missal. Gregory XIII refurbished Rome and encouraged missionaries to travel to Protestant countries. Sixtus V reformed the Curia, established 15 ‘congregations’, rebuilt St Peters and enforced episcopal residence. Clement VIII revised the Vulgate, issued a new Index and ordered a general visitation in Rome. These contributions may be compared to the negativity associated with Alexander VI (corrupt and secular minded), Julius II (warrior pope and patron of the arts), Leo X (simoniac, nepotist) and Clement VII (failed to stop the spread of Lutheranism and Zwinglianism, the invasion of papal lands and the sack of Rome). A counter view is that the Catholic Reformation began before the Papacy was reformed and that other institutions and events were more vital to the movement. Candidates may usefully assess the new orders such as the Oratorians, Ursulines, Barnabites, and Theatines; the reformed monastic orders such as the Observants; the revival of the inquisition in Spain in the 1480s; the work of clerics in Spain, France, Florence and England; Erasmus and Luther who identified areas of reform in the Church; and the appeal of Luther and Calvin that forced the Papacy and other Catholic leaders to implement reforms. Candidates may also argue that institutions such as the Council of Trent, Jesuits and Roman Inquisition contributed more than the reformed Papacy to the Catholic Reformation.</p>	60	<p>Candidates are expected to demonstrate understanding of the issues in each of their selected questions over a period of at least a hundred years (unless an individual question specifies a slightly shorter period.)</p> <p>Candidates are reminded of the synoptic nature of the Unit. Answers are required to demonstrate understanding of the processes of historical continuity, development and change across the full breadth of the period studied.</p> <p>Assessors must be open to alternative approaches. If in doubt, they should consult their Team Leader.</p>

Question	Answer	Marks	Guidance
11	<p>Candidates should assess a range of problems evident in the years from 1564-1610 and determine which ones in the earlier period were 'essentially the same' and which, if any, were different. Among the problems that were 'essentially the same' are: the wide disparity between the quality and salary of parish clerics and episcopal and diocesan authorities; the growth and popularity of Calvinism in Western and Eastern Europe; the disunity within the Christian Church caused by the differences in Protestant and Catholic faiths; the protectionist attitude of secular states towards the Papacy; distrust and envy among Catholic orders both old and new; the failure of monastic and conventual orders to contribute towards the spiritual wellbeing of most people; the lack of colleges to train and improve the education of the clergy; the reluctance of many rural groups to embrace the Catholic faith and their widespread ignorance of Christianity. A counter argument is needed for higher marks and is likely to stress the significant changes brought about by the Tridentine Decrees issued in 1564 that solved many of the earlier problems – differences in the Catholic Church over the headship of the Papacy, the call for a general council was less likely, the need to define the Catholic faith in the light of humanist and Protestant challenges, recognition of the future role of bishops as leaders and educators, the quality of most popes and improvements in the image of Rome and the Vatican. Better answers are likely to discuss 'new' problems that emerged after 1563. The possibility of more states becoming Calvinist increased after the 1555 Peace of Augsburg ignored the existence of Calvinism; the Papacy could no longer rely upon the Emperor or Philip II to stamp out heresy beyond their frontiers; France and the Netherlands saw a growth in Protestantism that divided their countries and led to civil war; the Jesuits caused resentment among traditionalists due to their unconventional rules, popularity and success; censorship of heretical ideas became increasingly problematical due to the widespread use of the press; the role of women and their contribution to the Church increased but was not acknowledged by the authorities. The best answers should present a balanced argument that uses evidence from across the period to support a comparative evaluation of the problems before and after 1563/64.</p>	60	<p>Candidates are expected to demonstrate understanding of the issues in each of their selected questions over a period of at least a hundred years (unless an individual question specifies a slightly shorter period.)</p> <p>Candidates are reminded of the synoptic nature of the Unit. Answers are required to demonstrate understanding of the processes of historical continuity, development and change across the full breadth of the period studied.</p> <p>Assessors must be open to alternative approaches. If in doubt, they should consult their Team Leader.</p>

Question	Answer	Marks	Guidance
12	<p>Most candidates are likely to refer to the Spaniards named in the Specification ie Cisneros, Loyola, Philip II and Teresa of Avila but we can expect some answers to include an assessment of Isabella and Ferdinand, Charles I and perhaps bishops such as Quiroga and Ribera as well as individual Spanish Jesuits such as Lainez, Xavier and Pedro de León. Cisneros implemented diocesan and monastic reforms, instituted the polyglot and set up the university of Alcalá to improve the quality of priests. Loyola founded the Jesuits and produced a programme of spiritual self-education and exercises that won international acclaim. The work of the Jesuits is likely to figure prominently among answers and credit should be given for the acknowledgement of the achievement of particular Spaniards. Philip II was the first European ruler to implement the Tridentine Decrees, made extensive use of the Spanish Inquisition to eradicate heresy and re-enforce orthodoxy, oversaw the creation of 20 seminaries, 12 Franciscan convents, 17 monasteries in Madrid, and spearheaded the Counter Reformation in Europe. Teresa of Avila established a highly respected female order of Discalced Carmelites that became the model for other Catholic orders outside Spain. Isabella and Ferdinand may also be cited. They revived the Spanish Inquisition, began the drive to purge Spain of moriscos and conversos, and encouraged Cisneros in his reforms. Archbishops Quiroga in Toledo and Ribera in Valencia founded seminaries and raised the level of priestly education and spirituality in their dioceses in Philip's reign. Among Spanish Jesuits, candidates might assess Xavier's missionary work in India and Japan, Pedro's charitable and missionary activities in Andalusia and Extremadura, and Lainez and other Jesuits at the final session of the Council of Trent. Better candidates may consider some of the limitations to the work of Spaniards. For instance, the Spanish Inquisition frequently clashed with the Jesuits and Papacy, only operated in Spanish held areas, and acquired a reputation (perhaps undeserved) that brought discredit to the Church. Philip II argued with the Papacy, implemented the Tridentine Decrees conditionally, resented Italian dominance of the Jesuit order, failed to stop the spread of heresy in the Netherlands, and made limited advances in propagating Christianity in his own kingdom. An argument can and should be made that individuals in other countries also made a telling contribution to the revival of the Church. Italians, in particular, are likely to be cited. After Adrian VI, every pope was Italian and some made considerable contributions. Paul III, Paul IV, Pius IV, Pius V, Gregory XIII, Sixtus V and Clement VIII could be assessed. The work of reformers such as Friar Savonarola in Florence, and bishops Giberti, Caraffa and Contarini could be</p>	60	<p>Candidates are expected to demonstrate understanding of the issues in each of their selected questions over a period of at least a hundred years (unless an individual question specifies a slightly shorter period.)</p> <p>Candidates are reminded of the synoptic nature of the Unit. Answers are required to demonstrate understanding of the processes of historical continuity, development and change across the full breadth of the period studied.</p> <p>Assessors must be open to alternative approaches. If in doubt, they should consult their Team Leader.</p>

Question	Answer	Marks	Guidance
	<p>discussed. Most of the new religious orders were founded by Italians and the Jesuits played an important role in Italian and other states. Cardinals Borromeo and Paleotti may be used to illustrate the high quality of reforming bishops of Milan and Bologna. Some candidates may refer to German and French reformers. Erasmus was Dutch but had a major impact in Germany and Charles V pressed the Papacy to convene a general council. The Bavarian dukes were largely responsible for stemming the tide of Lutheranism and Zwinglianism in southern Germany. French individuals such as Lefevre, Briçonnet, Guises, de Sales and other members of the new orders might be considered. The best answers should evaluate Spanish contributions and compare their work with individuals from other countries before arriving at a conclusion.</p>		

Question	Answer	Marks	Guidance
13	<p>This question is concerned with a range of factors that added to or detracted from the strength of the French monarchy. Candidates need to assess the importance of the king's character and should refer to several sixteenth century rulers by way of illustration. Louis XII, Francis I, Henry II and Henry IV are likely to receive a good review since they were popular and largely successful rulers. Louis XII was acclaimed as the 'Father of the People', who sought and won popularity, was fair-minded in justice and in imposing taxation, financially prudent, politically shrewd, generous to his enemies and willing to compromise. Francis I was an intelligent, cultured, physically imposing figure, who kept firm control of the nobility and spent much of his reign and most of his money fighting wars but with only limited success. Henry II was a staunch Catholic, who took little interest in the country's administration, good humoured, stubborn, vindictive to his political enemies and dedicated to defeating Spain. Henry IV was prepared to compromise his religious and political beliefs to secure the throne, bought off his rivals and defeated Spain through determination, military prowess and strong leadership. Candidates may conclude that the monarchy benefited from these strong monarchs. Some may point out that none ruled during a minority and each had several mistresses, which was popularly received. In contrast, from 1559 to 1589 France was ruled by weak characters. Francis II was a teenager, dominated by his Italian mother. Charles IX was a boy, weak in temperament, unable to control the noble factions, who failed to keep France at peace and undermined respect for the monarchy by double-dealing and acts of betrayal. Henry III, though older, lacked the will to stand up to the Guises and Bourbons, and preferred the company of his 'mignons'. Better answers are likely to discuss the powers of the monarchy in theory and practice, consider the extent of divine authority and suggest that a competent and diligent king, who earned the respect of his subjects in war and peace, could overcome most practical limitations to his power. The strength of the monarchy rested on several factors such as the condition of the crown's finances, the competence of royal councillors, the success of domestic and foreign policies, relations with the nobility, clergy and merchant groups. Most of these features could be usefully assessed alongside the character of kings.</p>	60	<p>Candidates are expected to demonstrate understanding of the issues in each of their selected questions over a period of at least a hundred years (unless an individual question specifies a slightly shorter period.)</p> <p>Candidates are reminded of the synoptic nature of the Unit. Answers are required to demonstrate understanding of the processes of historical continuity, development and change across the full breadth of the period studied.</p> <p>Assessors must be open to alternative approaches. If in doubt, they should consult their Team Leader.</p>

Question	Answer	Marks	Guidance
14	<p>Candidates should address a range of religious problems facing French governments in the period and evaluate the extent to which they were resolved. Some candidates will assess problems thematically and probably evince synoptic judgements; others will treat religious problems reign by reign, an approach that may require more explicit cross-referencing. The main religious problems that are likely to be considered are the rise of humanism and its implied heresy, a movement which received royal patronage, condemnation from the Sorbonne, and created political difficulties for Francis I that were never satisfactorily solved. More overt heretical groups, such as the Waldensians and Huguenots, presented further problems. The former were largely suppressed but all French governments struggled with what to do about the Huguenots. Candidates could usefully assess different measures undertaken such as reconciliation, toleration, victimisation, extirpation, and explain why a minority group could prove so difficult to manage. Henry IV partially solved the problem at Nantes but not to everyone's satisfaction and religious wars recurred in the 17th century. Another issue concerned the crown's relations with the Papacy. The Concordat of Bologna was a pragmatic compromise over the issue of the royal <i>régale</i> and satisfied most groups, though the Sorbonne and Paris <i>parlement</i> had reservations and later in 1561 welcomed the Ordinance of Orleans. Papal relations remained sound until the Gallican crisis of 1551/52 and threat of a French council being convened, until Henry II backed down. Further problems concerned the Council of Trent's agenda and these differences were not resolved. The French delegates objected to the council's unwillingness to countenance toleration and the government refused to implement the decrees. Henry IV appeased the Papacy but could not persuade his <i>parlements</i> to register the decrees. For most of the period, there was little progress in the reform of the French Church and the spirituality of the people. The 1561 Council of Poissy agreed that a programme of reform should be implemented but apart from individual efforts there was no coherent government support until Henry IV's reign. Better essays should be aware that after 1598 there was a new religious vitality, aided by the re-introduction of the Jesuits from 1603, the foundation of new orders, such as the Visitandines for girls and the introduction of Carmelites from Spain. This spiritual revival would continue well into the 17th century. Candidates are likely to conclude that by 1610 some problems had been solved but the fate of the Huguenots, the crown's relations with the Papacy, the condition of the clergy and spiritual welfare of the people were lasting and unresolved problems.</p>	60	<p>Candidates are expected to demonstrate understanding of the issues in each of their selected questions over a period of at least a hundred years (unless an individual question specifies a slightly shorter period.)</p> <p>Candidates are reminded of the synoptic nature of the Unit. Answers are required to demonstrate understanding of the processes of historical continuity, development and change across the full breadth of the period studied.</p> <p>Assessors must be open to alternative approaches. If in doubt, they should consult their Team Leader.</p>

Question	Answer	Marks	Guidance
15	<p>Candidates should examine a variety of economic developments and not confine their answers solely to royal finances. If this does occur, then the answer will be seriously imbalanced. Finances, trade, industry, agriculture, transport and population are all valid themes for consideration. Arguments in favour of the proposition might include some of the following: the crown had persistent difficulty managing its finances. Sources of revenue were inadequate to meet the state's requirements, debts were a regular feature of most administrations, and the system of tax assessment and collection in the <i>pays d'états</i> was largely unreformed during the period. Agriculture functioned in traditional ways; small tenant farmers worked the land usually of seigneurs with little incentive or investment to change. Industry saw no significant advances; France was self-sufficient in the production of grain, wine, salt and textiles, and there was an absence of state and private investment or innovations for much of the period. Trade was essentially internal but numerous tolls and heavy taxes impeded development of transport; foreign merchants dominated trade with Burgundy, Italy, England and Spain, and despite expeditions overseas, France had no overseas colonies apart from a brief settlement in Brazil. For most of the period, therefore, few changes occurred and the civil wars seriously impeded most economic developments.</p> <p>A counter argument, however, should be presented in better responses. These are likely to argue that there were signs of change in several areas of the economy, particularly under Francis I, and that Henry IV and Sully implemented many changes. One factor that may be seen as a precursor of change was the rising population which grew from 10 to 16 million between 1498 and 1560. The result was an increase in unemployment as peasants moved from the country to towns in search of work, a reduction in food supplies, and an increase in poverty and disease in the towns. Francis I made serious efforts to reform the finance system in 1515-17, 1522-24 and 1542-44, and raised crown revenue by 50 per cent by a series of expedients (eg introduced <i>rentes</i> and sold lands, increased indirect taxes), appointed <i>élus</i> to collect taxes directly instead of tax farmers, and in 1542 established a central treasury – the <i>Trésor de l'Epargne</i> – to receive revenue from 16 newly established tax receivers. Nevertheless he ultimately failed to change the fundamental system. Under Henry IV debts were re-scheduled or cancelled, <i>rentes</i> not paid, royal expenditure reduced, indirect taxes increased and new ones introduced eg the <i>pancarte</i> in 1597. The introduction of the <i>Paulette</i> in 1604 was a significant change but more for political than financial reasons. Francis I and Henry IV also made some industrial innovations.</p>	60	<p>Candidates are expected to demonstrate understanding of the issues in each of their selected questions over a period of at least a hundred years (unless an individual question specifies a slightly shorter period.)</p> <p>Candidates are reminded of the synoptic nature of the Unit. Answers are required to demonstrate understanding of the processes of historical continuity, development and change across the full breadth of the period studied.</p> <p>Assessors must be open to alternative approaches. If in doubt, they should consult their Team Leader.</p>

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	<p>Under Francis iron works began to produce armaments, mining was encouraged and a silk industry established in Lyon; and the king supported overseas exploration to North America, the Indies and Brazil. Sully and Henry encouraged state sponsored firms such as the Gobelins tapestry factory in Paris, silk works in Lyon, textiles in Rouen and silversmiths and muslin factories in Rheims. Trade flourished once peace was established from 1598. The ports of St Malo, Brest, La Rochelle traded with Spain, Marseille with Turkey and new trading companies were set up with the East Indies and Canada. Agriculture recovered most of all after 1600. Maize, vegetables, vines and rape seed were developed, and Serres wrote a best-selling book on agricultural techniques in 1600. Transport also saw improvements. Roads and bridges were repaired and state sponsored canals planned though only Briare was begun. Candidates can therefore argue for and against the proposition.</p>		

Question	Answer	Marks	Guidance
16	<p>Candidates should try to focus on 'France's ascendancy' and may well benefit from starting with a definition. 'Ascendancy' could be viewed in a European context and military success, territorial gains and international status could be assessed. The means by which France accomplished its foreign exploits were founded on domestic developments and factors such as the economy, the Church, the naval and military forces, a centralised administration, a charismatic monarchy, a compliant nobility, could be useful areas of discussion. Richelieu contributed to both domestic and foreign achievements. He strengthened the monarchy after a difficult regency period, largely at the expense of the nobility. He developed a more centralised administration, pacified the Huguenots, and laid the foundations for new naval bases and overseas colonies. In foreign affairs, he oversaw the defeat of England in the 1620s, established important claims to Montferrat, only entered the Thirty Years' War when France's ally, Sweden, had weakened the imperial forces, and he declared war on Spain which would eventually bring success at the Pyrenees. Mazarin's main achievements lay in negotiating beneficial peace terms at Westphalia and the Pyrenees which gained lands in Savoy, Alsace, the Netherlands and the Rhineland (all in 1648) and lands in Luxemburg, the Netherlands, the Pyrenees and a claim to the Spanish throne (all in 1659). At his death in 1661, France was the greatest power in Western Europe. The Fronde was a negative feature of Mazarin's ministry due partly to his own mismanagement of the royal finances. It may be argued that he served himself rather better than his country. During Louis XIV's rule, Colbert made a massive contribution to France's economy which largely underpinned its international standing. As a result of his reforms and management, royal revenue increased, corruption and inefficiency were reined in, and the budget was balanced, enabling the king to pursue a very active and expensive foreign and domestic policy. France's frontiers were extended to their natural borders and beyond, a strong navy and very large army were created, and the court at Versailles was regarded as the finest in Europe. It may be argued that after his death in 1683, France's greatness as a European power was first challenged and then within thirty years eclipsed. Some candidates may refer to Louvois who was in charge of the war ministry from 1677 to 1691. An advocate of an aggressive foreign policy, he strengthened the armed forces in their size, funding and equipment, upon which France's military reputation was based. Candidates should compare Richelieu with other ministers across the period before reaching a conclusion. Some may agree with the premise; most are likely to argue in favour of Colbert.</p>	60	<p>Candidates are expected to demonstrate understanding of the issues in each of their selected questions over a period of at least a hundred years (unless an individual question specifies a slightly shorter period.)</p> <p>Candidates are reminded of the synoptic nature of the Unit. Answers are required to demonstrate understanding of the processes of historical continuity, development and change across the full breadth of the period studied.</p> <p>Assessors must be open to alternative approaches. If in doubt, they should consult their Team Leader.</p>

Question	Answer	Marks	Guidance
17	<p>Candidates should examine a number of religious issues and be rewarded for the quality of their evaluation of 'effectively'. Some essays may assess the reigns of Louis XIII and Louis XIV consecutively; some may look at issues thematically before reaching an overall judgement. The main religious issues likely to be discussed are: Gallicanism, from <i>dévots</i> who questioned Richelieu's policies to political and clerical groups who pressured Louis XIV into defending French liberties in the Four Gallican Articles of 1682. Louis XIV was less effective because he used his claim to the <i>régale</i> for financial and political gain before abandoning it in the face of papal and Jesuit pressure. Candidates could refer to the Paris <i>parlement's</i> fierce defence against Ultramontanism, especially in the wake of Unigenitus (1713-15). This issue divided the country politically, legally and religiously. The government's relations with the Papacy and Jesuits often caused tension. Louis XIII and Richelieu managed relations well, supporting the Jesuits and endorsing monastic and lay orders and a popular religious revival. Urban VIII was more critical of Richelieu's foreign policy and war against the Habsburgs, a view repeated at Westphalia when the Papacy was largely ignored by Mazarin and other statesmen. Louis XIV, however, was less consistent. He opposed papal authority in France in 1681-82 but requested papal support to deal with Jansenism and Quietism, thereby compromising the authority of the French Church and angering Gallicans and the Paris <i>parlement</i>. Most candidates are likely to assess the Huguenots and might contrast Richelieu's statesmanship at Alais with Louis XIV's reckless Revocation of Nantes. Their motives could be assessed together with the consequences. The Huguenots were a problem in an age that rejected toleration or coexistence but better essays could usefully assess how far Louis XIV solved the problem by 1715. Jansenism became a serious issue and embarrassed the government in Louis XIV's reign, partly because support grew among influential Catholics but also because the king mishandled the problem. Richelieu had imprisoned its leaders and censored its ideas but Mazarin unwisely requested papal condemnation of the Five Propositions in 1653 which opened up Gallican issues. Louis XIV denounced nuns at Port Royale for their views, retracted allegations in 1668, only to re-open the debate in 1713 when he requested papal condemnation of Quesnel's <i>Reflexions</i>. The Jansenist movement survived Louis' final assault in spite of papal and royal condemnation. Some candidates might examine Richerism and Quietism. Richelieu forced the abbot Richer in 1629 to recant his views that <i>curés</i> should possess more authority than bishops but the ideas survived and many <i>curés</i> went on to support Jansenism. Louis XIV's view of Quietism and of bishop</p>	60	<p>Candidates are expected to demonstrate understanding of the issues in each of their selected questions over a period of at least a hundred years (unless an individual question specifies a slightly shorter period.)</p> <p>Candidates are reminded of the synoptic nature of the Unit. Answers are required to demonstrate understanding of the processes of historical continuity, development and change across the full breadth of the period studied.</p> <p>Assessors must be open to alternative approaches. If in doubt, they should consult their Team Leader.</p>

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	<p>Fénelon who practised it was to disregard its unorthodoxy. But influenced by bishop Bossuet who believed it encouraged heresy, the king solicited the support of Innocent XII to condemn the mystical movement. It also survived well into the 18th century. Candidates may conclude that in an intolerant age and in a country where the king's faith was absolute, on balance French governments managed religious issues effectively. Better responses should focus on the criticism and opposition resulting from some of the strategies and policies.</p>		

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18	<p>Some candidates will probably agree with the statement; others, perhaps the majority, will suggest that some aspects of the French monarchy during this period were 'absolute' and some were not. A definition of 'absolutism' would be helpful. Better essays are likely to distinguish between the theoretical and practical features of royal authority and assess the monarchy's limitations. Polemicists like Le Bret and Loyseau wrote of Louis XIII's absolutism, when Richelieu succeeded in controlling and weakening the nobility, recalcitrant estates and Huguenots lost their privileges, royal officials especially <i>intendants</i> grew in number and authority, the Paris <i>parlement</i> was told to register edicts without delay or amendments, uncooperative bishops were dismissed and a political tribunal – the <i>chambre de l'arsenal</i> – operated from 1631 to 1643. Candidates are likely to claim that under Louis XIV 'absolutism' became more evident. Bossuet celebrated the king's divine authority, Versailles illustrated the god-like status of the king and court; regional assemblies, <i>parlements</i> and royal councils were closely controlled and an Estates-General never called. Louis' treatment of Fouquet and the Jansenists, the use of <i>dragonnades</i> against the Huguenots, the growth of a centralised bureaucracy and state control of the press, arts and sciences, the expansion of the army, are all areas that might be usefully examined. Arguments in support of the premise are likely to focus on limitations to the monarch's authority. Neither king could do as he wished: nobles resisted attempts to extend taxation to their estates and remained potentially independent as provincial governors throughout the period, regional estates and the Paris and provincial <i>parlements</i> obstructed royal edicts. Gallicanism remained strong and opposed any attempts by the crown to yield ground to the Papacy. Raising troops and revenue to meet war costs and defence expenses proved inadequate. The financial system was largely unreformed and the <i>pays d'états</i> opposed the introduction of <i>élus</i>. Towns and cities were protective of their chartered customs and privileges, and seigneurial and church courts impeded the establishment of a uniform legal system. The size of France, its large population, undeveloped transport links and isolated communities made effective administration from Paris hard to achieve. Candidates should use examples from across the period to support an argument for and against the concept of French absolutism.</p>	60	<p>Candidates are expected to demonstrate understanding of the issues in each of their selected questions over a period of at least a hundred years (unless an individual question specifies a slightly shorter period.)</p> <p>Candidates are reminded of the synoptic nature of the Unit. Answers are required to demonstrate understanding of the processes of historical continuity, development and change across the full breadth of the period studied.</p> <p>Assessors must be open to alternative approaches. If in doubt, they should consult their Team Leader.</p>

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