

**Advanced Subsidiary GCE**

## F961QP

**GCE HISTORY A**

Unit F961: *British History Period Studies*

Option A: *Medieval and Early Modern 1035-1642*

**Specimen Paper**

Morning/Afternoon

Time: 1 hour 30 mins

Additional Materials: Answer Booklet (...pages)



### INSTRUCTIONS TO CANDIDATES

- Write your name, Centre number and candidate number in the spaces provided on the answer book.
- Write your answers on the separate answer book provided.
- Answer any **two** questions

### INFORMATION FOR CANDIDATES

- This paper contains questions on the following 6 Study Topics:
  - From Anglo-Saxon England to Norman England 1035-1087
  - Lancastrians, Yorkists and Tudors 1450-1509
  - Henry VIII to Mary I 1509-1558
  - Church and State 1529-89
  - England under Elizabeth I 1558-1603
  - The Early Stuarts and the Origins of the Civil War 1603-1642
- Each question is marked out of **50**.
- You should write in continuous prose and are reminded of the need for clear and accurate writing, including structure and argument, grammar, punctuation and spelling.
- There are 3 questions for each Study Topic. You may select your two questions from any one or two of the Study Topics.

This document consists of **3** printed pages and 1 blank page

**Answer any two questions****From Anglo-Saxon England to Norman England 1035-1087**

- 1 Assess the problems that faced Edward the Confessor in controlling the Godwin family. **[50]**
- 2 How far was the leadership of William of Normandy responsible for the defeat of the Anglo-Saxons at the Battle of Hastings? Explain your answer. **[50]**
- 3 Assess the reasons why there were rebellions against William I from 1067 to 1071. **[50]**

**Lancastrians, Yorkists and Tudors 1450-1509**

- 4 Assess the reasons why the Yorkists had won the crown by 1461. **[50]**
- 5 How much support was there for Richard III after he became king? Explain your answer **[50]**
- 6 How far did Henry VII achieve his aims in foreign policy? Explain your answer. **[50]**

**Henry VIII to Mary I 1509-1558**

- 7 How far did Henry VIII achieve his aims during the period from 1509 to 1514? Explain your answer. **[50]**
- 8 Who was more important in directing foreign policy from 1515 to 1529: Henry VIII or Wolsey? Explain your answer. **[50]**
- 9 Assess the claim that Thomas Cromwell had carried out a 'revolution' in Tudor government by 1540. **[50]**

**Church and State 1529-1589**

- 10 How widespread was criticism of the Church in England in 1529? Explain your answer. **[50]**
- 11 How much support was there for Protestantism in England by the end of Edward VI's reign in 1553? Explain your answer. **[50]**
- 12 Assess the reasons why the governments of both Edward VI and Mary I faced popular opposition in introducing religious changes. **[50]**

**England under Elizabeth I 1558-1603**

- 13 How serious were the problems in foreign policy that faced Elizabeth I when she acceded to the throne in 1558? [50]
- 14 How far do you agree that Parliament mostly co-operated with Elizabeth I? Explain your answer. [50]
- 15 Assess the claim that rebellion in Ireland was Elizabeth I's **most** serious problem from 1588 to 1603. [50]

**The Early Stuarts and the Origins of the Civil War 1603-42**

- 16 How far do you agree that James I handled foreign policy badly? Explain your answer. [50]
- 17 Assess the reasons why James I and Charles I, quarrelled with their Parliaments about financial issues to 1629. [50]
- 18 Assess Charles I's **most** serious problems in achieving his aims during his personal rule (1629-40). [50]

**Paper Total [100]**

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F961: *British History Period Studies*

Option A: *Medieval and Early Modern 1035-642*

**Specimen Mark Scheme**

Each question is marked out of 50

The maximum mark for this paper is 100.

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**Assessment Objectives Grid (includes QWC)**

| <b>Question</b> | <b>AO1a</b> | <b>AO1b</b> |
|-----------------|-------------|-------------|
| <b>1(a)</b>     | 21-24       | 24-26       |
| <b>1(b)</b>     | 18-20       | 22-23       |
| <b>2</b>        | 16-17       | 19-21       |
| <b>3</b>        | 14-15       | 16-18       |
| <b>4</b>        | 12-13       | 3-15        |
| <b>5</b>        | 9-11        | 11-12       |
| <b>6</b>        | 4-8         | 6-10        |
| <b>7</b>        | 0-3         | 0-5         |

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) Analysis refers to developed explanations; evaluation refers to the argued weighing up/assessment of factors in relation to their significance in explaining an issue or in explaining linkages between different factors

| AOs                               | AO1a  | AO1b   |
|-----------------------------------|---|--|
| Total mark for each question = 50 | 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:<br>- key concepts such as causation, consequence, continuity, change and significance within an historical context;<br>- the relationships between key features and characteristics of the periods studied  |
| <b>Level IA</b>                   | <ul style="list-style-type: none"> <li>• Uses a wide range of accurate, detailed and relevant evidence</li> <li>• Accurate and confident use of appropriate historical terminology</li> <li>• Answer is clearly structured and coherent; communicates accurately and legibly</li> </ul> <p style="text-align: center;"><b>21-24</b></p>   | <ul style="list-style-type: none"> <li>• Clear and accurate understanding of key concepts relevant to analysis and to the topic</li> <li>• Clear and accurate understanding of the significance of issues in their historical context</li> <li>• Answer is consistently and relevantly analytical with developed and substantiated explanations, some of which may be unexpected</li> <li>• The argument evaluates a range of relevant factors and reaches clearly substantiated judgements about relative importance and/or links</li> </ul> <p style="text-align: center;"><b>24-26</b></p>  |
| <b>Level IB</b>                   | <ul style="list-style-type: none"> <li>• <u>Uses accurate, detailed and relevant evidence</u></li> <li>• Accurate use of a range of appropriate historical terminology</li> <li>• Answer is clearly structured and mostly coherent; writes accurately and legibly</li> </ul> <p style="text-align: center;"><b>18-20</b></p>  | <ul style="list-style-type: none"> <li>• Clear and accurate understanding of most key concepts relevant to analysis and to the topic</li> <li>• Answer is mostly consistently and relevantly analytical with mostly developed and substantiated explanations</li> <li>• Clear understanding of the significance of issues in their historical context.</li> <li>• Substantiated judgements about relative importance of and/or links between factors will be made but quality of explanation in support may not be consistently high.</li> </ul> <p style="text-align: center;"><b>22-23</b></p>   |
| <b>Level II</b>                   | <ul style="list-style-type: none"> <li>• <u>Uses mostly accurate, detailed and relevant evidence which demonstrates a competent command of the topic</u></li> <li>• <u>Generally accurate use of historical terminology</u></li> <li>• Answer is structured and mostly coherent; writing is legible and communication is generally clear</li> </ul> <p style="text-align: center;"><b>16-17</b></p>   | <ul style="list-style-type: none"> <li>• Mostly clear and accurate understanding of many key concepts relevant to analysis and to the topic</li> <li>• Clear understanding of the significance of most relevant issues in their historical context</li> <li>• Much of the answer is relevantly analytical and substantiated with detailed evidence but there may be some description</li> <li>• The analysis of factors and/ or issues provides some judgements about relative importance and/or linkages.</li> </ul> <p style="text-align: center;"><b>19-21</b></p>  |
| <b>Level III</b>                  | <ul style="list-style-type: none"> <li>• Uses accurate and relevant evidence which demonstrates some command of the topic but there may be some inaccuracy</li> <li>• Answer includes relevant historical terminology but this may not be extensive or always accurately used</li> <li>• Most of the answer is organised and structured; the answer is mostly legible and clearly communicated</li> </ul> <p style="text-align: center;"><b>14-15</b></p> | <ul style="list-style-type: none"> <li>• Some/uneven understanding of key concepts relevant to analysis and of concepts relevant to their historical context</li> <li>• Answers may be a mixture of analysis and explanation but also simple description of relevant material and narrative of relevant events <b>OR</b> answers may provide more consistent analysis but the quality will be uneven and its support often general or thin</li> <li>• Answer considers a number of factors but with very little evaluation of importance or linkages between factors/issues</li> <li>• Points made about importance or about developments in the context of the period will often be little more than assertions and descriptions</li> </ul> <p style="text-align: center;"><b>16-18</b></p> |

|                  |  |   |
|------------------|--|---|
| <b>Level IV</b>  | <ul style="list-style-type: none"> <li>• There is deployment of relevant knowledge but level/accuracy of detail will vary; there may be some evidence that is tangential or irrelevant</li> <li>• Some unclear and/or under-developed and/or disorganised sections; mostly satisfactory level of communication</li> </ul> <p style="text-align: center;"><b>12-13</b></p>  | <ul style="list-style-type: none"> <li>• Understanding of key concepts relevant to analysis and the topic is variable but in general is satisfactory.</li> <li>• Limited and patchy understanding of a few relevant issues in their historical context</li> <li>• Answer may be largely descriptive/ narratives of events and links between this and analytical comments will typically be weak or unexplained <b>OR</b> answers will mix passages of descriptive material with occasional explained analysis</li> <li>• Limited points made about importance/links or about developments in the context of the period will be little more than assertions and descriptions</li> </ul> <p style="text-align: center;"><b>13-15</b></p>  |
| <b>Level V</b>   | <ul style="list-style-type: none"> <li>• There is some relevant accurate historical knowledge deployed: this may be generalised and patchy. There may be inaccuracies and irrelevant material</li> <li>• Some accurate use of relevant historical terminology but often inaccurate/ inappropriate use</li> <li>• Often unclear and disorganised sections; writing will often be clear if basic but there may be some illegibility and weak prose where the sense is not clear or obvious</li> </ul> <p style="text-align: center;"><b>9-11</b></p> | <ul style="list-style-type: none"> <li>• General and sometimes inaccurate understanding of key concepts relevant to analysis and of concepts relevant to the topic</li> <li>• General or weak understanding of the significance of most relevant issues in their historical context</li> <li>• Attempts at analysis will be weak or generalised, based on plausible but unsubstantiated points or points with very general or inappropriate substantiation <b>OR</b> there may be a relevant but patchy description of events/developments coupled with judgements that are no more than assertions</li> <li>• There will be some understanding of the question but answers may focus on the topic not address the focus of the question</li> </ul> <p style="text-align: center;"><b>11-12</b></p> |
| <b>Level VI</b>  | <ul style="list-style-type: none"> <li>• <u>Use of relevant evidence will be limited; there will be much irrelevance and inaccuracy</u></li> <li>• Answer may have little organisation or structure; weak use of English and poor organisation</li> </ul> <p style="text-align: center;"><b>4-8</b></p>  | <ul style="list-style-type: none"> <li>• Very little understanding of key concepts</li> <li>• Very limited understanding of the topic or of the question's requirements</li> <li>• Limited explanation will be very brief/ fragmentary</li> <li>• The answer will be characterised by generalised assertion and/or description/ narratives, often brief</li> </ul> <p style="text-align: center;"><b>6-10</b></p>   |
| <b>Level VII</b> | <ul style="list-style-type: none"> <li>• <u>No understanding of the topic or of the question's requirements; little relevant and accurate knowledge</u></li> <li>• Very fragmentary and disorganised response; very poor use of English and some incoherence</li> </ul> <p style="text-align: center;"><b>0-3</b></p>  | <ul style="list-style-type: none"> <li>• <u>No understanding of key concepts or historical developments.</u></li> <li>• No valid explanations</li> <li>• Typically very brief and very descriptive answer</li> </ul> <p style="text-align: center;"><b>0-5</b></p>  |

| Question Number   | Answer   | Max Mark |
|---|--|----------|
| <b>From Anglo-Saxon England to Norman England 1035-1087</b> |  |          |
| 1   | <p><b>Assess the problems that faced Edward the Confessor in controlling the Godwin family.</b></p> <p><u>Focus: Assessment of important problems of a ruler.</u></p> <p>No set answer is looked for but candidates will need to address the question.</p> <p>Candidates might consider the strength of the Godwins and the complementary weaknesses of Edward the Confessor. The Godwins had their centre in Wessex, historically a strong earldom. They had connections with other powerful families through marriage. Earl Godwin's criticisms of the prevalence of foreigners especially Normans, at Edward's court and in the Church evoked a popular response. There was a danger of civil war in 1051 before Earl Godwin fled to the continent and was outlawed before being restored a year later. The succession of Harold as head of the family in 1053 continued the importance of the Godwins. By 1063, Harold was the dominant English noble and candidates can explain his claim to the throne, which caused problems to Edward. The King himself was often unable to assert himself. He had to rely on the co-operation of others who were hostile to the Godwins. Although his final years were peaceful, this stability was at the expense of recognising the position of Harold and the Godwin family.</p> | [50]     |
| 2   | <p><b>How far was the leadership of William of Normandy responsible for the defeat of the Anglo-Saxons at the Battle of Hastings? Explain your answer.</b></p> <p><u>Focus: Assessment of the reasons for an important military victory.</u></p> <p>No set answer is looked for but candidates will need to address the question.</p> <p>'How far ..?' means that candidates should consider the stated factor but also examine alternative explanations. They may, or may not, agree with the prior importance of the claim in the question. This will affect the balance of the question but <b>Band 3</b> will normally require an adequate paragraph on the stated factor. It is undeniable that William's role was important although there is debate about the sequence of events: the planned retreat of the Normans at one point or a disorderly and hazardous flight that was stemmed by William personally? William had prepared well for the invasion and strengthened his position after landing. He was an experienced military commander. On the other hand, Harold's role should be examined. He also had a high military reputation but candidates might wonder whether he was wise to advance so quickly on the invaders after Stamford Bridge. Candidates might compare the</p>                            |          |

| Question Number                                    | Answer  | Max Mark |
|--|---|----------|
| 2<br>cont'd  | respective strengths of the armies at Hastings. Some might consider the element of luck; William benefited from the simultaneous invasion of Harald Hardrada.   | [50]     |
| 3  | <p><b>Assess the reasons why there were rebellions against William I from 1067 to 1071.</b></p> <p><u>Focus: Assessment of the reasons for rebellion in a specific period.</u></p> <p>No set answer is looked for but candidates will need to address the question.</p> <p>Most disorders were local and reflected local grievances, rather than wholesale and co-ordinated resistance against William I's government. The rebels have been described as 'aimless malcontents, selfish adventurers or freebooters' (not a quotation that candidates are expected to pick up but a fair assessment of their usual qualities). Reference might be made to Edgar Aetheling and Hereward the Wake. The distant provinces saw more unrest, including the Welsh Marches, Devon and Cornwall, and the far north. The Scots were willing to chance their arm. Some risings were assisted by discontented men such as Eustace of Boulogne. The Danes resumed their threats, for example sacking York. After 1067, William I took steps to assert his authority over the whole of England, but was not fully in control until about 1071.</p>   | [50]     |
| <b>Lancastrians, Yorkists and Tudors 1450-1509</b> |   |          |
| 4  | <p><b>Assess the reasons why the Yorkists had won the crown by 1461.</b></p> <p><u>Focus: Assessment of the reasons for an important historical development.</u></p> <p>No set answer is looked for but candidates will need to address the question.</p> <p>The alternative approaches that examiners should look for are represented by the variety of reasons suggested for Yorkist success. The assessment that is required comes from the development from a mere list of reasons to some view of their importance. Candidates might consider the positive aspects: the strengths of the Yorkists. They can also consider the negative aspects: the weakness of the Lancastrians. Richard of York proved a determined leader. He was supported by Warwick. By 1461, the military engagements turned decisively in favour of the Yorkists with a battle at Northampton. On the other hand, Henry VI did not give effective leadership to the Lancastrians. The role of Margaret of Anjou might be examined. Lancastrian extremists at the Parliament of Devils (1459) added to sympathy for the Yorkists. Although York was killed in battle, the Lancastrians could not build on their advantage and</p> |          |

| Question Number | Answer   | Max Mark |
|-----------------|--|----------|
| 4<br>cont'd     | Edward IV was able to declare himself king, his primacy confirmed by victory at the Battle of Towton (1461). In their assessments, candidates might be expected to show judgement in providing priorities to reach the highest marks.  | [50]     |
| 5               | <p><b>How much support was there for Richard III after he became king? Explain your answer.</b></p> <p><u>Focus: Assessment of support for a controversial ruler.</u></p> <p>No set answer is looked for but candidates will need to address the question.</p> <p>As always, examiners should consider the validity of alternative explanations carefully. Some candidates might argue that Richard III enjoyed no support and write answers that are entirely critical. These responses might deserve a high mark but it is difficult to envisage them gaining <b>Band I</b>. Whilst a <b>Band I</b> answer might argue that the opposition far outweighed the support, marks in this band will require some view of the support for the King. Richard of Gloucester had a high reputation when Edward IV died. The Woodvilles were unpopular and the protectorate of Richard was preferred to that of the Woodville minions. Hastings and Buckingham gave him their support. The claim about the illegitimacy of Edward V was accepted by many. Richard's coronation seems to have been well received. Richard gained some support by ending benevolences. He attempted some reforms in trade and justice. However, the contrary case for his opposition is easy to make. The accusations about the murder of the Princes that soon surfaced, the return of royal exactions, and the evidence of animosity from powerful nobles such as Buckingham are ample evidence of this opposition. Above all was the support that grew for Henry Tudor.</p> | [50]     |
| 6               | <p><b>How far did Henry VII achieve his aims in foreign policy? Explain your answer.</b></p> <p><u>Focus: Assessment of success in foreign policy.</u></p> <p>No set answer is looked for but candidates will need to address the question.</p> <p>'How far ...?' invites a variety in the assessments. Higher credit will usually be given to answers that attempt to define specifically Henry VII's aims in foreign policy than to answers that assume them. Henry was aware of the importance of foreign policy in stabilising his position on the throne. Other countries had the ability to destabilise his hold on power. He sought to encourage trade. He did not wish to exert the traditional claims to the throne of France. He wished to enhance his prestige but to</p>   |          |

| Question Number                              | Answer  | Max Mark    |
|--|---|-------------|
| <p><b>6</b><br/><b>cont'd</b></p>            | <p>avoid needless and expensive war. He tried to counter French support for the Yorkists with an alliance with Spain. Medina del Campo (1489) also agreed a marriage between Arthur and Catherine of Aragon. Initially a success, the marriage negotiations were still unresolved at the end of the reign because of the death of Arthur and incomplete negotiations to marry Prince Henry (VIII) and Catherine. Invasions of France were modest in execution and success but Etaples brought money to Henry. Trade agreements enhanced trade with the Netherlands (Magnus Intercursus 1496) but changes in relations between France and Spain threw English policy off course. There were tensions between England and Spain in 1509 and England might be regarded as isolated in Europe at that point. Relations with Scotland were apparently secured by the marriage of Margaret and James IV. (Future developments are outside the scope of the question unless referred to very briefly.)</p>   | <p>[50]</p> |
| <p><b>Henry VIII to Mary I 1509-1558</b></p> |   |             |
| <p><b>7</b></p>                              | <p><b>How far did Henry VIII achieve his aims in the period from 1509 to 1514? Explain your answer.</b></p> <p><u>Focus: Assessment of the achievements of an important king.</u></p> <p>No set answer is looked for but candidates will need to address the question.</p> <p>The selection of aims is open to candidates but there should be reasonable range. Among aims that candidates might consider is Henry VIII's wish to impress his subjects as a vigorous king. However, he did not seek an immediate break with his father's methods of government because he retained some of Henry VII's servants (but not Empson and Dudley) He sought to build a reputation as a successful warrior abroad, which involved war. He aimed to make a worthwhile marriage and finalised the marriage with Catherine of Aragon. He soon imposed his will on England, winning some dubious popularity by the execution of Empson and Dudley. A successful Parliament voted supplies. However, continental involvement achieved mixed success. There was a victory in the Battle of the Spurs (1510) and some towns were captured but the victory was not complete. The King took credit for the defeat of the Scots at Flodden but the success was due more to Surrey.</p> | <p>[50]</p> |
| <p><b>8</b></p>                              | <p><b>Who was more important in directing foreign policy from 1515 to 1529: Henry VIII or Wolsey? Explain your answer.</b></p> <p><u>Focus: Comparative assessment of a king and minister in directing foreign policy.</u></p> <p>No set answer is looked for but candidates will need to address the question.</p>   |             |

| Question Number                   | Answer  | Max Mark           |
|-----------------------------------|---|--------------------|
| <p><b>8</b><br/><b>cont'd</b></p> | <p>A valid case might be made for either Henry VIII or Wolsey. Henry VIII was a strong king who was not a cipher to be controlled by any minister. One of Wolsey's major concerns in foreign policy was to meet the wishes of Henry. Wolsey was charged with the execution of policy and had considerable leeway, for example in dealing with diplomatic despatches. The explanations should be supported by appropriate knowledge drawn from the period from 1515 to 1529. The later years showed the decline of Wolsey's influence. However, examiners will note the length of the specified period and will not expect a complete chronological coverage. As always, the quality of the argument will be most important in the assessment. High marks can be achieved by answers that are well argued but contain succinct factual references. For example, answers can focus on particular developments to substantiate their claims.</p>   | <p><b>[50]</b></p> |
| <p><b>9</b></p>                   | <p><b>Assess the claim that Thomas Cromwell had carried out a 'revolution' in Tudor government by 1540.</b></p> <p><u>Focus: Evaluation of a claim about change in government.</u></p> <p>No set answer is looked for but candidates will need to address the question.</p> <p>The question is based on the third Key Issue and associated Content in the Specification, 'How significant was the work of Thomas Cromwell? Some candidates might tackle the question historiographically, others without any reference to the historiography. Both are equally valid and examiners are reminded that historiography is not an AS Level assessment criterion. A problem of the historiographical approach is that it sometimes leads to name-dropping when candidates cannot support their claims by specific knowledge. Cromwell was the most influential minister from 1531 to 1540. He was interested in the workings of government. He promoted the absolutism of Henry VIII and took an active interest in the effectiveness of the Privy Council as Principal Secretary from 1534. He was also Chancellor of the Exchequer, Master of the Rolls and, from 1536, Lord Privy Seal. During his ministry, Parliament arguably became more important with the increase in legislation but as the servant, not the rival, of the King. Provincial councils were reformed and strengthened (for example the Council of the North). Revenue courts were re-organised. The focus should be on government. It is possible, but not necessary, to refer to religious changes but only within the context of government, for example the royal supremacy. It is difficult to deny that there were considerable changes under Cromwell. The central issue is whether there was a revolution or, perhaps in AS terms, there was more change than continuity and how important was the change? Examiners will note that the Study Topic begins in 1509 and will not expect specific references to previous periods.</p> | <p><b>[50]</b></p> |

| Question Number                   | Answer   | Max Mark |
|-----------------------------------|--|----------|
| <b>Church and State 1529-1589</b> |  |          |
| 10                                | <p><b>How widespread was criticism of the Church in England in 1529? Explain your answer.</b></p> <p><u>Focus: Evaluation of the reputation of the Church in a specific period.</u></p> <p>No set answer is looked for but candidates will need to address the question.</p> <p>Some candidates might tackle the question historiographically, others without any reference to the historiography. Both are equally valid and examiners are reminded that historiography is not an AS Level assessment criterion. A problem of the historiographical approach is that it sometimes leads to name-dropping when candidates cannot support their claims by specific knowledge. Criticism might seem to have been based on the inadequacies of the clergy, typified by Wolsey. The wealth of the Church was considerable but there was a gap between the resources of the higher and lower clergy who were more in touch with the general populace. Church dues and Church courts were unpopular. Hunne's Case (1514) caused an outcry. Some might refer to Simon Fish's criticism of the clergy. Many monasteries were in decline. On the other hand, it might be argued that the problems, whilst real, were no more serious than in previous generations. Church dues might have been unpopular but people were willing to donate voluntarily to the Church. Henry VIII was faithful to the Church and opposed Protestant teachings. The court fell in line. There were important Humanists, such as More, but they did not criticise the Church in general. More was to die because of his Catholic beliefs. Some very good candidates might point to regional differences. Anti-clericalism was probably stronger in London and the south-east than in more remote regions. Candidates need to take great care in referring to developments after 1529. If they do so, the material needs to be used as proof of the situation in 1529. For example, action against papal exactions proved fairly popular. But the course of the Reformation will very probably not be relevant.</p> | [50]     |
| 11                                | <p><b>How much support was there for Protestantism in England by the end of Edward VI's reign in 1553? Explain your answer.</b></p> <p><u>Focus: Assessment of the religious condition of England in a specific period.</u></p> <p>No set answer is looked for but candidates will need to address the question.</p> <p>Candidates might argue that most people conformed to Protestantism. The acceptance of obedience to government was a strong factor. Both Somerset and Northumberland promoted Protestantism not only through the Prayer Books but also by the deprivation of Catholic-minded bishops such as Gardiner and the appointment of men such as Ridley and Hooper</p>  |          |

| Question Number | Answer  | Max Mark |
|-----------------|---|----------|
| 11<br>cont'd    | <p>who enforced changes. On the other hand, there is evidence of resistance. For example, the rising in Cornwall was a protest against the 1549 Prayer Book. Ket's Rebellion in Norfolk had some religious connections but was more a protest against agrarian conditions. It can be claimed that convinced Protestants were in a minority. This was proved by the failure of Northumberland's plot to supplant Mary Tudor as Edward VI's successor. It will be relevant, but not necessary, to refer to Mary I's reign. It can be used to make valid points - but candidates should avoid spending too much time on the period after 1553.</p>   | [50]     |
| 12              | <p><b>Assess the reasons why the governments of both Edward VI and Mary I faced popular opposition in introducing religious changes.</b></p> <p><u>Focus: Assessment of religious problems of diverse rulers.</u></p> <p>No set answer is looked for but candidates will need to address the question.</p> <p>Candidates might tackle this question sequentially, considering first the reign of Edward and then the reign of Mary I. This approach might achieve a high mark, including <b>Band 1</b> but it unlikely to merit the top of this Band. The very best answers should make some links, noting some common factors. From 1547 to 1553, there was resistance from conservative forces, for example in Cornwall (1549). Most people conformed but without much enthusiasm. During Mary's reign, her policies to restore Catholicism were not initially unpopular, but the extent and speed of the changes aroused controversy. The Queen resisted the advice of those who preferred a more cautious and slower pace of change. The restoration of papal authority caused trouble. Mary's marriage to Philip of Spain caused unrest (most notably Wyatt's rebellion 1554). There was a link between religious policies and an unpopular war. The persecutions/burnings alienated people rather than suppressed opposition. Whilst Edward VI's changes proved unpopular with determined Catholics and Mary's policies alienated the more Protestant forces, there were common aspects. Most people conformed in both reigns, but the changes in both directions revealed the splits in the country. Minorities were difficult to suppress. Tudor governments did not have the means to enforce obedience in the provinces. The issue revealed regional differences in religious commitment. Protestant moves were more popular in London and the southeast than elsewhere; Catholicism and conservatism were much stronger in the north and the west.</p> | [50]     |

| Question Number                            | Answer  | Max Mark    |
|--|---|-------------|
| <b>England under Elizabeth I 1558-1603</b> |   |             |
| 13   | <p><b>How serious were the problems in foreign policy that faced Elizabeth I when she acceded to the throne in 1558?</b></p> <p><u>Focus: Explanation of the problems of foreign policy at a specified point.</u></p> <p>No set answer is looked for but candidates will need to address the question.</p> <p>England was at war with France and allied to Spain. The loss of Calais was unpopular in England. The Treaty of Cateau-Cambresis at the time threatened a Catholic alliance of France and Spain against English Protestantism and therefore Elizabeth I. Scotland was ruled by a young Mary Stuart who was allied to and under the influence of the French Guise family, a danger for England. Religion was important because Elizabeth could not afford to offend the powerful Catholic countries in Europe. Answers can explain the military weakness of England that inhibited the Queen in her policies. The most successful answers can be expected provide clear explanations of most of these issues and will assess their importance, or seriousness. These answers will be well structured. Candidates can link foreign policy to domestic issues, for example, a religious foreign policy was closely related to domestic issues: to ally with Spain would have alienated domestic Puritan opinion. However, candidates should be careful not to provide too much description of the domestic situation; this Question is essentially about foreign policy. It will be relevant to note the inexperience of Elizabeth I at her accession. She was surrounded by men of strong opinions. Although the early Scottish crisis came after her accession, a brief mention perhaps in a conclusion will not necessarily be irrelevant because it demonstrated the dangers at the beginning of the reign. However, answers should not go further than the Treaty of Edinburgh (1560).</p> | <b>[50]</b> |
| 14   | <p><b>How far do you agree that Parliament mostly co-operated with Elizabeth I? Explain your answer.</b></p> <p><u>Focus: Assessment of the relations between a ruler and Parliament.</u></p> <p>No set answer is looked for but candidates will need to address the question.</p> <p>‘How far ...?’ means that candidates should consider the stated factor of co-operation but also examine alternative explanations. They may, or may not, agree with the prior importance of the claim in the question. This will affect the balance of the question but <b>Band 3</b> will normally require an adequate paragraph on the stated factor. It will probably not be advisable to take a chronological approach but answers that do so should not be underestimated and consigned automatically to a lower band. A potentially better and perhaps more manageable approach might be to look at examples of co-operation and disputes and weigh which were more important. Many candidates might find it easier to</p>   |             |

| Question Number | Answer   | Max Mark |
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| 14<br>cont'd    | <p>challenge the claim in the question. It is easy to support their viewpoint by referring to the making of the religious settlement, pressures on Elizabeth I to marry and to execute Mary, Queen of Scots, disputes over Puritan demands and Parliamentary freedoms, and the unpopularity of monopolies. On the other hand, most members of both Houses were loyal to the Queen and deferred to her monarchy. Disputes were often with a minority. (Some would claim that heated debates were sometimes the result of councillors wanting to pressurise the Queen rather than spontaneous examples of opposition.) Peter Wentworth was arrested by order of the Commons and he always protested his personal loyalty to the Queen. The crown had the means of encouraging obedience, for example in the appointment of the Speaker and by the leading presence of ministers. Elizabeth was usually able to defuse trouble by concessions, as well as by more forceful vetoes.</p>  | [50]     |
| 15              | <p><b>Assess the claim that the rebellion in Ireland was Elizabeth I's <u>most serious problem from 1588 to 1603.</u></b></p> <p><u>Focus: Evaluation of a claim about a ruler's problems in a particular period.</u></p> <p>No set answer is looked for but candidates will need to address the question.</p> <p>Candidates might argue that other problems were more serious; this will allow them to give less attention to Ireland. However, marks in <b>Band 3</b> and above will need an adequate understanding of this factor. As a broad guide, one substantial paragraph will be the minimum requirement to demonstrate this adequate understanding. Elizabeth faced considerable trouble in Ireland especially in the 1590s with the resistance that was led by O'Neill, Earl of Tyrone. Ireland was in disorder and there was a real danger of support for the rebels from Spain, which launched two abortive Armadas. Essex's attempt (1597) to suppress the rebellion proved fruitless, but Mountjoy succeeded in restoring order by 1601. The Irish Rebellion was a very serious financial problem as well as a major military difficulty. The range of other problems that might be discussed is wide and examiners should look first at what is discussed before looking for gaps. Candidates might consider the war with Spain. The 1588 victory against the Armada was not followed by similar successes. Elizabeth I and England survived but the war was expensive and largely unproductive. Answers might examine increasing financial problems and unrest in Parliament. Reference might be made to the Parliaments of 1597 and 1601. The success of the 'Golden Speech' concealed the concessions that the Queen had to make over monopolies. The 1590s were a period of social hardship, worsened by poor harvests. Elizabeth I was becoming isolated at court with the death of men such as Leicester and Burghley. Reference might be made to Essex's rebellion (1601). Essex's death removed a balance among her courtiers, many of whom were of a different generation. Religion was probably less of a problem in the 1590s but it might be assessed.</p> | [50]     |

| Question Number   | Answer  | Max Mark    |
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| <b>The Early Stuarts and the origins of the Civil War 1603-42</b> |   |             |
| 16  | <p><b>How far do you agree that James I handled foreign policy badly? Explain your answer.</b></p> <p><u>Focus: Evaluation of a claim about a ruler's handling of foreign policy.</u></p> <p>No set answer is looked for but candidates will need to address the question.</p> <p>'How far ...?' invites candidates to consider both sides of the argument and come to a justified conclusion. They may, or may not, agree with the prior importance of the claim in the question. This will affect the balance of the question but Band III will normally require an adequate paragraph on James's mistakes. Answers might argue that James I's foreign policy was in theory wiser than that of his critics because he wished to avoid confrontation and war. On the other hand, it might be claimed that his policy divided England unnecessarily especially because it appeared to favour England's enemies. Peace was made with Spain very soon after his accession (Treaty of London 1604), ending an expensive and fruitless war but it was not widely popular. Further pro-Spanish moves such as the prosecution of Raleigh and the pursuit of a Spanish match caused hostility within England. James I might be defended for his wish to improve relations with Spain but allowed Gondomar too much influence. There were signs of an attempt to balance policy in his links with Henry IV of France in the Cleves-Julich crisis and the marriage of his daughter Elizabeth to Frederick of the Palatinate. His initial unwillingness to interfere in the Thirty Years' War might be seen as a wise reluctance to be involved in a dangerous conflict. On the other hand, he did not recognise the Protestant sympathies of many, especially with the link through marriage to Frederick of the Palatinate.</p> | <b>[50]</b> |
| 17  | <p><b>Assess the reasons why James I and Charles I, quarrelled with their Parliaments about financial issues to 1629.</b></p> <p><u>Focus: Assessment of reasons for quarrels between rulers and Parliament over finances.</u></p> <p>No set answer is looked for but candidates will need to address the question.</p> <p>Because of the different lengths of the relevant period of reigns (Charles I – four years to 1629), examiners will <u>not</u> look for a balanced argument. One sound paragraph on Charles I to support a convincing assessment of James I's reign might be enough to merit Band I although normally at least two paragraphs might be necessary. It might be argued that the Stuarts invited criticism. James I was believed to be extravagant. His court was costly and money was spent on favourites. His impositions were unpopular. For example, Bate's Case (1606) followed the revision of the Book of Rates. This raised issues of government as well as of</p>   |             |

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| 17<br>cont'd       | <p>finance. Benevolences aroused criticism, as did monopolies. Charles I resorted to forced loans, one of the grievances highlighted in the Petition of Right and repeated in the Three Resolutions. A contrary case is that Parliament was unwilling to grant the Stuarts enough money. Taxes were insufficient to meet the crown's expenses and the increase in the Book of Rates was probably overdue. The Stuarts had to cope with the effects of inflation. Elizabeth I left debts and tax-assessments which were outdated. However, Parliament had little sympathy with these problems, not of the Stuarts' making. The negotiations for a Great Contract (1610) failed although responsibility for this should probably be shared. Charles's first Parliament gave him no leeway but immediately refused the supplies that were traditionally granted to a new monarch. It might be claimed that Charles I had no alternative but to resort to arbitrary taxation. However, unpopular policies made him vulnerable to Parliament's withholding of money and supplies. (This does not mean that candidates should write long accounts of these policies; their impact will be more relevant.)</p>   | [50]         |
| 18                 | <p><b>Assess Charles I's <u>most</u> serious problems in achieving his aims during his personal rule (1629-40).</b></p> <p><u>Focus: Assessment of a ruler's problems in achieving his aims in a specific period.</u></p> <p>No set answer is looked for but candidates will need to address the question.</p> <p>Candidates should explain Charles I's aims, primarily his unwillingness to call Parliament until relations between him and his people were improved, to manage his finances without the taxes that Parliament supplied and to put an end to religious indiscipline. The achievement of all of these aims was problematic and answers should assess the importance of Charles I problems, preferably indicating some order of importance or priority. Parliament contained some of the most influential men in England. Even when Parliament was not meeting, members continued to have a local influence. Charles' personal rule alienated rather than won over his subjects because it was regarded as a form of (continental and Catholic?) absolutism. The King personally was not trusted and he lacked the personal qualities to win over large numbers of supporters. Financial policies proved unpopular. The resort to medieval levies such as knighthood fees and forest laws alienated people. The revival of monopolies contracted earlier undertakings by the Stuart kings. Ship Money was controversial. John Hampden lost his case but won public support. Laud's religious policies were difficult to enforce. To many they smacked of Catholicism, especially with a Catholic Queen at court. Heavy-handed prosecutions such as that of Prynne, Burton and Bastwick increased Charles I problems in this area. In the end, the most serious problem was Scotland. The outcome of the Scottish rising was the Short Parliament and the end of personal rule.</p> | [50]         |
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