

**Advanced GCE**

**GCE HISTORY A**

Unit F966: *Historical Themes*

Option A: *Medieval and Early Modern 1066-1715*

**F966 QP**

**Specimen Paper**

Morning/Afternoon

Time: 2 hours

Additional Materials: Answer Booklet (8 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 six Themes:
  - English Government and the Church 1066 – 1216
  - Rebellion and Disorder Under the Tudors 1485 – 1603
  - England's Changing Relations with Foreign Powers 1485 – 1603
  - The Catholic Reformation 1492-1610
  - The Development of the Nation State: France 1498 – 1610
  - The Ascendancy of France 1610-1715
- Each Theme has three questions. You may select your **two** questions from any one Theme or from any two Themes.
- Every question is marked out of 60.
- You should write in continuous prose and are reminded of the need for clear and accurate writing, including structure of argument, grammar, punctuation and spelling.
- 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).
- Candidates are reminded of the synoptic nature of this Unit. Answers are required to demonstrate understanding of the processes of historical continuity, development and change across the **full breadth** of the period studied.

This document consists of **4** printed pages.

Answer any **two** questions.

*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).*

*Candidates are reminded of the synoptic nature of this Unit. Answers are required to demonstrate understanding of the processes of historical continuity, development and change across the **full breadth** of the period studied.*

**Key Theme: English Government and the Church 1066-1216**

- 1 To what extent did the role of officials in English central government change in the course of the period from 1066 to 1216? [60]
- 2 'The **main** turning point in the development of English common law in the period from 1066 to 1216 came in the reign of Henry II.' How far do you agree with this judgement? [60]
- 3 'Personality was the **main** reason for the changing relations between kings and their archbishops of Canterbury.' How far do you agree with this analysis in relation to the period from 1066 to 1216? [60]

**Key Theme: Rebellion and Disorder under the Tudors 1485-1603**

- 4 'Social and economic conditions were always a factor, but rarely the trigger.' Discuss this view of the causes of rebellions in England and Ireland under the Tudors. [60]
- 5 How far did the political stability of Tudor England depend upon government legislation? [60]
- 6 To what extent did the nature of rebellions change in the course of the Tudor period? [60]

**Key Theme: England's Changing Relations with Foreign Powers 1485-1603**

- 7 Assess the importance of the alliance between Scotland and France in shaping Tudor foreign policy during the period from 1485 to 1603. [60]
- 8 Which was more important in determining Tudor foreign policy: national security or economic gains? Explain your answer. [60]
- 9 How do you explain the deteriorating relations between England and Spain in the course of the Tudor period? [60]

**Key Theme: The Catholic Reformation 1492-1610**

- 10** Assess the role of individuals in reforming the Catholic Church between 1492 and 1610. [60]
- 11** Did the Council of Trent or the new orders make the greater contribution to the revival of the Catholic Church between 1492 and 1610? Explain your answer. [60]
- 12** Explain why the Catholic Reformation between 1492 and 1610 was generally **more** successful in some parts of Europe than in others. [60]

**Key Theme: The Development of the Nation State: France 1498-1610**

- 13** How far did the French Wars of Religion mark a turning-point in the development of the nation state from 1498 to 1610? [60]
- 14** Which French monarch did **most** to advance the power of France from 1498 to 1610? Explain your answer. [60]
- 15** Assess the importance of economic factors in the development of a more unified French state from 1498 to 1610. [60]

**Key Theme: The Ascendancy of France 1610-1715**

- 16** Assess how different social groups were affected by the ascendancy of France during the period from 1610 to 1715. [60]
- 17** How far did Mazarin's administration (1643-1661) alter the direction of French domestic policy during the period from 1610 to 1715? [60]
- 18** How strong was the monarchy's absolutism in France during the period from 1610 to 1715? [60]

**Paper Total [120]**

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F966: *Historical Themes*

Option A: *Medieval and Early Modern 1066-1715*

**Specimen Mark Scheme**

Each question is marked out of 60.

The maximum mark for this paper is 120.

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**A2 UNIT F966 Historical Themes****Maximum mark 120 for this unit.****2 answers: Each maximum mark 60**

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

ASSESSMENT OBJECTIVES	AO1a	AO1b
Total mark for each question = 60	<p><b>Recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner.</b></p>	<p><b>Demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements of:</b></p> <ul style="list-style-type: none"> <li>- key concepts such as causation, consequence, continuity, change and significance within an historical context;</li> <li>- the relationships between key features and characteristics of the periods studied</li> </ul>
Level IA	<ul style="list-style-type: none"> <li>• Uses a wide range of accurate 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>18-20</b></p>	<ul style="list-style-type: none"> <li>• Excellent understanding of key concepts (eg. continuity and change) relevant to analysis in their historical context</li> <li>• Excellent synthesis and synoptic assessment</li> <li>• Answer is consistently and relevantly analytical with developed explanations and supported judgements</li> <li>• May make unexpected but substantiated connections over the whole period</li> </ul> <p style="text-align: center;"><b>36-40</b></p>
Level IB	<ul style="list-style-type: none"> <li>• Uses accurate and relevant evidence</li> <li>• Accurate use of a range of appropriate historical terminology</li> <li>• Answer is clearly structured and mostly coherent; communicates accurately and legibly</li> </ul> <p style="text-align: center;"><b>16-17</b></p>	<ul style="list-style-type: none"> <li>• Very good level of understanding of key concepts (eg. continuity and change) in their historical context</li> <li>• Answer is consistently focused on the question set</li> <li>• Very good level of explanation/ analysis, and provides supported judgements</li> <li>• Very good synthesis and synoptic assessment of the whole period</li> </ul> <p style="text-align: center;"><b>32-35</b></p>
Level II	<ul style="list-style-type: none"> <li>• Uses mostly accurate and relevant evidence</li> <li>• Generally accurate use of historical terminology</li> <li>• Answer is structured and mostly coherent; writing is legible and communication is generally clear</li> </ul> <p style="text-align: center;"><b>14-15</b></p>	<ul style="list-style-type: none"> <li>• Good level of understanding of key concepts (eg. continuity and change) in their historical context</li> <li>• Good explanation/ analysis but overall judgements may be uneven</li> <li>• Answer is focused on the issues in the question set</li> <li>• Good synthesis and assessment of developments over most of the period</li> </ul> <p style="text-align: center;"><b>28-31</b></p>
Level III	<ul style="list-style-type: none"> <li>• Uses relevant evidence 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 structured and coherent; writing is legible and communication is generally clear</li> </ul> <p style="text-align: center;"><b>12-13</b></p>	<ul style="list-style-type: none"> <li>• Shows a sound understanding of key concepts, especially continuity and change, in their historical context</li> <li>• Most of the answer is focused on the question set</li> <li>• Answers may be a mixture of analysis and explanation but also description and narrative, but there may also be some uneven overall judgements; <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 assesses relevant factors but provides only a limited synthesis of developments over most of the period</li> </ul> <p style="text-align: center;"><b>24-27</b></p>

<b>Level IV</b>	<ul style="list-style-type: none"> <li>• There is deployment of relevant knowledge but level/ accuracy will vary</li> <li>• Some unclear and/or under-developed and/or disorganised sections</li> <li>• Mostly satisfactory level of communication</li> </ul> <p style="text-align: center;"><b>10-11</b></p>	<ul style="list-style-type: none"> <li>• Satisfactory understanding of key concepts (eg. continuity and change) in their historical context</li> <li>• Satisfactory focus on the question set</li> <li>• Answer may be largely descriptive/ narratives of events, and links between this and analytical comments will typically be weak or unexplained</li> <li>• Makes limited synoptic judgements about developments over only part of the period</li> </ul> <p style="text-align: center;"><b>20-23</b></p>
<b>Level V</b>	<ul style="list-style-type: none"> <li>• General and basic historical knowledge but also some irrelevant and inaccurate material</li> <li>• Often unclear and disorganised sections</li> <li>• Adequate level of communication but some weak prose passages</li> </ul> <p style="text-align: center;"><b>8-9</b></p>	<ul style="list-style-type: none"> <li>• General understanding of key concepts (eg. continuity and change) in their historical context</li> <li>• Some understanding of the question but answers may focus on the topic and not address the question set <b>OR</b> provides an answer based on generalisation</li> <li>• Attempts an explanation but often general coupled with assertion, description / narrative</li> <li>• Very little synthesis or analysis and only part(s) of the period will be covered</li> </ul> <p style="text-align: center;"><b>16-19</b></p>
<b>Level VI</b>	<ul style="list-style-type: none"> <li>• Use of relevant evidence will be limited; there will be much irrelevance and inaccuracy</li> <li>• Answers may have little organisation or structure</li> <li>• Weak use of English and poor organisation</li> </ul> <p style="text-align: center;"><b>4-7</b></p>	<ul style="list-style-type: none"> <li>• Very little understanding of key concepts (eg. continuity and change) in their historical context</li> <li>• Limited perhaps brief explanation</li> <li>• Mainly assertion, description / narrative</li> <li>• Some understanding of the topic but not the question's requirements</li> </ul> <p style="text-align: center;"><b>8-15</b></p>
<b>Level VII</b>	<ul style="list-style-type: none"> <li>• Little relevant or accurate Knowledge</li> <li>• Very fragmentary and disorganised response</li> <li>• 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>• Weak understanding of key concepts (eg. continuity and change) in their historical context</li> <li>• No explanation</li> <li>• Assertion, description / narrative predominate</li> <li>• Weak understanding of the topic or of the question's requirements</li> </ul> <p style="text-align: center;"><b>0-7</b></p>

Question Number	Answer	Max Mark
1.	<p><b>To what extent did the role of officials in English central government change in the course of the period from 1066 to 1216?</b>  <u>Focus: Evaluation of the degree to which the role of officials changed</u></p> <p>Candidates must address the theme over the full period. Under William I officials performed the same sort of household and personal service as Anglo-Saxon officials had done, but from the reign of William II officials began to take a more important role in central government. Arguably most important was the chief justiciar whose origins lay in the work of Ranulf Flambard under William II, developed under Roger of Salisbury and reached its apogee with Hubert Walter from 1193 to 1198. From Henry II's time the office of chief justiciar was a great office of state and its incumbent had control over the Exchequer as well as virtually running the country in the king's absence, so enabling English government to continue to flourish despite royal absenteeism. The office of chancellor also grew in importance from the reign of Henry II, developing under Richard and especially under John with Hubert Walter. At a lesser level, as government became increasingly centralised with the growth of systematic control over finances and centralisation of justice, officials were used in a wider range of capacities. For example, they were essential for recording proceedings when sheriffs were brought to render account at the Exchequer, or for the administration of writs, a growing practice especially from Henry II's reign, and were used in the great investigations into administrative, financial and judicial practices in the later part of the period. However, candidates may wish to argue that most of these changes began in the Anglo-Norman period and that subsequent changes were more ones of degree than kind. Moreover, however important their role became, even the greatest officials were still under the control of the king as Henry I's dismissal of Flambard or Stephen's dismissal of Roger of Salisbury demonstrates.</p> <p>Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your team leader.</p>	[60]

Question Number	Answer	Max Mark
2.	<p><b>'The <u>main</u> turning point in the development of English common law in the period from 1066 to 1216 came in the reign of Henry II.' How far do you agree with this judgement?</b></p> <p><u>Focus: Assessment of the relative importance of developments in the reign of Henry II compared with other factors in the development of English common law.</u></p> <p>Candidates must address the theme over the full period. Henry II provided much of the impetus for the development of English common law and much of the machinery. For example, he made use of the returnable writ, professional justices, general eyres, grand and possessory assizes which, with their systematic procedure and popularity brought more business into the royal court, tightened up criminal law with the Assizes of Clarendon and Northampton, and made increasing use of juries. However, candidates should evaluate his work in the light of the contribution of other factors. Some may wish to argue that Henry II was building on earlier foundations such as the work of Henry I in using local justiciars, the unifying nature of Anglo-Saxon kingship, the Anglo-Saxon writ, and the shire and hundred courts whose practices e.g. sworn inquisitions, were adopted in royal courts. They may argue that any of these was the main turning point or that there was a number of equally important turning points.</p> <p>Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your team leader.</p>	[60]

Question Number	Answer	Max Mark
3.	<p><b>'Personality was the <u>main</u> reason for the changing relations between kings and their archbishops of Canterbury.'</b> How far do you agree with this analysis in relation to the period from 1066 to 1216?</p> <p><u>Focus: Assessment of the relative importance of personality compared with other factors in the changing relations between kings and archbishops</u></p> <p>Candidates must address the theme over the full period. Personality seems to play a part in the changing relations. Whereas William I had a very good relationship with Lanfranc with both working together for the establishment of effective Norman rule and some church reform, Anselm and William Rufus quarrelled from the start over a range of issues including taxation, recognition of the pope and the quality of the Canterbury knights supplied by Anselm. That Anselm was later able to establish good working relations with Henry I might seem to lend weight to the personality argument. The Becket affair could also be seen as caused partly by Becket's personality: his desire to play to the full the role of archbishop. However, candidates should also examine a range of other factors. On both sides principles were important, especially when exposure to the growing church reform movement fractured the traditional perception of the relationship between church and monarch. Once Anselm's return from exile brought England into contact with the Investiture Contest he was concerned to uphold its principles while the king was keen to preserve his traditional rights. William I and Lanfranc had not had this problem, as England had remained free then from Gregorian Reform. The Investiture Contest itself was no longer an issue after Anselm and Henry I established a compromise but other aspects of the growing power of the church were. Becket took a stand on the treatment of criminous clerks and the power of ecclesiastical courts. Henry wanted to ensure just treatment of wrongdoers in the royal courts. Innocent III felt able to intervene in the Canterbury election because of the growth of papal power in the twelfth century and because, on grounds of church reform, he wanted a canonically elected and consecrated archbishop. John felt unable to accept an archbishop foisted on him. On the other hand, for some the main principle seems to have been cooperation with the king: this could explain Lanfranc's and William's relationship and also the good relations enjoyed by Richard I and Hubert Walter where Walter put concerns of government before the church. Some candidates may wish to point out that it is anyway very difficult to separate personality from other factors prompting individuals to act in a particular way.</p> <p>Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your team leader.</p>	<p>[60]</p>

Question Number	Answer	Max Mark
4.	<p><b>‘Social and economic conditions were always a factor, but rarely the trigger.’ Discuss this view of the causes of rebellions in England and Ireland under the Tudors.</b></p> <p><u>Focus: Assessment of social and economic factors in causing rebellion.</u></p> <p>Candidates must address the theme over the full period. Social and economic conditions were a factor in most English rebellions. Complaints about taxation, enclosures, food prices, landlord-tenant relations, occurred throughout the Tudor period and were the main grievance in the 1489 (Yorkshire), 1497 (Cornish), 1525 (Amicable), 1549 (Ket) and 1596 (Oxfordshire) disturbances. However, arguably they were less prominent or key issues in the case of Simnel, Warbeck, the Pilgrimage of Grace, Western, Wyatt, Northern Earls and Essex rebellions. Similarly Irish rebellions were either political or religious in origin. Some candidates may focus on ‘rarely the trigger’ and/or challenge the premise of ‘always a factor’. Good candidates are likely to assess the relative importance of social and economic conditions as a contributory/major cause of rebellion and set this against other factors in both England and Ireland, but it is important that social and economic conditions remain the focus of candidates’ responses.</p> <p>Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.</p>	[60]

Question Number	Answer	Max Mark
5.	<p><b>How far did the political stability of Tudor England depend upon government legislation?</b></p> <p><u>Focus: Assessment of government legislation in maintaining political stability.</u></p> <p>Candidates must address the theme over the full period. Government legislation was one of many factors responsible for upholding political stability during this period. Parliamentary statutes and Acts of the Privy Council underpinned effective administrations and strong leadership of central government. Retaining was tackled by Henry VII in 1487 and 1504, and attainders dealt with traitors; Henry VIII used and extended the treason and heresy laws; and Elizabeth introduced recusancy and penal laws. Enclosures were tackled in the Acts of 1489, 1534, 1536, 1549, 1551, 1555, 1593 and 1597, and by commissions in 1488, 1517 and 1548-9. Unemployment and trades were regulated by Acts in the 1550s and by the Statute of Artificers (1563), and poor laws were passed in 1531, 1536, 1572, 1576, 1598 and 1601. In addition, Books of Orders were issued to control local markets, and towns such as London and Norwich were encouraged to develop relief schemes. In addition to legislation, the crown relied heavily on the nobility, gentry and clergy, and upon JPs, sheriffs and lieutenants for enforcing the law and upholding stability. Better candidates may suggest that while government legislation often led the way, political stability depended very much on people's respect for and fear of the government. Moreover, government intervention could raise the bar of expectation and occasionally caused rebellion (as in the case of Kett).</p> <p>Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.</p>	[60]

Question Number	Answer	Max Mark
6.	<p><b>To what extent did the nature of rebellions change in the course of the Tudor period?</b></p> <p><u>Focus: Evaluation of aims, forms and types of rebellion during this period.</u></p> <p>Candidates must address the theme over the full period. How candidates define 'nature' will determine their line of argument. Some will examine the size and extent of rebellions and link these features to the motives of rebels. For instance, the 1536 and 1549 rebellions were far larger than those facing Henry VII, Mary and Elizabeth. Some candidates may reflect on the nature of leadership and organisation: the camping rebellions in 1549 were very well controlled and planned compared with those of Wyatt and the Northern Earls. Changing objectives also resulted in changes to the nature of rebellions. Henry VII faced armed rebellions intent on overthrowing him whereas disturbances in 1525 and 1536 targeted Henry VIII's chief ministers. Politically motivated rebellions (in 1487, 1497, 1536, 1549, 1554, 1569 and 1601, and all Irish rebellions) required the rebels to be armed whereas demonstrations against taxation (1489, 1497, 1525) and enclosures (1549 and 1596) were non-violent protests – and the rebels of 1536 always claimed to be peace-loving pilgrims. It might also be pointed out that after the Reformation, the clergy and religious issues became more prominent until 1569, and this made mid-Tudor society more unstable. Some candidates may point to the decline in frequency, size and level of violence as the century progressed, and seek to explain this development.</p> <p>Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.</p>	[60]

Question Number	Answer	Max Mark
7.	<p><b>Assess the importance of the alliance between Scotland and France in shaping Tudor foreign policy during the period from 1485 to 1603.</b></p> <p><u>Focus: Evaluation of the impact of the Franco-Scottish alliance upon Tudor foreign policy making.</u></p> <p>Candidates must address the theme over the full period. England's foreign relations were conditioned by developments in Scotland and France for much of the period, and certainly until the 1560s. The Auld Alliance détente ensured that Henry VII needed to befriend Scotland before he embarked on his Breton invasion and the treaty with France at Etaples enabled him to threaten Scotland in 1497. Henry VIII and Somerset regarded French presence in Scotland to be a serious threat to English security and waged war in 1512-14 and 1542-50. Failure to secure a marriage between Edward and Mary Stuart left problems for Elizabeth but the Scottish rebellion of 1559-60, death of Francis II and Treaty of Edinburgh ended the Auld Alliance. After 1560 relations between England, Scotland and France improved, while those with Spain deteriorated. Attempts by the Guise to restore French influence in Scotland failed to materialise and served to strengthen Elizabeth's relations with Catherine de Medici and James VI. Candidates need to focus on the period 1485-1560 and compare these years with the later period. Better responses will be aware that Elizabeth's growing friendship with the crown in Scotland and France enabled her to take a more aggressive stance towards Spain, the Netherlands and America. Some candidates may consider other factors that shaped Tudor foreign policy but they are not required for any particular band and should not be the dominant theme of the essay.</p> <p>Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.</p>	[60]

Question Number	Answer	Max Mark
8.	<p><b>Which was more important in determining Tudor foreign policy: national security or economic gains? Explain your answer.</b>  <u>Focus: Comparison of political and economic factors in determining foreign policy.</u></p> <p>Candidates must address the theme over the full period. Some candidates may argue in favour of national security, highlighting Henry VII's willingness to interrupt Burgundian trade in order to secure the arrest of Warbeck and Suffolk; Henry VIII's war with France and Scotland in defence of his borders in 1512 and 1542; Somerset's Scottish expedition in spite of the financial cost; and Elizabeth's conflict with Spain that interrupted trade with the Netherlands. Some candidates will opt for economic gains and assess the financial, trading and commercial benefits from particular policies, notably friendship with Spain and the Netherlands for much of the period. Candidates need to show links between both political security and economic gains <u>and</u> the resulting foreign policy. This may well be achieved by comparing political and economic factors reign by reign or by comparing them sequentially. Some candidates may conclude that political security was always the main objective. However, a case can be made for the increasing importance of world trade in Elizabeth's reign and her willingness to support explorers and trading companies against Spanish protests, which put the country at risk of war and invasion. Candidates who only consider one element and make no attempt at a comparison should be confined to a ceiling of Level III.</p> <p>Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.</p>	[60]

Question Number	Answer	Max Mark
9.	<p><b>How do explain the deteriorating relations between England and Spain in the course of the Tudor period.</b>  <u>Focus: Explanation for worsening Anglo-Spanish relations during this period.</u></p> <p>Candidates must address the theme over the full period. Between 1489 and 1571, the terms of Medina del Campo underpinned Anglo-Spanish relations. Marital links, economic agreements and rivalry with France bound England and Spain together and provided the basis of a fairly stable relationship. Before the Reformation, English monarchs were Roman Catholic but after 1534 the increasingly Protestant English Church (except for the years 1553-58) angered Charles V and Philip II. By the 1560s, religion, marriage, trade and an Anglo-French détente were reasons for the changing and worsening relations with Spain. Expect candidates to focus on Henry VIII's divorce, the Scottish rebellion, the French wars of religion, the Dutch Revolt and Drake's piratical activities as key turning-points in the deteriorating relationship, with perhaps the personalities of Elizabeth and Philip as pivotal. The best essays are likely to explain the changes thematically and examine several developments over time.</p> <p>Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.</p>	[60]
10.	<p><b>Assess the role of individuals in reforming the Catholic Church between 1492 and 1610.</b>  <u>Focus: Evaluation of individual contributors to the revival of the Catholic Church</u></p> <p>Candidates must address the theme over the full period. Candidates may look at a range of individuals, citing particular secular rulers, popes, bishops, missionaries, Jesuits and founders of new orders. They should compare and assess their contribution in the context of the whole period. Some may argue that Paul III, Loyola and Philip II were particularly important. However, assessors must keep an open mind as to the criteria candidates use when making their judgement. An alternative line of argument is that institutional developments, such as the Council of Trent, the new orders, the papacy and inquisition, were just as important if not more so than the contribution of individuals. This approach is fine provided the thrust of the essay is on 'individuals'. If it is not, then a ceiling of Level III should be applied; if candidates ignore individuals entirely in favour of institutions, then apply a ceiling of Level IV.</p> <p>Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.</p>	[60]

Question Number	Answer	Max Mark
11.	<p><b>Did the Council of Trent or the new orders make the greater contribution to the revival of the Catholic Church between 1492 and 1610? Explain your answer.</b></p> <p><u>Focus: Comparative assessment of the effectiveness of Trent and the new orders.</u></p> <p>Candidates must address the theme over the full period. Most candidates will compare Trent and the new orders. Some will do so sequentially; others by themes. Trent defined Catholic doctrine after years of uncertainty and challenges from Protestantism, rejected compromise, re-asserted papal authority, stressed the role of bishops and underlined the value of education in the training of priests and spiritual welfare of the laity. Yet by 1563, the Catholic Reformation was already well underway, most notably due to the work of new orders. Here the Jesuits will figure in most essays although better answers will consider other sects. Countries visited, numbers converted, their educational and social activities could be considered but so might the limitations to their achievements e.g. jealousy of many groups towards the Jesuits, hostility of secular rulers, opposition from Catholic males towards females, local activity of many new orders and progress made by Protestant missionaries by 1610.</p> <p>Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.</p>	[60]

Question Number	Answer	Max Mark
12.	<p><b>Explain why the sixteenth-century Catholic Reformation was generally more successful in some parts of Europe than in others.</b>  <u>Focus: Assessment of the reasons for greater success in certain areas of Europe.</u></p> <p>Candidates must address the theme over the full period. Several explanations may be put forward:</p> <p>(1) The progress made by Lutheranism (in much of Germany and Scandinavia), Zwinglianism (in much of Switzerland), Calvinism (in parts of Germany, France, Scotland and north-east Europe) and Protestantism in England before the Catholic Church took steps to counter their popularity</p> <p>(2) Secular rulers in northern/western Europe took control of their churches' land and wealth for spiritual and political power; neither the emperor nor the pope could stop them</p> <p>(3) Calvinism appealed more to urban and trading communities, which were mainly in western Europe</p> <p>(4) Catholic beliefs of Spanish, Portuguese and French monarchs, and their use of tribunals (e.g. the Inquisition and state courts) stamped out or controlled heresy</p> <p>(5) Activities of Jesuits and missionaries in eastern and southern Catholic lands reinforced traditional beliefs; and rural groups were more attracted to the Catholic faith and practices</p> <p>(6) Proximity of the Papacy to Italian states and work of new orders, bishops and inquisition kept Italy mainly free of heresy.</p> <p>Candidates should try, wherever possible, to link their explanations to particular areas of Europe. Some candidates may point to exceptions to the statement which is fine.</p> <p>Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.</p>	<p>[60]</p>

Question Number	Answer	Max Mark
13.	<p><b>How far did the French Wars of Religion mark a turning-point in the development of the French nation state from 1498 to 1610?</b>  <u>Focus: Evaluation of French wars compared with other moments of change.</u></p> <p>Candidates must address the theme over the full period. Candidates need to see how the wars of religion affected the development of the nation state by examining the condition of France before and after 1562. The long wars had a dislocating effect on society and the economy, slowed down political centralisation, led to two faiths co-existing rather uneasily, tarnished the monarchy's reputation for absolutism and reduced the status of France as the dominant power in Europe. Candidates should reflect on how far France's development 'turned' or continued after 1562. Political, foreign, religious, economic, social and cultural themes are all relevant. Some candidates may suggest alternative turning-points (e.g. reign of Francis I or end of the Italian wars), which is fine provided they first assess the impact of the French wars of religion.</p> <p>Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.</p>	[60]
14.	<p><b>Which French monarch did most to advance the power of France during the period from 1498 to 1610? Explain your answer</b>  <u>Focus: Comparison of monarchs in the development of French power during this period.</u></p> <p>Candidates must address the theme over the full period. Most candidates are likely to focus on either Francis I or Henry IV. Francis strengthened the internal condition of France in respect of legal and administrative reforms, the political power of the monarchy and the authority of the state in relation to the Church but weakened her finances and standing as an international power. Henry IV played a key role in rehabilitating France both domestically (resolving religious and social divisions, laying sound economic foundations and restoring the political authority of the crown) and internationally (in respect of Spain, Savoy, the Valtelline, the United Provinces and Cleves-Julich). Some candidates may give credit to Louis XII and Henry II but few will claim that Francis II, Charles IX or Henry III did much to advance French power. Expect the best answers to define 'power of France' and compare their chosen monarch(s) with others across the whole period.</p> <p>Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.</p>	[60]

Question Number	Answer	Max Mark
15.	<p><b>Assess the importance of economic factors in the development of a more unified French state from 1498 to 1610.</b></p> <p><u>Focus: Assessment of economic factors in the development of a unified France.</u></p> <p>Candidates must address the theme over the full period. Candidates should be able to comment usefully on economic factors e.g. the effects of rising population levels, the impact of inflation on different social groups (notably the crown, nobility and peasantry), measures taken to overcome financial difficulties, the impact of war upon patterns of trade, and the development of commerce, transport and industry, especially under Sully. Some candidates may compare economic factors with other developments (e.g. religious uniformity and divisions, administrative reforms, growth of royal power) but these are not needed for any band. This question is about economic factors and better candidates are likely to link these directly to the development of 'a more unified state'. Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.</p>	[60]
16.	<p><b>Assess how different social groups were affected by the ascendancy of France during the period from 1610 to 1715.</b></p> <p><u>Focus: Evaluation of the impact of the rise of France on social groups.</u></p> <p>Candidates must address the theme over the full period. Candidates should link the impact of France's rise in power to different social groups, and most probably to the nobility, clergy, merchants, urban dwellers and rural peasantry. The growth of centralisation, increase in taxation, expansion of the army, long periods of warfare after 1635, the growth of Paris and other large cities, the creation of Versailles, and religious developments, all had an effect on most social groups. Better responses may well organise their answers thematically according to either different social groups or particular effects resulting from the rise of France. Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.</p>	[60]

Question Number	Answer	Max Mark
17.	<p><b>How far did Mazarin's administration (1643-1661) alter the direction of French domestic policy during the period from 1610 to 1715?</b>  <u>Focus: Assessment of Mazarin's domestic policies as a turning point in the development of France.</u></p> <p>Candidates must address the theme over the full period. Some elements of Mazarin's administration continued the policies of Henry IV, Sully and Richelieu: his attempts to raise revenue, to politically weaken the nobility and parlements, and increase the centralisation of government. The outcome of his domestic policies, however, changed the direction of future French policies. The Frondes affected Louis XIV's view of Paris, parlements, the clergy and nobility, and altered his attitude towards appointing principal ministers, especially foreigners. Better candidates will be aware of developments during Louis XIV's reign that were not apparent during Mazarin's administration e.g. desire for religious uniformity, the king's personal intervention in political affairs, the role of Versailles, and increasing focus on economic policies.</p> <p>Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.</p>	[60]
18.	<p><b>How strong was the monarchy's absolutism in France during the period from 1610 to 1715?</b>  <u>Focus: Evaluation of French absolutism during this period.</u></p> <p>Candidates must address the theme over the full period. French kings claimed to be absolute, subject to God alone. Louis XIV in particular exercised considerable power, ruling the Church, commanding the largest army in Europe, and presiding over the most advanced administration centred on Versailles. The monarchy was much stronger under him than under Louis XIII yet both rulers faced limitations when extending taxation, raising troops, governing provinces, controlling nobles (especially princes of the blood), managing parliaments, suppressing minority religious groups, and eliminating administrative inefficiency and corruption. Better responses will be aware of continuity and change over time (e.g. contrast royal minorities with periods of greater authority), and the differences between theoretical and practical absolutism illustrated by the reigns of both Louis XIII and Louis XIV.</p> <p>Alternative explanations are possible and examiners must be open to alternative approaches. If in doubt, consult your Team Leader.</p>	[60]
	<b>Paper Total:</b>	<b>[120]</b>

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