

**MARK SCHEME for the May/June 2011 question paper
for the guidance of teachers**

9769 HISTORY

9769/12

Paper 1b (British History Outlines, c. 1399–1815),
maximum raw mark 90

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

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

- Cambridge will not enter into discussions or correspondence in connection with these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2011 question papers for most IGCSE, Pre-U, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.



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These banding definitions address Assessment Objectives 1, 2 and 4, and should be used in conjunction with the indicative content mark schemes for each question.

Introduction

- (a) The banding definitions which follow reflect, and must be interpreted within the context of, the following general statement:

Examiners should give their highest marks to candidates who show a ready understanding of the relevant material and a disciplined management of the discussion the question provokes. They should be impressed more by critical judgement, careful discrimination and imaginative handling than by a weight of facts. Credit should be given for evidence of a good historical intelligence and for good use of perhaps unremarkable material rather than for a stereotyped rehearsal of memorised information.

- (b) Examiners should use these banding definitions in combination with the paper-specific mark schemes.
- (c) It should go without saying that any explanation or judgement is strengthened if informed by the use of source material.
- (d) Examiners are also asked to bear in mind, when reading the following, that analysis sufficient for a mark in the highest band may perfectly legitimately be deployed within a chronological framework. Candidates who eschew an explicitly analytical response may well yet be able, by virtue of the very intelligence and pointedness of their selection of elements for a well-sustained and well-grounded account, to provide sufficient implicit analysis to justify a Band 2 mark.
- (e) The Band in which an essay is placed depends on a range of criteria. As a result, not all essays fall obviously into one particular Band. In such cases a 'best-fit' approach should be adopted with any doubt erring on the side of generosity.
- (f) In marking an essay, examiners should first place it in a Band and then fine-tune the mark in terms of how strongly/weakly the demands of the Band have been demonstrated.

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Band 1: 25–30

The answer will be sharply analytical in approach and strongly argued. It will show that the demands of the question have been fully understood and that a conscious and sustained attempt has been made to respond to them in appropriate range and depth. It will be coherent and structured with a clear sense of direction. The focus will be sharp and persistent. Some lack of balance, in that certain aspects are covered less fully or certain arguments deployed less strongly than others, need not preclude a mark in this Band. The material will be wide-ranging and handled with the utmost confidence and a high degree of maturity. Historical explanations will be invariably clear, sharp and well developed and historical concepts fully understood. Where appropriate there will be conscious and successful attempts to engage with the historiography, to evaluate source material critically and to demonstrate an awareness of competing interpretations. Use of English will be clear and fluent with excellent vocabulary and virtually error-free.

Band 2: 19–24

The answer will be characterised by an analytical and argued approach, although there may be the occasional passage which does not go beyond description or narrative. It will show that the demands of the question have been very well understood and that a determined attempt has been made to respond to them in appropriate range and depth. The essay will be coherent and clearly structured and its judgements will be effectively supported by accurate and relevant material. Some lack of rigour in the argument and occasional blurred focus may be allowed. Where appropriate there will be a conscious and largely successful attempt to engage with the historiography, to evaluate source material and to demonstrate an awareness of competing interpretations. The material will be wide-ranging, fully understood, confidently deployed and well controlled with high standards of accuracy. Historical explanations will be clear and well developed and there will be a sound understanding of historical concepts and vocabulary. Use of English will be highly competent, clear, generally fluent and largely error-free.

Band 3: 13–18

The answer will attempt an analytical approach, although there will be passages which do not go beyond description or narrative. It will show that the demands of the question have been understood, at least in large part, and that a conscious attempt has been made to respond to them. There will be an effective focus on the terms of the question and, although in places this may break down, standards of relevance will be generally high. Although it may not be sustained throughout the answer, or always fully supported, there will be a recognisable sense of argument. The material will be clearly understood, with a good range, and organisation will be sound. There will be a conscious attempt to draw conclusions and form judgements and these will be adequately supported. Some understanding of differing and competing interpretations is to be expected and some evaluation of sources may be attempted but probably not in a very sophisticated form. Historical explanations and the use of historical concepts and vocabulary will be generally sound but some lack of understanding is to be expected. Use of English will be competent, clear and largely free of serious errors.

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Band 4: 7–12

The answer may contain some analysis but descriptive or narrative material will predominate. The essay will show that the demands of the question have been understood, at least in good part, and that some attempt has been made to respond to them. It will be generally coherent with a fair sense of organisation. Focus on the exact terms of the question is likely to be uneven and there will be a measure of irrelevance. There will be some inaccuracies in knowledge, and the range may well be limited with some gaps. Understanding of the material will be generally sound, although there will be some lack of tautness and precision. Explanations will be generally clear although not always convincing or well developed. Some attempt at argument is to be expected but it will lack sufficient support in places and sense of direction may not always be clear. There may be some awareness of differing interpretations and some attempt at evaluating source material but this is not generally to be expected at this level and such skills, where deployed, will be unsophisticated. Some errors of English will be present but written style should be clear although lacking in real fluency.

Band 5: 0–6

The answer will respond in some measure to the demands of the question but will be very limited in meeting these. Analysis, if it appears at all, will be brief and undeveloped. If an argument is attempted it will be lacking in real coherence, sense of direction, support and rigour. Focus on the exact terms of the question is likely to be very uneven; unsupported generalisations, vagueness and irrelevance are all likely to be on show. Historical knowledge, concepts and vocabulary will be insufficiently understood and there will be inaccuracies. Explanations may be attempted but will be halting and unclear. Where judgements are made they will be largely unsubstantiated whilst investigation of historical problems will be very elementary. Awareness of differing interpretations and the evaluation of sources is not to be expected. The answer may well be fragmentary, slight and even unfinished. Significant errors of spelling, grammar, punctuation and syntax may well hamper a proper understanding of the script.

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Section 1: 1399–1461

- 1 Assess the validity of the view that, as his reign progressed, so Henry IV's grip on the throne became more secure.**

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates are likely to argue that the continued existence of the previous king was a threat to Henry IV. Even after Richard's death in 1400, impostors appeared. The impact of the events of 1399 was not quickly overcome. The Counter-Appellants, now out of favour, plotted against him and Hotspur's revolt followed soon after. Heavy taxation, since the crown was virtually bankrupt, led to complaints in parliament. This situation eased with the building up of a Lancastrian affinity, which dominated the north after Henry's victory at Shrewsbury in 1403. As his sons grew to majority and he recruited servants like Henry Beaufort, Henry was stronger in government and in 1406 Parliament established a council with financial controls after Henry suffered a stroke. This was effective under the leadership of archbishop Arundel. The only possible threat came from the Prince of Wales, who was impatient for the crown.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required. Candidates are likely to concur with the judgement as the threats to Henry's security diminished with the passing of time as the memory of how he had come by his throne became more distant.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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2 Account for the remarkable success of Henry V's policy of war against France.

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates may refer to a range of explanations. One of the chief ones may be the tenacity and skill of the king himself. Henry saw his expedition to France in religious terms. He avoided the outworn fighting methods of the past and landed at Harfleur rather than Calais and advanced by sieges not by ravaging the country. His tactics at Agincourt showed his adaptability and cool-headedness in a crisis.

But there were helpful circumstances as well. The French king was incapable. France was riven by the Burgundian-Armagnac feud and the murder of John the Fearless worsened this hostility. Henry's proposal that he should marry Charles' daughter and become the heir to France took the French by surprise and since the Dauphin was tainted by his murderous past, they accepted it. Henry had an ally in the Emperor. There was support for the war in England and Henry was careful to avoid the ruinous taxation which had hindered previous efforts.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required. The question does not ask candidates to decide which factor mattered most, but they are likely to argue that Henry was the prime mover.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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3 Assess the accuracy of the view that the rebellion of Owain Glyndwr 'represented a clear expression of Welsh nationalism'.

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. The debate here is likely to lie between the view that Owain's rebellion was a nationalist movement and the alternative argument that not all the Welsh princes joined him and that the revolt followed the usual pattern. The revolt covered a large area of Wales, it led to the calling of a Welsh parliament as Owain strove to equip his principality with an administration. There were overtures to the Pope for St David's to become an archbishopric and two Welsh universities were set up. Owain made an alliance with France. Many of those who had formerly accepted English rule reverted to the nationalist cause.

But the revolt was resisted by some, notably Dafydd Gam. It was also part of the wider opposition to Henry IV with Mortimer and Percy backing. In the aftermath of the revolt the Welsh were able to enlist in the army in distinctive companies and this helped in reconciliation. Trade across the border flourished. This suggests that nationalist feeling may not have been that deep rooted.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required. Candidates are asked to make a judgement and should attempt a decision about the extent of Welsh nationalism. They might conclude that it was strong when Owain was winning but diminished as soon as his cause was under threat.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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4 How far was Henry VI personally responsible for the outbreak of civil strife in England in 1455 and its continuation to 1461?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. One view could be that Henry VI was indeed to blame. His preference for prayer over soldiering, his extravagance, his favouritism and his reckless granting away of the royal demesne are all factors. His peace policy aroused baronial ire. His promotion of Somerset led York to be apprehensive about the future. His bouts of insanity opened up problems over the regency.

Other factors in 1455 included the ambitions of Richard of York and his alliance with the powerful Nevilles which allowed him to vent them and his fear of being replaced as heir presumptive. The continuation of the unrest is perhaps less to be blamed on the king, who was, by then, hardly capable. An element of blood feud was apparent after St Albans. York became more ready to consider claiming the crown after his realisation that any power he held as protector would not be permanent. Margaret of Anjou was a tenacious defender of her son's rights after his birth in 1453 and her vindictiveness at the Coventry parliament and after the battle of Wakefield hardened attitudes. The earl of Warwick, a brooding presence at Calais, made his contribution.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required. Candidates are asked to come to a view about Henry's personal responsibility and may argue that he was largely responsible for the initiation of civil strife but less culpable for its continuation.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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5 'An influence for stability rather than a cause of disorder.' Assess this view of the English nobility in the period c. 1399–c. 1450.

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates might suggest that, given the number of the nobility and their varied careers, it is not simple to generalise about their role. Examples can be found to support both descriptions. The nobles were used frequently by monarchs to help in administration and parts of the country, such as Wales and the north, were largely governed by them. John, Duke of Bedford, was an exemplary regent when Henry V was in France. Thus nobles were a stable influence. For many nobles it was in their interests to be loyal crown servants and reap the rewards that flowed to them.

There are examples of nobles causing disorder. Henry IV and his son faced noble rebellions and Henry IV needed to defeat these at Shrewsbury while the plot against Henry V in 1415 was betrayed to him and the perpetrators duly punished. The stronger evidence comes from the reign of Henry VI, when nobles, such as Gloucester in the regency sought power for themselves and this built up resentment. Thus, even though they aspired to stability, disorder was a common outcome. The Duke of Suffolk and the Duke of Somerset could also be referenced and the tensions their government caused with other nobles. Candidates are likely to adopt a chronological approach and should provide evidence from across the period.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required. Candidates could argue that the peaceful contribution of the nobles is overshadowed by the resort to disorder. The fifteenth-century nobleman was touchy and easily aroused if he felt slighted or threatened and so disorder, especially under a weak king, was always close at hand.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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Section 2: 1461–1547

6 How well does Richard III deserve his unfavourable historical reputation?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates are very likely to refer to the work of William Shakespeare in building up an unfavourable picture of Richard. They may also mention the usurpation as a betrayal of Edward's trust in Richard, infanticide, illegal executions of men like Hastings, wife-poisoning and errors of government in 1483–85. Richard alienated much of the nobility in a very short period, so much so that key members deserted him or held back in the crucial battle at Bosworth.

On the plus side, Richard was an experienced and successful military commander, instrumental in defeating the Scots and capturing Berwick. He kept order for Edward in the north. He has some reputation as a patron of monastic institutions and religious authors. He could be said to have been unlucky at Bosworth against an inexperienced Henry Tudor.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required. Candidates seem likely to conclude that Richard did not gain his reputation solely because of the eagerness of the Tudors to traduce him and that the way he usurped the crown, whether or not this included killing his nephews, was enough to condemn him. His defeat at Bosworth settled his reputation.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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7 Assess the strengths and weaknesses of the Scottish monarchy under James IV and James V.

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates might argue that the strengths include an undisputed succession, an alliance with France, an increase in monarchical power at the expense of some over-ambitious nobles and financial stability.

Alternatively, the repeated doomed ventures into war with England were a weakness, with both rulers dying in the consequence and many nobles perishing or being taken captive as well. The situation in 1542, where Scotland was exposed to the 'rough wooing', was dangerous.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required. Candidates should try to balance up the two sides of the argument and may well conclude that the achievements were outweighed by the disasters at the end of the period.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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8 How successful was Henry VII in restoring domestic stability to the kingdom of England?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates might suggest that Henry was very successful and that his reign is a strong contrast with the preceding period. They might cite his financial security and his means of increasing his income as the pivot on which stability depended. His policies to curb the overmighty subjects and his attempts to improve law and order could be other instances of his success. His maintaining much of the administration of the Yorkists but supervising it and strengthening its efficiency was another area of success.

Alternatively, candidates could argue that the early part of his reign, when the pretenders posed a threat, was less secure and that the problems over the succession after the deaths of Arthur and Elizabeth of York overshadowed his later years. There is a suggestion that Henry's financial exaction could have led to real resistance, had he lived longer, and the execution of Empson and Dudley in the next reign underlines this view.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required. Candidates should attempt some measure of Henry's success. They might point to the painless succession of Henry VIII in 1509 as a symbol of the stability achieved by Henry VII and to the council bequeathed to the younger Henry.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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9 (Candidates offering Paper 5c: The Reign of Henry VIII should not answer this question.)

Discuss the judgement that the Henrician Reformation (c. 1529–47) was driven entirely by dynastic and financial considerations.

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates might argue that the statement has much to commend it and also that it depends to an extent on who is seen as being the driver. Henry himself was certainly determined to obtain a male heir as he feared for the future of his dynasty. This underpins the divorce and the consequent break with Rome. Cromwell's dissolution of the monasteries had financial motives – he reputedly promised to make Henry the richest king in Christendom and the outcome supports this interpretation.

But other motives could be discerned. Henry may have been influenced by the Lutheran tendencies of Anne Boleyn and her circle. He may have been attracted by the idea that an English king was the complete master of his realm. There was popularity to be gained in attacks on the power of the church and its hierarchy. Cromwell had less mercenary motives for promoting the vernacular Bible or his Injunctions. Cranmer also was hopeful of reforms and tried to move Henry in that direction. In his latter years Henry was more concerned about maintaining a stable throne for his son and adapted his religious policies accordingly, almost pleading for religious unity in his last parliament.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required. Candidates should try to form a judgement as to whether the statement is justified, but may suggest that different priorities drove the Reformation at different times. Dynastic issues were largely solved by the 1540s and the finances of the crown were secure until Henry squandered his gains on wasteful warfare, so there was bound to be some redirection of his aims.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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10 How consistent were the objectives of the kings of England in their policies towards foreign rulers in the period 1471–1509?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates might consider that there is a good deal of consistency. Both kings wanted to curb French power and so hostility to France persisted. Their aims were pursued in that Edward IV and Henry VII both mounted invasions, although neither amounted to much and each king was bought off by his French counterpart and a truce followed. Both encouraged enemies of the French in Burgundy and Brittany, but not with marked success. Both rulers wanted to promote trade, and made links with several fellow rulers on terms which became increasingly favourable to England as English confidence grew. Both aimed to be on good terms with the Pope. Neither was eager to wage war on other monarchs for its own sake. Both aimed for dynastic alliances. Here Henry VII was the more successful.

The differences came from the changing circumstances in both England and Europe. Edward IV was content to concentrate on rebuilding his power at home and the death of Charles of Burgundy led to European powers being preoccupied. The emergence of a more formidable Spain and the issue of the pretenders meant Henry VII had new concerns and his aim was to use foreign policy to help to maintain his own position and to make an alliance with a prime European dynasty.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required. Candidates should try to form a judgement about the degree of consistency and may conclude that the constant features of English foreign policy at this time, involving preservation of the English state from foreign invasion, were as marked in this period as in many others.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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Section 3: 1547–1603

11 How damaging to the Tudor monarchy was the rule of a minor and a woman in the period 1547–58?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates may argue that the system set up under the early Tudors was sufficiently robust to withstand two less stable reigns. Those in power under Edward VI were experienced administrators and even Mary's Privy Council included former servants of her father's. Other problems such as religious discord and economic discontent might be seen as causing more damage to the monarchy. Elizabeth's accession allowed the power of the crown to be reclaimed rapidly and the financial reforms under Mary proved very fruitful. Alternatively the period could be viewed as one of crisis with concurrent rebellions at either side of the country in 1549, the overthrow of the incumbent regime in 1549 and twice in 1553, albeit one of these being very short lived. Opinions vary as to how deep-rooted a threat was posed, but certainly the grip of the government faltered and there were serious economic issues to be solved. Mary too faced rebellion in 1554 and her regime became increasingly unpopular and a source of rising xenophobic hostility. The enthusiasm which greeted her death testifies to this.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required. The question asks candidates to reach a judgement and they are likely to conclude that lasting damage was slight, perhaps because of the shortness of the period and the length of Elizabeth's reign, enabling her to re-establish stability.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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12 How is the decline of Catholicism in Elizabethan England best explained?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates can suggest a variety of explanations. The long reign of Elizabeth was one factor. The slowness of the Pope and Philip II, the latter for dynastic reasons of his own, to take decisive action against Elizabeth contributed. The burnings under Mary had made Catholicism hateful to many. Elizabeth's policy of waiting for priests to die out and the consequent withering away of the Catholic congregations nearly worked. The seminary and Jesuit priests have been criticised for working in the wrong places and for concentrating on the gentry classes and so making little difference and few conversions. Divisions among the Jesuits weakened their cause. The plots to replace Elizabeth with Mary Queen of Scots made Protestantism into the patriotic alternative. The punitive fines for non-attendance at church in the latter part of the reign had an effect and the capture and execution of priests limited their capacity.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required. Candidates may well argue that had Elizabeth reigned for a short time and been succeeded by her Catholic cousin, there could have been a different outcome, so that her longevity is the key, even if this is quite a random explanation.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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13 When did Mary Stuart prove the greater threat to Elizabeth I and her kingdom – before or after her flight to England in 1568?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates could suggest that Mary was a threat before 1568 because she was a legitimate Catholic claimant to the throne. She had the support of France and Scotland, a dangerous combination, certainly up to 1562. Her marriage to Darnley, with his own claim to the English throne, and the birth of James increased the threat. But, apart from hostile propaganda, little was done to realise the threat and Mary's dubious behaviour in Scotland, her abdication and flight lessened her potential as a rival considerably. Once in England, Mary was much closer to her likely supporters as the rising of the Northern Earls demonstrated. But Walsingham and his spies infiltrated most of the conspiracies to put Mary on the throne and her reputation as an adulteress and murderess did not advance her cause. Her weakness after 1568 lay in the reluctance of foreign powers to help her until real internal backing could be demonstrated. In theory she was much more threatening and Elizabeth's refusal to remove her permanently was in part the result of her fear of the possible consequences with regard to intervention from France or Spain. The outcome in 1587 showed that, by then at least, this was not the case. Candidates might argue that Mary's personality was such that she was never a real threat.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required. Candidates are asked to make a decision and are likely to feel that after 1568 Mary looked more threatening, but that on her own she was not very likely to overthrow Elizabeth. But they could argue that contemporaries saw her as a very real threat and historians perhaps underplay their fears.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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14 How serious were the problems faced by the Elizabethan state in the period 1585–1603?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates could argue that the problems were indeed serious. The financial drain of the war with Spain was considerable and it was not that successful. Taxation was heavy and unpopular. The Queen was getting older and the succession was still undecided. Her faithful ministers were also ageing, dying or dead, leaving unreliable younger men like Essex to come forward. There was a period of poor harvests leading to unrest, unemployment and starvation for some. Parliament became resentful, especially over monopolies. Ireland was an unsolved problem. Alternatively, there were successes, like the capture of Spanish treasure ships. Requests for finance to parliament were met and few individuals were taxed beyond their means. The succession was implicitly settled on James of Scotland. Robert Cecil was an almost seamless successor to his father. Essex got what he deserved and his fate was an example to others. The poor laws tried to help victims of famine. Parliament was won over by the Golden Speech. Mountjoy dealt with Ireland. The capricious queen was a problem, only ended in 1603.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required. Candidates could indicate that the easy succession of James I and his ending of the war with Spain ushered in better times and so the problems had been dealt with. They might point out that the financial system was in need of restructuring.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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15 What principles, if any, determined Tudor policy towards Ireland in this period?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates might point out that English policy towards Ireland tended to take the form of leaving well alone unless circumstances changed. The support of the Old English families usually helped to keep Ireland under control. The continuation of Catholicism in Ireland meant that there was a perceived threat there and a fear of invasion via Ireland, which became a reality at the end of the period. Then direct intervention was needed. Ireland was also seen as a financial burden which leaked money away. Monarchs were prone to using Irish land grants to reward faithful service and to increase the numbers of loyal settlers, which provoked the native Irish. When there were revolts in Ireland, such as those of Shane O'Neill, Fitzmaurice, Desmond or Tyrone they were suppressed as far as possible, often brutally. France, Spain and the Pope gave assistance to the Irish, which forced Elizabeth to react strongly.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required. Candidates could argue that to an extent Elizabeth improvised, but was determined to keep her kingdom secure and that meant preventing Ireland from being an easy way into England.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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Section 4: Themes c. 1399–c. 1603

16 Assess the accuracy of the view that by c. 1529 the late-medieval English Church was 'ripe for reform'.

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates can discuss various aspects of the late medieval Church such as the state of the religious houses, the criticisms of priests and bishops, the spurt in church building, the increase in personal spiritual resources, the impact of printing, the influence of reformers like Erasmus and Luther and attitudes to the Papacy.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required. The debate is a well known one. There is the view that the Church was corrupt and staffed by ambitious prelates, leading immoral lives, while monks and nuns frolicked unrestrained by episcopal visitations. Priests were ignorant and preoccupied with sex and money. The alternative is that the laity were generally content with the rituals and folk religion of the church and that the pious expressed themselves in supporting churches financially and in private religious practice. Any conclusion can be reached as long as it is supported.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 21	Mark Scheme: Teachers' version	Syllabus	Paper
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17 Account for London's dominance among English towns in the fifteenth century.

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. The reasons largely stem from the dominance of London in trade, government, the law, population and wealth. This was nothing new. Other towns which had been prominent, like Norwich, were in decline as patterns of trade altered and ports like Bristol were yet to become as important as they would be when Atlantic trade developed.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required. Candidates may well try to assess which of the factors had the greater impact, but may equally consider that all contributed. The fact that the seat of government was in London and now settled there may be seen as the key factor.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 22	Mark Scheme: Teachers' version	Syllabus	Paper
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18 How significant a role did women play in social and economic life in either the fifteenth or the sixteenth century?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates can consider the role of women in the agrarian economy, where their labour was often crucial but they were denied supervisory roles. They may be able to quote examples of women who were successful in business or who, like Margery Kempe, found it difficult to prosper. Upper class women in both centuries could be left to run estates, more so in the foreign and civil wars of the fifteenth century, and the Paston letters could be used to illustrate their important contribution. Candidates might refer to the paucity of source material to help reach an informed judgement.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required. Candidates should try to form a judgement but it may be quite general, along the lines that women had an important part to play but that it was not always publicly acknowledged. Some powerful females such as Bess of Hardwick might be utilised in the argument.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 23	Mark Scheme: Teachers' version	Syllabus	Paper
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19 How important a part was played by dynastic challenges in rebellions against the Tudors?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates might suggest that Tudor rebellions had three main aims: religious change, remedy of social ills and a change in dynasty. They could suggest that the Pretenders, the Lady Jane Grey conspiracy and the plots to put Mary Queen of Scots on the throne were dynastic, the Pilgrimage of Grace, the Western rebellion and Wyatt's rebellion were religious and the Yorkshire rebellion, the Cornish rebellion, the protests against the Amicable Grant and Kett's rebellion were mainly for social reasons. Essex in 1601 could be seen as dynastic or for personal ambition.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required. Candidates should try to form a judgement but may argue that rebellions often had several causes and that economic discontent might lead to a demand for religious or dynastic change.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 24	Mark Scheme: Teachers' version	Syllabus	Paper
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20 To what extent, and in what ways, were art and architecture in sixteenth-century England influenced by continental European models?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates might suggest that the Henrician reformation led to England becoming relatively isolated artistically. Portraiture under the two Henries owed much to continental influences through figures like Sittow, Torregiano and Holbein. Later painters followed English patterns, and are often seen as less skilled. The miniatures of Hilliard and Oliver do have some continental connections. Painters did come to Elizabeth's court knowing that there would be a market for portraits of the Queen and her courtiers. In architecture the century began with the late flowering of perpendicular Gothic and ended with the prodigy house and domestic architecture based very much on English patterns, although some decorative features had continental influences.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required. Candidates are likely to suggest that England became isolated from Europe in many ways and the artistic aspect reflects this. Only when there seemed to be the prospect of good pickings did continental artists venture to the chilly confines of England.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 25	Mark Scheme: Teachers' version	Syllabus	Paper
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21 Consider the view that economic development in sixteenth-century Britain was determined chiefly by the outcomes of harvests and epidemic disease.

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates might suggest that the view in the question is largely accurate and point to the crisis periods of the 1540s and 1550s and the 1590s. Alternatively they might argue that other factors such as the development of overseas trade, the so-called industrial revolution of the century, the upheaval in the land market after the dissolution and new economic institutions like the Royal Exchange and the joint-stock companies played a larger role. The relatively low level of taxation helped economic growth as well. An expanding population meant that the work force was larger. Political aspects like wars and instability had an impact.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required. Candidates are likely to argue that a variety of factors was at work and discrimination between them difficult. They may establish what the main economic developments were before assessing why they occurred.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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Section 5: 1603–1689

22 'The difficulties faced by James I and Charles I in dealing with Parliament in the period 1604–1629 were of their own making.' Discuss.

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates might suggest a variety of reasons. Both monarchs needed money, given inflation and the low tax yields. This allowed the House of Commons to seize the initiative in aiming for redress before supply. Both kings were very conscious of their divine right and so treated Parliament accordingly, sometimes expressing themselves in immoderate terms, which made Parliament anxious. Both had ministers for whom Parliament did not care and whose proposals they thus rejected. Both kings followed foreign policies which achieved little and were costly. Some of the problems were not entirely the fault of the rulers. The House of Commons could be awkward and provocative. The Apology, the rejection of the Great Contract, the Addled Parliament and the Petition of Right could illustrate this view.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required. Candidates should try to form a judgement as to what was the major problem and may well feel that money was at the heart of the issues.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 27	Mark Scheme: Teachers' version	Syllabus	Paper
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23 Why were the British people increasingly divided by religious issues in the period 1603–42?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates could consider a number of factors, such as the polarisation of religious attitudes with the introduction of Arminianism and the expansion of Puritanism. Catholicism became popular at court under both monarchs and their foreign policies were seen as favouring Catholic countries, while Charles' rule without parliament was felt to reflect his wish to govern like a continental Catholic despot. James' initial toleration and then more hostile policies to both Catholics and Puritans led to divisions. The impact of events in Europe could be mentioned. The abrasive personality of William Laud and his persecution of Puritans and attacks on members of the gentry classes also contributed. Candidates could argue that religion and politics were intertwined and discontent in one area could spill over into the other.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required. Candidates should try to form a judgement and may suggest that the divisions were not irreparable under James I, but that Charles' intransigence and the obstinacy of the radical Protestants was what led to collision.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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24 How is the renewal of civil war in 1648 best explained?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates might argue that the main culprit was Charles I with his double dealing in the period of negotiation. The Scots too had a role and there was unresolved tension from the first Civil War. The failure of the army to settle outstanding issues and hostility between the army and the Presbyterian Parliament meant there were too many institutions vying for power and the only way to get a settlement was to fight it out.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required. Candidates should try to form a judgement as to which factor is most to blame and may find it difficult to avoid concluding that Charles' refusal to come to an agreement in 1646–48 was the major factor as there was little alternative to re-opening the war.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 29	Mark Scheme: Teachers' version	Syllabus	Paper
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25 To what extent was Oliver Cromwell driven by personal ambition in the period 1642–58?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates may suggest that the character of Cromwell is enigmatic and inconsistent. They could argue that his prime aim up to Naseby was to win the war and all his actions were to this end. Later he wanted to achieve a fair settlement, to execute the king when he became convinced that was the only way forward and to bring about godly reformation and healing and settling thereafter. His military achievements, his persistent efforts to achieve a constitutional form of government and his refusal of the offer of kingship might support this view. Alternatively his personal ambition could be illustrated by the Self-Denying ordinance, his power as Lord Protector and his semi-regal life style. Candidates are likely to refer to the role of providence in Cromwell's make-up and to assess how vital this was to him.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required. Candidates are likely to be aware that different motivations drove Cromwell at different times and may conclude that his religious outlook was all-important and was the vital factor in his decision making – the 'waiting on the Lord'.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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26 How is James II's loss of the throne best explained?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates might argue that James himself was responsible. His arousal of the fears of a Catholic despotism on the French model inflamed the Anglican gentry, a dangerous group once geared to action. Anti-Catholic sentiment built up from the Gunpowder Plot, the Irish rebellion and the Popish Plot was fierce and irrational. James' apparent military power and his financial security worried the ruling classes. The birth of his son was a trigger and the existence of a viable alternative, keen and eager to bring Britain into his vendetta with Louis XIV, was unfortunate for James. His actions in 1688 were almost uniformly disastrous, but the desertion of his cause by those he trusted such as Churchill and Princess Anne completed his downfall.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required. Candidates should try to form a judgement between the actions of James and the circumstances of the time and could conclude that the situation in which James found himself was not necessarily bound to lead to the loss of his throne, but that his reactions just worsened his position.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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Section 6: 1689–1760

27 In respect of domestic affairs, how effective a King was William III?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates need to confine their argument to events in Britain, but they may suggest that William's prolonged absences in Europe detracted from his achievements at home. His reliance on Dutch advisers certainly did not aid his popularity. William presided over the settlement of the issues arising from the events of 1688 and then put his trust in the Whigs. Up to 1694, Queen Mary was an effective regent, when he was away. The Triennial Act was passed and Jacobite conspiracies defeated. The Nine Years War was financed. William's last years were dominated by strong opposition in the Commons as a result of the heavy taxation and impact of the war, but provision was made for the succession in the Act of Settlement. William acted firmly in both Scotland and Ireland.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required. Candidates should try to form a judgement and may suggest that William's impact, as opposed to that of his ministers, is less easy to judge, and that he was much influenced by his European aims so that his domestic policies were subordinated to the demands of his wars. In his last years the proposals to settle the Spanish Succession took up much of his time.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 32	Mark Scheme: Teachers' version	Syllabus	Paper
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28 Why, in the years 1702–14, was there such deep antagonism in Scotland to union with England?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates might suggest that Scots had experienced two reverses at the hands of the English, the Massacre of Glencoe and the failure of the Darien scheme in the 1690s, so were unlikely to favour union. The Presbyterian Church was also hostile as it feared for its position, given attacks on dissenters in England. But all factions in Scotland united against the union and were determined to make its continuance dependent on the will of the Scottish Parliament. There was popular outcry.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required. Candidates might take issue with the question and argue that, once the Act of Union was passed, feeling against Union, given the favourable terms extracted by the Scots, lessened. It was also clear that practicalities meant it was not likely that the two countries could have different monarchs.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 33	Mark Scheme: Teachers' version	Syllabus	Paper
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29 To what extent did Tory ideas and Tory politics matter in the years 1714–56?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates may argue that the Tories counted for little. The rapid departure of Bolingbroke and the incarceration of Oxford in 1714 discredited the party. They did nothing to bring about a Stuart succession, partly because many of them favoured the Hanoverians as likely to promote the Anglican church. Atterbury was exiled in 1723 and, although Bolingbroke returned to England in 1725 he was debarred from the House of Lords. The Tories were irrevocably linked to Jacobitism and so disloyalty to the House of Hanover. The '15 and the '45 were dismal failures and the Whigs reigned unchallenged. Tory sentiments were still strong among country squires where the Church in Danger could still be a rallying cry and Bolingbroke through the *Craftsman* inspired some of the opposition to Walpole over the excise and later wrote *The Patriot King*.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required. Candidates should try to form a judgement but are unlikely to find much evidence to suggest the Tories were of much relevance in the Whig Supremacy.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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30 Have the Elder Pitt's qualities as a political leader during wartime been exaggerated?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates could argue (against the statement) that Pitt had a supreme asset, namely boundless self-confidence. He was also ready to be open and honest about his weak position when he became Prime Minister. Despite his former attacks on the use of British resources in the interests of Hanover, he recognised the need to support Frederick of Prussia or lose the war. His other assets lay in his huge energy, his careful preparations for campaigns and especially his choice of able commanders. His aim was to occupy the French over a wide variety of fronts and prevent them from concentrating their forces, and this was astonishingly successful, notably in the use of the navy to its best advantage. The problems encountered after the Peace of Paris were not of Pitt's making. The alternative view that Pitt was arrogant, was kept in power by the hard work of Newcastle who got little credit, was disliked by George II and was responsible for several reverses in the early stages of the war, is unlikely to be as compelling.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required. Candidates should try to form a judgement and have the opportunity to discuss whether Pitt's priorities were in the long term interests of Great Britain.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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31 To what extent did the Church of England thrive during the period of the 'Whig Oligarchy' (1714–60)?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates could argue that the Church did indeed thrive. It maintained its supremacy with Catholics and Dissenters suffering from civil disabilities. Efforts by the government to reward Dissenters for loyalty to Hanover were largely prevented. Tithe payments were enforced. The bishops in the House of Lords played a dominant role and even kept Walpole in power at times, marshalled by Gibson, Walpole's Pope. Many members of the Church were involved in charitable schemes to provide hospitals, alms houses and aid for the poor. There were outstanding figures like bishops Butler and Berkeley and William Law. Alternatively the church could be accused of worldliness. The bishops were government servants, appointees of noble patrons and mostly extremely well-paid. They were careerists and remote from the ill-paid parish priests, most of whom lived on less than £50pa. Bishop Hoadley, a notable gourmet, defended the establishment in a series of pamphlets but was less active in his diocese. The spread of Methodism is, in itself, a striking comment on the state of the Anglican church.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required. Candidates should try to form a judgement and are likely to conclude that the Church was outwardly in good heart, but inwardly there were signs of some decay.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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Section 7: 1760–1815

32 How much responsibility should George III bear for the political instability of the 1760s?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates could argue that George III was the author of his misfortunes in failing to keep a ministry for any length of time. His supposed determination to play a greater role in government than his immediate predecessors and his attachment to Bute caused some problems. But George was also unlucky. The times were challenging. The Wilkes affair arose partly because of George's dislike of members of his family being satirised, but also from genuine feelings among the people about a more democratic process. The problems in America contributed to the downfall of Rockingham. Chatham's poor health meant he was never likely to serve for a long time. The activities of several former Prime Ministers led to the formation of powerful opposition groups which weakened the current government.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required. Candidates should try to form a judgement and could suggest that George II was able to retain a minister in Lord North for a much longer period and so conclude that it was circumstances, rather than his own shortcomings which led to the troubles of the 1760s

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 37	Mark Scheme: Teachers' version	Syllabus	Paper
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33 Why was Britain able to recover its diplomatic and colonial influence so quickly after the loss of the American colonies?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates may suggest a series of reasons which could begin with the relatively favourable peace terms negotiated by Shelburne in 1782. Although America became independent, losses to France, Spain and Holland were not far-reaching so Britain's position was not that desperate. British interests in India were maintained and later extended and regulated and from this much wealth would flow. Within a short time France was ready to make a commercial treaty with Britain and America entered into trade negotiations. In the longer term the outbreak of the French Revolution and the resulting European conflicts allowed Britain, under Pitt, to recover its position. The death of Joseph II removed one troublemaker. Above all, Britain's financial and commercial power, which was to be crucial in the long period of war, was decisive.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required. Candidates should try to form a judgement about the most important reason and could argue that the jubilation felt by much of Europe at the defeat of Britain in the colonial war was premature and ill-judged. This was a temporary setback, not the eclipse of an Empire.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 38	Mark Scheme: Teachers' version	Syllabus	Paper
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34 Why, by 1807, had the campaign against the slave trade triumphed?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates could argue that the devotion of the main campaigners who persevered with the cause was a prime reason. The campaign was well organised and financed, with Wilberforce spearheading the Parliamentary activities and others, like Clarkson, touring the country to win support and carrying out research into the trade. The initial work of men like Granville Sharp and the scandal of the slave ship *Zong* were other factors. Humanitarian backing, publicity, the Wedgwood medallion, the autobiography of Olaudah Equiano, the boycotting of sugar from slave plantations all contributed. The Slave interest was strong in parliament and staved off reform for some time but their position was eventually seen as indefensible.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required. Candidates should try to form a judgement about the main factor and could suggest that the individuals, some of whom gave their lives to the movement, were indispensable to its eventual success. It did, however, take over 40 years to achieve its ends.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 39	Mark Scheme: Teachers' version	Syllabus	Paper
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35 How, in the years 1789–1801, was the government of the Younger Pitt able to survive the dual threats from the radical reformers at home, and from revolutionary France?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates could argue that one key factor was that Pitt's government, though divided on some issues, was agreed that victory in war was their aim and that radical upheaval was to be feared rather than encouraged. The radical groups were often more theoretical in their approach than active in protests and were suppressed through legislation. Some leaders were arrested. The threat from France was met by the policy of forming and financing coalitions, imposing taxation such as the income tax to do this, preserving Britain's position in her Empire and using the navy, once it had recovered from the mutinies, to defend British sovereignty. Victories at the Nile, Copenhagen and Alexandria provided necessary encouragement.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required. Candidates should try to form a judgement about which factor was the main one and could suggest that Pitt's leadership, ruining his health in the process, was decisive.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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36 'A simple act of coercion against the Irish'. Assess the validity of this judgment on the Act of Union (1800).

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates could suggest that the Act of Union coerced the Irish into accepting a single legislature and that the defeat of the rebellion of 1797–8 gave Britain the opportunity to act. Furthermore, Catholic Emancipation seen as a quid pro quo was not, in the end, granted. Alternatively Pitt can be defended in that he certainly meant to ensure relief for Catholics but could not overcome the obstinacy of George III and the readiness of Addington to serve as his chief minister. He did, after all, resign on this issue. Equally there had been a rising in Ireland in favour of the French, with whom Britain was at war, so a degree of coercion was understandable. Radicals in Ulster had formed the United Irishmen society. However, the use of the yeomanry, the landing of the French and the return of Wolfe Tone all exacerbated the situation so that there was violence on both sides and a religious divide opened up. There were economic assets for Ireland in the Union. Their linen trade had access to wider markets and the glass and sugar factories did well.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required. Candidates should try to form a judgement and can decide either way depending on the evidence to which they give greater prominence, but they could feel that the Irish had made the Act of Union inevitable, given the wartime situation, by their hostility.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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Section 8: Themes c. 1603–1815

37 Explain the nature and growth of English colonial development in the seventeenth century.

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates may outline the moves from colonial settlements to more permanent bases for trade in the West Indies and Central and Southern America, benefiting from the decline of Spain. The Royal African Company extended trade in West Africa. The North American colonies came under more central control and developed governmental institutions. Hudson's Bay became an important fur trading area. In Asia the Levant Company and the East India Company expanded, but slowly in the latter case. It was only with the acquisition of Bombay that the crown began to have a stake in India. The reasons for the growth are often to be found in events in Europe. Rivalries in the West Indies between Spain and England, the Netherlands and England and then France and England reflected European wars. The Dutch Wars were also fought on the west coast of Africa. Although Carolina was founded commercially, New Netherlands came after the Dutch War and made the English territory continuous. The main other factor was the lure of profits from trade, or from piracy. One of the most notorious of the pirates, Henry Morgan, even became governor of Jamaica and helped to eradicate other buccaneers.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required. Candidates should try to form a judgement about the chief influences and tendencies in colonial development.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 42	Mark Scheme: Teachers' version	Syllabus	Paper
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38 How innovative was the art and architecture of seventeenth-century Britain?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates may discuss a range of painters and architects and should cover both in order to reach higher Bands. They might suggest that the period of the Civil War and Republic led to an artistic hiatus so that most development was before and after that period. One style in which England excelled was in miniature painting exemplified by Samuel Palmer, but this was not exactly innovative. They could argue that innovation in architecture involved new styles based on Palladio exemplified by Inigo Jones and later Wren. They could add that Wren used Gothic influences as well in his churches. Much domestic architecture was influenced by France and the building of Louis XIV. In the reign of William III Dutch influences crept in. At least some architects were natives, but the best painters all came from Europe, van Dyck, Lely, Kneller and Dahl for portraits and Verrio for decorative work using historical, religious and allegorical subjects.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required. Candidates should try to form a judgement about the degree of innovation, depending on whether they decide innovation means totally new ideas or simply ideas new to England. They are likely to find more of the latter than the former.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 43	Mark Scheme: Teachers' version	Syllabus	Paper
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39 To what extent, if at all, did the position of women in society change in the seventeenth century?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates may discuss a variety of aspects of the lives of women and as long as there is some breadth in their examples, they need not be very numerous. They are likely to look at women in different classes and might argue that the Civil War did lead to changing roles for women, both in a capacity of leadership in Royalist households especially and as radicals in some of the sects where women were almost treated as equals. But this did not outlast the Restoration in most instances and women were back in their subservient role, although, for Charles II at least, they had considerable importance. There were some advances: more girls went to school, although few schools were as accomplished as the one at Chelsea for which Purcell wrote *Dido and Aeneas*. Some women wrote, such as Aphra Behn. Women could go on the stage. The trials of women as witches largely died out in the 1680s. Alternatively these could be seen as examples affecting few women and so, for the unheard majority, life continued as before.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required. Candidates should try to form a judgement about the role of women, which will depend very much on the evidence they choose to cite.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 44	Mark Scheme: Teachers' version	Syllabus	Paper
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40 Why did British overseas trade, and trade routes, increase so dramatically over the course of the eighteenth century?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates could suggest that government encouragement and the development of an active Board of Trade was one factor. Gains in war, notably in the Seven Years War, expanded the empire and thus the possibilities for trade. The East India Company flourished as it acquired more territories and huge wealth in the diwan of Bengal. The industrial progress meant there were cheap goods to be sold abroad and a demand for raw materials. The slave trade underpinned prosperity for Bristol and Liverpool.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required. Candidates should try to form a judgement about the main factors, but may feel that a combination of influences was at work.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 45	Mark Scheme: Teachers' version	Syllabus	Paper
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41 'The English, in the eighteenth century were a riot-prone, unruly people.' To what extent do you agree with this judgement?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates may argue either way. They can produce examples of riots and rebellions from the Fifteen, the Atterbury plot, the Forty-Five, the disorders associated with John Wilkes, the Gordon riots in 1780, the discontent accompanying the outbreak of the French Revolution and any others they know about. They could suggest that these were not regular occurrences and most were the result of particular circumstances and affected London in the main. The fear of the mob increased when troops were engaged on the continent and Revolutionary fervour was seen as a real threat so riotous tendencies may have been exaggerated.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required. Candidates should try to form a judgement and may consider that it depends on the period being surveyed, geography and circumstances. London apprentices and country labourers probably had very different experiences in this respect. Given the injustices in society, candidates might feel some surprise that people were so orderly.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 46	Mark Scheme: Teachers' version	Syllabus	Paper
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42 'The achievements of British pictorial art in the eighteenth century were too heavily skewed towards portraiture.' How far do you accept this opinion?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates may argue that indeed the best known painters of the century were portrait painters and cite Kneller, Hogarth, Gainsborough, Reynolds, Ramsay, Wright of Derby and Romney. Equally they could point out that conversation pieces were developed by Hogarth, Gainsborough preferred to paint landscapes, Thornhill worked on decorative paintings at Greenwich, St Paul's and Blenheim, and landscape painting was fashionable with the work of Stubbs. There were also historical paintings with subjects like the death of Wolfe or the triumph of Clive at Plassey. Rowlandson and Gillray were known for their caricatures.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required. Candidates should try to form a judgement and may consider the undertones of the question which suggest that the trend for portraits was undesirable in some way. They could indicate that the prosperous classes were prepared to pay to have their features preserved for posterity and their patronage had a beneficial impact on artistic circles.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.