



Cambridge Pre-U

HISTORY

9769/12

Paper 1 British History Outlines c.1399–1815

May/June 2023

MARK SCHEME

Maximum Mark: 60

Published

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 should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the May/June 2023 series for most Cambridge IGCSE, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

Generic Marking Principles

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

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

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

GENERIC MARKING PRINCIPLE 2:

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

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

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

GENERIC MARKING PRINCIPLE 4:

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

GENERIC MARKING PRINCIPLE 5:

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

GENERIC MARKING PRINCIPLE 6:

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

Introduction

This assessment is designed to test skills in the handling and evaluation of source material but answers should be informed by and firmly grounded in wider contextual knowledge.

Generic guidance on using levels-based mark schemes

Marking of work should be positive, rewarding achievement where possible, but clearly differentiating across the whole range of marks, where appropriate.

The marker should look at the work and then make a judgement about which level statement is the best fit. In practice, work does not always match one level statement precisely so a judgement may need to be made between two or more level statements.

Once a best-fit level statement has been identified, use the following guidance to decide on a specific mark:

- If the candidate's work **convincingly** meets the level statement, award the highest mark.
- If the candidate's work **adequately** meets the level statement, award the most appropriate mark in the middle of the range.
- If the candidate's work **just** meets the level statement, award the lowest mark.

Assessment Objectives

AO1

Recall, select and deploy historical knowledge appropriately.

AO2

Showing understanding of appropriate concepts, investigate and respond to historical questions clearly and persuasively using an appropriate coherent structure to reach a substantiated and sustained judgement.

AO3

Analyse, interpret and evaluate source material and/or interpretations of the historical events studied.

Generic levels-based mark schemes

These level descriptions address Assessment Objectives (AOs) 1 and 2, and should be used in conjunction with the indicative content for each question in the mark scheme.

Mark grid for all essay questions

Level	Description	Marks
5	<p>Contains consistent analysis and argument. Outlines valid criteria for assessing the question, and there is consistent focus on the demands of the question. Uses an appropriate range and depth of argument and supporting knowledge.</p> <p>Coherent and effective structure.</p> <p>Arguments and explanations are clear and well developed.</p> <p>Judgements are developed and well supported by accurate and relevant knowledge.</p>	17–20 marks
4	<p>Contains analysis and argument although there may be some descriptive material. There is overall focus on the demands of the question with attempts at establishing criteria for assessing the question. The range and depth of argument and supporting knowledge may be uneven.</p> <p>Recognisable and coherent structure.</p> <p>Arguments and explanations are generally clear, but unevenly developed.</p> <p>Judgements are adequately supported by some accurate and relevant knowledge.</p>	13–16 marks
3	<p>Contains some analysis and much descriptive material. Focus on the demands of the question is uneven and the range and depth of argument and supporting knowledge may be limited.</p> <p>Some structure and organisation.</p> <p>Arguments, explanations and judgements may be attempted. These are undeveloped and not adequately supported by accurate or relevant knowledge.</p>	9–12 marks
2	<p>Any analysis is brief and undeveloped, and the response is mainly descriptive. There is a very limited attempt to respond to the demands of the question.</p> <p>Limited structure and organisation and lacks coherence.</p> <p>Arguments may be attempted. Supporting knowledge has limited depth, accuracy and relevance and this does not go much beyond generalisations.</p> <p>Any judgements are unsubstantiated.</p>	5–8 marks

1	<p>Includes some information that is relevant to the topic. The information does not relate to the demands of the question and so there is no analysis.</p> <p>Very brief, fragmented or obviously unfinished. There is no structure or organisation.</p> <p>Arguments may be attempted, and some knowledge included, but these are not accurate or relevant.</p> <p>There are no meaningful judgements.</p>	1–4 marks
0	No creditable response.	0 marks

Section1: 1399–1485

Question	Answer	Marks
1	<p>‘Henry IV’s reign was overshadowed by the circumstances of his accession.’ Discuss.</p> <p>The question requires a supported judgement about the extent to which Henry IV’s problems were caused by the fact that he was a usurper.</p> <p>Answers might argue that after his spectacular usurpation, the resolve, resilience and skill that he displayed in 1399 the rest of his reign was a disappointment. Certainly, there were problems with the nobility which could be attributed to his usurpation, but there were also problems with finance and parliament. The problems of the later years might be attributed to his ill health, yet on the other hand he was possessed of many of the key qualities of a good king.</p> <p>Factors might include:</p> <ul style="list-style-type: none"> • The reasons for his usurpation. • Relationships with the nobility especially the Percies. • Rebellion. • Wales and the on-going problems with Owain Glyndwr. • Finance and Parliament. • Personal attributes. • Lollards. • He was able to hold on to his throne. 	20

Question	Answer	Marks
2	<p>How is the loss of France in 1453 best explained?</p> <p>The question requires a supported judgement about the relative importance of the factors which led to the loss of the French lands in 1453. Clearly there are both push and pull factors. On the one hand the weak leadership, attitudes and factional government of Henry VI coupled with a lack of money and increasingly hostile attitude in England. This can be set against a resurgent France and the breakdown of alliances. The way in which the situation changes and develops over time might be evaluated.</p> <p>Answers may well link the factors, but a clear sense of relative evaluation is required.</p> <p>Factors might include:</p> <ul style="list-style-type: none"> • It could be argued that the situation was untenable in the long run. • The quality of the English leaders, Suffolk, Somerset, Bedford and York. • The use of faction by Henry VI. • Financial arrangements of the crown were unsustainable. • Inability to make the French lands pay for themselves. • The growing strength of the French. 	20

Question	Answer	Marks
3	<p>How significant to the loss of Henry VI's throne in 1461 was the role of Margaret of Anjou?</p> <p>The question requires a supported judgement about the relative importance of Margaret's role set against other factors for Henry's loss of the throne. Margaret was personally associated with the disastrous policies of the 1440s and 1450s in France and clearly associated with faction. Yet it could also be argued that she was the only hope in retaining the throne and that there were other issues such as the wider inability of Henry as a king and the ambitions of York and Warwick.</p> <p>Factors might include:</p> <ul style="list-style-type: none"> • Her association with the failures in France and the ceding of Maine. • Motherhood and her attitudes to the protectorate. • The removal of Henry to the Midlands in 1456. • The vindictive nature of the Parliament of Devils which set York on the path to claiming the throne. • The Battle of Wakefield and her inability to capitalise on it. • Her inability to take London after the Second battle of St Albans. • Yet she was energetic and provided her husband's cause with leadership. • The ambitions and actions of York, Warwick and March. 	20

Question	Answer	Marks
4	<p>To what extent do the personal strengths and weaknesses of Edward IV explain the changes of monarch, 1469–1471?</p> <p>The question requires a supported judgement about why Edward IV lost the throne in 1470 only to regain it so quickly in 1471. The issues of Edward's actions and inactions should be central. However, there should be a sense of relative evaluation against other possible factors. It might be argued the Edward allowed himself to be captured in 1469 because of his own inaction but was active and showed his greatest strength in 1471.</p> <p>Factors might include:</p> <ul style="list-style-type: none"> • The breach between Edward and Warwick. • Warwick's huge ambition. • The role played by Clarence. • The narrowness of Edward's powerbase. • The role of Louis XI in brokering a deal between Warwick and Anjou. • The wider perspective of relations between Burgundy and France. • Edward's manifesto upon his return. • Divisions in the Lancastrian Neville alliance. • Edward's victories at Barnet and Tewksbury. 	20

Question	Answer	Marks
5	<p>‘Consistent aims and policies.’ To what extent is this an accurate judgement of the foreign policy of the Yorkist Kings, 1471–1485?</p> <p>The question requires a supported judgement about the nature and aims of foreign policy during the second reign of Edward IV and Richard III, whether these aims were consistent and the extent to which they changed and developed. Both seem to have fairly similar aims, but the differences do need to be explored.</p> <p>Factors might include:</p> <ul style="list-style-type: none"> • Both Kings were interested in curbing French power, largely for security reasons but with different motivation. • The experience of the readeption (change of monarchs) and what that meant for foreign relations. • Alliance with Burgundy and family connection. • The impact of the death of Charles the Bold. • The role of Clarence in Foreign Policy. • Relations with Scotland and Gloucester’s role. • Wish to encourage trade. • Neither wanted to spend much money. • Richard’s aim to protect his throne. 	20

Section 2: 1485–1547

Question	Answer	Marks
6	<p>To what extent were the fortunes of the Scottish Monarchy, 1488–1542, dependent upon foreign relations?</p> <p>The question requires a supported judgement about the extent to which the successes and failures of the Scottish Monarchy at this time were due to foreign relations or due to the policies and personalities of James IV and James V. Clearly there are occasions when peace and stability were promoted through the diplomacy and foreign policy decisions of the monarchs. Foreign policy was also disastrous in terms of defeat at the hands of the English.</p> <p>Factors might include:</p> <ul style="list-style-type: none"> • With pacific foreign policy came internal stability which could be exploited to develop governance. • The energy, ability and popularity of both kings. • Marriage alliances with England and France. • The extent to which foreign policy could be dictated by the far more powerful France and England. • Relations with the nobility. • Cultural and religious factors. 	20

Question	Answer	Marks
7	<p>What best explains Henry VII's attitudes and policies towards the nobility?</p> <p>The question requires a supported judgement about what Henry's policies were towards the nobility and why he imposed those policies. This will be set in the context of how the nobility operated in the fifteenth century and why they were important. Some sense of Henry's background and the power of the nobility prior to his reign might be expected. There is considerable debate over whether he was anti-noble or simply re-positioning the relationship between monarchy and nobility. There may be some knowledge of more recent views that his policies were tyrannical and counterproductive.</p> <p>Factors might include:</p> <ul style="list-style-type: none"> • The concept and context of fifteenth century monarchy and nobility. • Henry as a usurper. • Henry's lack of knowledge of the nobility and the country more generally. • Shrinking of the size of the nobility. • Control of marriages and use of wardship etc. • Bastard feudalism and retaining. • Methods of control, Acts of attainder, Bonds and Recognisances, the Council Learned. • Use of the nobility in the council and the provinces. 	20

Question	Answer	Marks
8	<p>How successful were the domestic policies of Thomas Wolsey?</p> <p>The question requires a supported judgement about how successful Wolsey was in ensuring that government ran smoothly and that his aims were fulfilled. It might be argued that Wolsey's primary objective was foreign policy in line with his master. However, his role as Lord Chancellor, his interest in enclosure and economies in the royal household and his work to change the taxation system indicate that there was a sense of policy.</p> <p>Factors might include:</p> <ul style="list-style-type: none"> • Wolsey as Lord Chancellor, his views on justice and the rise of the Star Chamber. • Enclosure. • Eltham Ordinances. • His role in Parliament. • His relations with the nobility. • The Tudor Subsidy. • Was he prepared to put all this aside to serve his master? 	20

Question	Answer	Marks
9	<p>What best explains why Henry VIII was able to maintain royal supremacy over the English Church?</p> <p>The question requires a supported judgement about the argument that what started as an attempt to gain a divorce was only possible by adopting supremacy because of the situation in Europe. Nevertheless, it took a long time for Henry to embrace the idea, only doing so once Anne was pregnant. After which the various advantages of supremacy became apparent (including political power and a financial windfall) and this is why, despite Henry's essentially conservative view of religion, he was prepared to maintain the position.</p> <p>Factors might include:</p> <ul style="list-style-type: none"> • The context of obtaining a divorce. • The process by which Henry becomes convinced of Supremacy. • The roles of Cromwell and Cranmer. • The process and legislation of Supremacy. • The advantages of Supremacy, political and financial. • Why did he not return to Rome in 1536? 	20

Question	Answer	Marks
10	<p data-bbox="304 248 1329 315">How important was personal glory in shaping the foreign policy of Henry VIII, 1509–1547?</p> <p data-bbox="304 349 1329 651">The question requires a supported judgement about what Henry’s aims in foreign policy were and the extent to which he achieved them. An understanding of the context of the European scene at the time would be expected and the changes and developments in policy often the result of domestic considerations and a lack of money. Henry’s primary aim was always glory and dominance over France, but in the middle period of his reign, his concerns were more about defence. Many may conclude that Henry did not fulfil his aims because they were unrealistic, yet he did ensure that England counted and was courted for alliances.</p> <p data-bbox="304 685 596 719">Factors might include:</p> <ul data-bbox="304 752 1310 1032" style="list-style-type: none"> • Early forays into France. • Wolsey’s period in charge including War in France, Treaty of London, Field of the Cloth of Gold, alliance with Charles V, impact of the Battle of Pavia. • 1530s attempts at alliance with German princes, perceived threat from France and Spain. • Policy against France and Scotland. • Continual problems with finance. 	20

Section 3:1547–1603

Question	Answer	Marks
11	<p>How significant was religion as a cause of instability in the reign of Mary I?</p> <p>The question requires a supported judgement about the extent to which religion caused instability in the period as a relative evaluation against other causes, such as weak governance, war and the economy. There are clear links between these factors but a sense of evaluation of extent should be clear. It might be expected that there is a focus on religion as a factor, but some balance needs to be achieved.</p> <p>Factors might include:</p> <ul style="list-style-type: none"> • An overview of the dynamic and profound changes in religion of the period. • Rebellions of the period and their causes. • Uniformity and persecution. • Political opposition to religious changes. • Issues of succession. • On the positive side: reforms made by Mary, lack of continuous crisis, acquiescence of the majority of the population. 	20

Question	Answer	Marks
12	<p>‘A moderate compromise that pleased no one.’ Discuss this view of the Elizabethan church settlement, with reference to 1559–1563.</p> <p>The question requires a supported judgement about the nature of the settlement and how it was enacted and the reasons why it was opposed by various groups. Some debate about the nature of the compromise and whether it rendered the settlement unpopular with all. For some on both sides no compromise was ever acceptable, but the extent to which the bulk of the population accepted the compromise – there were no religious rebellions of the type found in her predecessors’ reigns.</p> <p>Factors might include:</p> <ul style="list-style-type: none"> • Opposition in the Lords. Debate over pressure in the Commons. • Compromises made after Easter 1559. • Reaction to the settlement and opposition on both sides. • Attempts to change the settlement. • Reaction of Philip and the Pope. • Lack of unity of protestant opposition. • Majority of the population followed the new settlement. 	20

Question	Answer	Marks
13	<p>How serious was the threat posed to Elizabeth and her government by Mary Stuart from 1568 to 1587?</p> <p>The question requires a supported judgement about the extent to which Mary caused serious threat both to Elizabeth personally and within government. Some distinction may be drawn because there was disagreement within council and between Elizabeth and her advisors. There may be some understanding of the context of Mary, but the focus should be on the period after she arrived in England.</p> <p>Factors might include:</p> <ul style="list-style-type: none"> • The context of Mary’s flight and her claim to the throne. • Elizabeth’s attitude to the deposition of monarchs. • The Revolt of the Northern Earls. • Increased tension after Elizabeth’s excommunication. • The Ridolfi Plot. • Mary as an issue in Parliament. • Attempts of the French to re-establish themselves in Scotland. • The extent of the support of Philip II. • The Throckmorton and Babington Plots. • Mary’s execution. 	20

Question	Answer	Marks
14	<p>How serious was opposition in Elizabethan Parliaments from 1563 onwards?</p> <p>The question requires a supported judgement about the nature and frequency of opposition in Elizabethan parliaments, the causes and seriousness. There may be some reference to the historical debate, but this is not expected. There should be reference to both the Lords and Commons and some sense of idea about how this was dealt with.</p> <p>Factors might include:</p> <ul style="list-style-type: none"> • Relatively few parliaments compared to Henry or Mary. • Finance and the debate over supply, usually handled well by Elizabeth and given willingly during the war. • Careful management of Parliament. The role of the Council in Parliament. • Issues of Religion, Vestments, bills of 1566 and 1571. • Issues of Succession and marriage. • Freedom of speech. 	20

Question	Answer	Marks
15	<p>‘The reasons for war with Spain in 1585 were essentially short term.’ Discuss.</p> <p>The question requires a supported judgement about the causes of the deteriorating relationship with Spain during Elizabeth’s reign and a comparison with linkage of longer- and shorter-term causes. There should be a sense of change and development with some balance, but there may well be more of a focus on the shorter-term issues. Elizabeth’s attitude of avoiding war and the more bellicose attitude of her council. Particular turning points, especially the Treaty of Nonsuch, might be identified.</p> <p>Factors might include:</p> <ul style="list-style-type: none"> • Relations were generally good until Alva’s arrival in the Netherlands in 1567. • Attempts to cool matters in 1572 followed by the expulsion of the Sea Beggars. • Attempts to remain neutral in the mid-1570s despite the attitude of the Council. • Attempts to ally with France. • The death of Orange and Philip’s alliance with the Guise. • The behaviour of privateers. • Philip’s plans for the Armada. • The Treaty of Nonsuch. 	20

Section 4: 1603–1689

Question	Answer	Marks
16	<p>‘James I was a lazy and incompetent king.’ How accurate is this view?</p> <p>The question requires a supported judgement about how competent James I was as King. It might be argued that he was already an experienced and successful king but did not really understand how different ruling England might be and was prepared to enjoy himself under the misapprehension of the wealth of the English monarchy.</p> <p>Factors might include:</p> <ul style="list-style-type: none"> • He certainly enjoyed hunting and was impatient of the routine business of government. • Favourites and faction. • Diplomacy and the Thirty Years’ War • Extravagance and continued financial problems. • His work with the Church and the Hampton Court Conference. • Plan to unify England and Scotland. • Relations with parliament. 	20

Question	Answer	Marks
17	<p>To what extent did Archbishop Laud achieve his aims?</p> <p>The question requires a supported judgement about the extent to which Laud achieved his aims. It might include an evaluation of Arminianism and reasons for its unpopularity, which might have had a bearing on success. It might be argued that he exerted undue influence over Charles I. There might be discussion of his attitudes towards property rights and the blurring of the division between secular and religious. His role in the Privy Council and Parliament.</p> <p>Factors might include:</p> <ul style="list-style-type: none"> • His relationship and influence over Charles. • The inflexible attitude towards uniformity. • The authority of the bishops and the issues of royal prerogative. • The Conference at York House. • Vestments, railed altar, prayerbook. • His role in politics, parliament and council. • His personality and relationships. 	20

Question	Answer	Marks
18	<p>What best explains why Charles I was executed?</p> <p>The question requires a supported judgement about the reasons why Charles I was executed. This might include the events from the end of the First Civil war, relative importance of the military organisation of the Parliamentary forces against other factors which resulted in their victory including the military organisation of the Royalist army; leadership; finance, political leadership and the role of the Scots.</p> <p>Factors might include:</p> <ul style="list-style-type: none"> • The extent to which it was inevitable after the start of the Second Civil War in 1648. • The Scottish factor. • Lack of cooperation by Charles and lack of trust. • The mood of the country. • Role of Cromwell and Ireton. • The purge of Parliament. • An evaluation of the charges. 	20

Question	Answer	Marks
19	<p>How consistent were the policies of Oliver Cromwell in the 1650s?</p> <p>The question requires a supported judgement about whether the aims and policies of Oliver Cromwell from 1650. There are a number of issues which seem to be quite inconsistent, but it might also be argued that his search for steady government and the rule of law was consistent during this period. This might be set in the context of the difficulty in finding a solution to a constitution.</p> <p>Factors might include:</p> <ul style="list-style-type: none"> • His belief in Parliament as essential to the rule of law vs. the rule of the Major Generals. • His support of the Instrument of Government but infractions of it. • His Puritan agenda which was unpopular in many areas. • He was consistent in his religious and social views however. 	20

Question	Answer	Marks
20	<p data-bbox="304 248 818 282">How effective a ruler was Charles II?</p> <p data-bbox="304 315 1305 483">The question requires a supported judgement about the abilities and policies of Charles II. Such an evaluation needs to range across the whole reign and cover both foreign and domestic policy. Some sense of the context of the Restoration settlement might be expected and the nature of his power. Factors might include:</p> <ul data-bbox="304 517 1318 869" style="list-style-type: none"><li data-bbox="304 517 1102 551">• The workings of the Restoration Settlement in the 1660s.<li data-bbox="304 555 1318 618">• Difficulties in the 1670s, the Declaration of Indulgence and passing of the Test Act.<li data-bbox="304 622 1155 656">• The Popish Plot, the Exclusion Crisis, the Oxford Parliament.<li data-bbox="304 660 863 694">• The absolutist period of the last years.<li data-bbox="304 698 1102 732">• Commercial and naval rivalry with France and the Dutch.<li data-bbox="304 736 927 770">• The Anglo-Dutch War 1665–7 and 1672–4.<li data-bbox="304 775 1267 837">• Diplomacy – Treaty of Dover, Treaty of Westminster, neutrality in war between the Dutch and French 1672–9.<li data-bbox="304 842 871 875">• Marriage of Mary to William of Orange.	20

Section 5: 1689-c1760

Question	Answer	Marks
21	<p>To what extent were the powers of the Crown limited by the Revolutionary settlement in the period from 1689 to 1714?</p> <p>The question requires a supported judgement about the importance of the Glorious Revolution for continuing royal power in the reigns of William III and Anne, some sense of context in terms of how royal power worked including the relationship between Monarch, court, government and Parliament. William and Anne tended to work within the framework, but there is a debate over whether this really meant that they were constrained.</p> <p>Factors might include:</p> <ul style="list-style-type: none"> • The extent of constraint in the settlement. • The Bill of Rights and the importance of ‘without consent parliament’. • Parliament’s role in sanctioning revenue. • Power devolved to Parliament and party struggles over influence with the monarch. • The appointment of ministers. • The Triennial Act. • The Act of Settlement. 	20

Question	Answer	Marks
22	<p>How far did Britain achieve its aims in the War of Spanish Succession?</p> <p>The question requires a supported judgement about the factors which led to British involvement in the War of Spanish Succession. Some understanding of the context of the war should be demonstrated and an understanding of the balance of power. The changing nature and fortunes of the war. Why Britain entered the war: to prevent Louis XIV’s domination of Spain as well as France and to safeguard its trade. King and Parliament saw this as a dynastic struggle.</p> <p>Factors might include:</p> <ul style="list-style-type: none"> • Marlborough’s campaigns and especially his successes first in the Low Countries and then in Germany at the head of English, Dutch and German forces. Blenheim, Oudenarde and the capture of Gibraltar. • Achievement after 1708 was limited. Allied campaigns in France and Spain from 1709 involved a number of defeats and setbacks. • Campaigns, especially at sea, in the Americas, in the West Indies and on the eastern seaboard. • Tory success in the election of 1710 was followed by considerably less commitment to continuing the war. • The terms of the Treaty of Utrecht. 	20

Question	Answer	Marks
23	<p>What best explains the Union of England and Scotland in 1707?</p> <p>The question requires a supported judgement about why England and Scotland decided to unite in 1707. Some comparison can be expected in terms of relative strengths and weaknesses. England gained greater security, although two Jacobite rebellions were faced. Law and education remained in Scotland and Scottish traders had substantial new markets and there was growing prosperity. Some consideration might be made, of which sections of the community benefitted. Some review of the contemporary debate might be expected.</p> <p>Factors might include:</p> <ul style="list-style-type: none"> • Weakness of the Scottish economy including suspension of payments by the Bank of Scotland. • English attack on Scottish trade. • New British Parliament in Westminster. • Scottish Peers and MPs in Westminster – small franchise. • Free trade between England and Scotland • Protestant succession accepted by Scotland. • Scottish legal and education systems remained. • Common currency. • Discontent and anti-union rising 1712. • Strength of Jacobites in Scotland. 	20

Question	Answer	Marks
24	<p>What best explains why Walpole was in power for so long?</p> <p>The question requires a supported judgement about the reasons why Walpole was able to remain in power for so long and perhaps some sense of extent to which opposition grew. There should be a clear sense of what his strengths were as well as the weakness of the opposition.</p> <p>Factors might include:</p> <ul style="list-style-type: none"> • The handling of the political crisis of 1720. • The South Sea Bubble. • Personal attributes • Moderate pacific policies. • Royal support. • Walpole's vulnerability to 'Hanoverianism'. • Rapid weakening of his position after 1739. 	20

Question	Answer	Marks
25	<p data-bbox="304 248 1246 315">How important was the leadership of John Wesley to the growth of Methodism up to c.1760?</p> <p data-bbox="304 349 1283 450">The question requires a supported judgement about the importance of Wesley's leadership set against contextual social and economic change, growing interest in evangelicalism and the failing of the Church of England.</p> <p data-bbox="304 483 596 517">Factors might include:</p> <ul data-bbox="304 551 1177 833" style="list-style-type: none"> • Wesley's methods of leadership. • Effectiveness of 'open-field preaching' • Organisation and 'class system'. • Wider context of growing evangelical interest. • Role of lay preachers. • Difficulties of Church of England appealing to working classes. • Rationality and strength of Methodism in industrial centres. • Failings of Church of England and weaknesses at higher level 	20

Themes

Question	Answer	Marks
26	<p>How significant was the role of guilds to the development of towns in the fifteenth century?</p> <p>The question requires a supported judgement about the reasons for the growth and development of towns and an evaluation of the role guilds played in this and also perhaps in the decline of guilds. There is considerable variation in the power of guilds and some specific guilds and towns may be referred to. This might be set in the context of the fifteenth century economy and other factors will be explored in order to achieve a sense of relative evaluation.</p> <p>Factors might include:</p> <ul style="list-style-type: none"> • A clear understanding of what guilds did and how they might benefit a town with changes specific to the fifteenth century e.g. Women members. • Association of guilds to town governance. • Competition between guilds and their wealth. • Association to social fabric and support within a town. • Other reasons for the relative importance of towns might include association with particular noble families, with church establishments, or with legal centres. • Impact of changes in the staple. • The role of towns in the Wars of the Roses. 	20

Question	Answer	Marks
27	<p>Account for the developments in portraiture in the sixteenth century.</p> <p>The question requires a supported judgement about why and how there is a clear sense of development and change from a high medieval style in the early part of the century to the royal and noble portraits of the late century. Not only did portraiture for the upper classes change and develop, but it became more popular amongst the gentry, mercantile classes and even yeomanry. Changes in cultural, economic and religious changes might be explored. There will need to be some focus on individual works of art.</p> <p>Factors might include:</p> <ul style="list-style-type: none"> • The influence of the Renaissance and Europe. • Influence of patronage. • Individual artists such as Holbein, Bacon and Hilliard. • Development in techniques. • The impact of the Reformation. • Changes in wealth and trade. • The use of the miniature. 	20

Question	Answer	Marks
28	<p>What best explains the growth in scientific interest across the seventeenth century?</p> <p>The question requires a supported judgement about the reasons why scientific enquiry and interest flourished in this period, with a sense of relative evaluation of those factors. This might include the universities and interest beyond academe and the role of individuals and the influence of the Royal Society.</p> <p>Factors might include:</p> <ul style="list-style-type: none"> • Some sense of dating and change and development. • Individuals such as Boyle, Hooke and Newton. • Political and religious context. • Developments built on Bacon's work. • Foundation of the Royal Society 1662. • The role of Vertuosi. • Publication and purchase of books. • The role and specialisms of the universities. 	20

Question	Answer	Marks
29	<p>What best explains the changing fortunes of religious dissent in the second half of the seventeenth century?</p> <p>The question requires a supported judgement about the extent of religious radicalism and the reasons why it became so widespread in this period. Clearly there are religious reasons and issues inherent in the Civil War and Interregnum, but some knowledge and understanding of specific groups and their differences might be expected. The state of the Church of England may be discussed. There might be some evaluation of extent and spread.</p> <p>Factors might include:</p> <ul style="list-style-type: none"> • Some of the movements involved might be the Baptists, Quakers, Ranters, Fifth Monarchists, Seekers and Muggletonians. • The argument about the breakdown of the authority of the established church. • Turning point in 1541 with the abolition of the Court of High Commission. • The right of parishes to elect their own lecturers and expel conservative clergy. • The context of unrest and uncertainty; the prevalence of levelling ideas. • The influence of the army. 	20

Question	Answer	Marks
30	<p>What best explains the growth in overseas trade and colonisation in the period c.1650–c.1760?</p> <p>The question requires a supported judgement about development in the seventeenth and early eighteenth centuries. There are several explanations which might be explored. There should be a sense of change and development and a sense of relative evaluation.</p> <p>Factors might include:</p> <ul style="list-style-type: none"> • The issues of 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. • Changes to do with the North American colonies. • The Levant Company and the East India Company expanded, but slowly in the latter case. • 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 other main factor was the lure of profits from trade, or from piracy. 	20