

CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge Pre-U Certificate

MARK SCHEME for the May/June 2015 series

9769 HISTORY

9769/12

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

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Section 1: 1399–1461

1 'More lucky than able.' Assess this view of Henry V.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded.

Most candidates will agree that for the most part Henry was a very able soldier, although there are elements of luck in his campaign that should be evaluated. Answers should not be confined just to Agincourt but should consider his ability to plan and equip his campaigns; it could be argued that in some ways he was lucky that the French had significant weaknesses. In the end, what he achieved in a relatively short space of time was remarkable and candidates might conclude that he was successful because he was able to capitalise on his luck. Some consideration of Henry as King also needs to be made, as to whether he was able to rule effectively. It could be argued that he was very lucky to have such able ministers, but his ability might be seen in the fact that he spotted talent and trusted his advisors.

AO2 – to be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses.

This is not an evaluation of whether Henry was a great King or not, he did achieve remarkable military success, he reigned over a quietly governed country and was able to introduce some reform. However, it is the extent to which luck played some element in this analysis that is required.

AO3 – [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, display 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 How effective were the Dukes of Bedford and Gloucester as regents during the minority of Henry VI?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded.

Generally speaking, the minority was handled very well by Henry VI's uncles, despite the strains of the dual monarchy. They were aided by a council of experienced and able men. Despite this, there were tensions between Gloucester and Cardinal Beaufort and government tended to have an air of impermanence. Bedford's task was more difficult although candidates might be expected to show how the two roles interconnect. The issue of money is an important one and the re-emergence of French power.

AO2 – to be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses.

A sense of perspective concerning the role of monarchy might be expected; candidates might well conclude that the minority was highly successful given what was to follow it. The nature of the challenge may well be evaluated.

AO3 – [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, display 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 What best explains the loss of England's French possessions after 1437?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded.

Narratives of the Hundred Years War should not score highly. However, a chronological approach from the majority of Henry VI to the Battle of Castillon and the end of the war might be adopted. Answers should focus sharply on the issue of the inability to maintain the substantial acquisitions of Henry V. Clearly the argument that the position was ultimately unsustainable may be explored. Whilst Bedford did prove himself to be an effective Regent of France, once Henry took over the picture begun to change dramatically. Candidates may well argue that the renewal of French fortunes are paramount. A turning point here is the Congress of Arras where Charles VII and the Duke of Burgundy came to terms. After 1437, the situation deteriorates very rapidly. Candidates might well reflect on: the personal inability of Henry VI to rule effectively; the growing effectiveness of Charles VII; war-weariness and lack of money in England; the unpopularity of Suffolk and the Anjou marriage and the growing factionism at Henry VI's court. There should be some treatment of the military blunders as well.

AO2 – to be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses.

Here candidates might seek to explore the inter relationship of longer term and shorter term aspects. It is clearly not enough to simply argue that it was unsustainable, neither is it enough to argue that it was entirely the fault of Henry VI. Candidates might be expected to argue that both of these issues produced the circumstances in which it was impossible for England to maintain her lands in France.

AO3 – [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, display 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 Account for the dramatic changes in fortune of the Yorkists from 1455 to 1461.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded.

This question seeks to draw out the specific causes of the changes in fortunes for both sides in the Wars of the Roses. Candidates might evaluate the initial causes of strife in 1455; however, long descriptions of the period prior to the First Battle of St Albans will not be well rewarded. Clearly the Yorkists did have legitimate grievances, but they were strengthened by the confluence of interests between them and the Nevilles. Success in the First Battle of St Albans is extremely important as it adds an element of blood feud to the equation. The periods of York's protectorate should be evaluated, but the tide turns once Henry VI is removed to the Midlands. The Parliament of Devils and the battle of Ludford Bridge are highly significant in terms of turning the tide, but also in terms of the Yorkists having nothing more to lose. It could be argued that York overplayed his hand with the Act of Accord. The dramatic change in fortunes following the Battle of Wakefield is important, and the following intense period during which Edward of March was able to overcome Margaret of Anjou who at least appeared to carry all before her.

AO2 – to be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses.

There are clearly common themes here, not least York's relationship with the King and with Anjou. The contribution of Warwick should be evaluated and the key turning points in battle. The skill of Edward Earl of March and the role that luck had to play on occasion.

AO3 – [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, display 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 How important was the nobility to central and local government in this period?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded.

Descriptive accounts of the function of the nobility will not score highly. Taking the nobility as a whole, the importance of the nobility in both areas is very important indeed. The governance of the realm depended on the relationship of the nobility and the monarchy. Candidates may well evaluate the importance of the nobility as military leaders, and how they responded to revolt, and how far they were responsible for this. The nobility were a small group, many of whom had very close ties to the monarchy and were personally known to the monarch. Candidates might consider the role they played in the advice they gave to the King; in the House of Lords; as Sheriffs and their control over JPs. The picture is quite mixed during this period: rebellion against Henry IV; the nobility's role in the military adventures of Henry V; the role the nobility played during the minority of Henry VI and the growing factionism towards the end of this period. Reference will certainly be expected to be made to particular individuals.

AO2 – to be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses.

As a usurper Henry IV faced particular problems. Henry VI was a weak individual who promoted factionism during his personal rule, but members of the nobility were inspired by the lure of glory and riches during the military campaigns of Henry V.

AO3 – [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, display 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 'Warwick's ambition was to rule.' Assess this view for the period 1461–1471.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded.

Candidates may well reflect that this has a great ring of truth about it, although narratives of this period will not score highly. It should be noted that Edward IV became King as much through his own efforts as through those of Warwick. However, Edward was very dependant on him in securing the north in the early years and perhaps Warwick felt that he was under rewarded for this. The turning point came with the disagreement over foreign policy and Edward's marriage; which perhaps indicated Edward's naivety, but also that Warwick expected to be able to conduct foreign policy. His efforts to rule through a captive Edward and then to put forward his own candidate in Clarence do seem to show that his ambition was to rule. The period 1469–1471 should not be glossed. It could be argued that Warwick's ambition to rule was so great that he was willing to throw in his lot with his greatest enemy, or it could demonstrate desperation and self-preservation. Some evaluation of Warwick's character and dynastic ambitions may well feature.

AO2 – to be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses.

Few candidates will entirely disagree with this view; however, it is a sense of degree and evaluation that is important here. Warwick did have cause to fear for his own dynasty and could reasonably expect to be pre-eminent in council. Set against this is the ability and ambitions of Edward.

AO3 – [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, display 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 Why did Richard III's reign end in 1485 and not earlier?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded.

This question calls for an evaluation of the entire reign, not just the final campaign against Richard. Clearly, the mode of his accession is important; candidates might reflect on how successful he was in neutralising the Woodvilles and the household men of Edward IV. He was ruthless and efficient, but his power-base was always very slim and the resentment of the southern landed classes of the northerners should be mentioned. Richard understood that he should provide good governance in order to survive and he was fairly successful. Clearly, Buckingham's revolt needs to be evaluated in some detail. It could be said that Richard was lucky to survive this, with the weather conditions proving decisive. Yet, he was well informed through his spy network and his military planning was good. In some ways, however, it did spell danger as some of the rebels were able to escape to Henry Tudor, making a potentially greater threat. Foreign policy plays a part, yet it could be argued that in the final analysis, it was luck that Richard was killed in battle, albeit his slender power base playing a part in the composition of the armies.

AO2 – to be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses.

The key point to consider must be Buckingham's revolt and the nature of Tudor's campaign in 1485. Richard did everything he could reasonably be expected to do in order to secure his throne, yet the mode of his accession, the death of his son and wife, and the narrowness of his powerbase must all play their part.

AO3 – [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, display 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 concerned was Henry VII with the security of his dynasty?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded.

A narrative account of Henry's reign will not score highly; it is also important that there is reasonable coverage of most of the reign. Clearly, candidates will deal with the nature of his usurpation and weak claim to the throne; this might be done in some detail with a clear focus on his flexibility in dealing with the problems. He did encounter threats, in particular the pretenders and two tax revolts. His relationship with foreign powers is important both in terms of wiping out threats to his throne and in establishing legitimacy for his dynasty by marriage to foreign dynasties. Finance may also be considered, in that Henry may well have attempted to build an impressive fortune in order to feel secure. His dealings with the nobility should also be considered. The better answers will consider his renewed concerns in the later part of his reign, following the death of his eldest son, the death of his wife and the cooling in relationships with Ferdinand of Aragon.

AO2 – to be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses.

Here candidates might argue that this is the key to understanding Henry's reign. There is little doubt that this was his single most important preoccupation and that all other policies served this end. His usurpation and background do contribute very strongly to this. But, in order to score well, candidates will need to show why this preoccupation continues and, as some might argue, become more important throughout his reign. Debates over New Monarchy and innovation are not really relevant to this question.

AO3 – [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, display 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.)
How effective was Wolsey as chief minister to Henry VIII?**

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded.

Narratives of Wolsey's time in power will not score well; there should also be some consideration of the full range of his activities in government. It is for his work with foreign policy for which he is best known. On face value, it could be argued that this is because it was what Henry most wanted and his effectiveness can only be judged in these terms. Candidates will be expected to know: something of Wolsey's work in Henry's early French campaigns; the treaty of London, which might be described as one of his greatest achievements, and the field of the Cloth of Gold; his inability to deliver on his master's requirements in the 1520s and, especially, not to be able to capitalise on the French defeat at the Battle of Pavia, showing a reversal of fortune; and, most importantly, Wolsey's inability to deliver the divorce. Candidates might consider his work in legal reforms as Lord Chancellor and, to a lesser extent his attempts to reform some aspects of the Church.

AO2 – to be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses.

Here, candidates might seek to explore what was expected of Wolsey. Wolsey was dependant on Henry for all his appointments and patronage, and Henry kept him whilst he is useful to him and whilst he was effective. Once Wolsey stumbles over the Amicable Grant and then is unable to produce a divorce, he no longer provided what Henry requires. Some candidates might make comparisons with Cromwell; but, this is not the overall thrust of the question.

AO3 – [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, display 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 (Candidates offering Paper 5c: The Reign of Henry VIII should not answer this question.)
How fundamental were the changes to the English Church in the years 1529 and 1547?**

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded.

The concept of supremacy itself was clearly a fundamental change and was the issue that underpinned every area of church policy in this period. Likewise, the wholesale destruction of the monasteries and the changes to the church legal system were important. Yet, structurally the Church remained more or less the same. Candidates might then reflect on the issues of doctrinal change; narratives of how this changes will not do so well; a better approach would be to look at how much of the doctrine and liturgy remained the same. Reformist views can hardly be described as ushering in Protestantism and people were still executed for treason. Nevertheless, the thirties did see some shifts in doctrinal emphasis, yet the Act of Six Articles steered the church back to traditional doctrinal orthodoxy.

AO2 – to be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements.

Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses. The most successful answers will provide a sharp evaluation of the concept of fundamental, whilst the structure did not change much the governance underwent fundamental change. Discussion of doctrinal change is likely to be far more nuanced.

AO3 – [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, display 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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11 Should we accept or reject the view that this period saw the rise of the ‘New Monarchy’?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded.

Candidates will be expected to understand the concept of ‘New Monarchy’ in order to be able to evaluate the question. They might well point to new ways of financing government, including: the use of crown lands; taxation; the use of chamber finance; and, the use of church money at the end of this period. They could evaluate the administration in terms of whether or not this is specialisation amongst the officers of state and the workings of the council. They may well point to the reforms of Cromwell. Wider issues might include the prosecution of foreign policy, especially diplomacy and renaissance ideals. All this could be set against the view that, in many ways, this was still a highly personal monarchy dependent on the specific abilities and priorities of the monarch in question.

AO2 – to be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses.

The concept of ‘New Monarchy’ is now largely rejected yet there are specific issues that warrant careful evaluation. Specific reference to historians is not expected although some evaluation of the historiography might well be present.

AO3 – [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, display 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

12 Should we accept or reject the idea of a Mid-Tudor Crisis of government in the period 1547 to 1558?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded.

There should be reasonably robust coverage across the whole period and evaluation of both the reigns of Edward VI and Mary should be attempted. Candidates might well seek to evaluate these issues thematically. This could well include religion, succession, rebellion, foreign policy, the workings of the administration and economic problems. Candidates may well conclude that this was a time of crisis, but it is the evaluation of extent that will be crucial here. On the other hand, candidates might point out that governance only breaks down briefly in 1547, that succession ultimately follows the legitimate path and that Northumberland and Mary both introduce some wise reforms to counter some of the problems. There may well also be some analysis of the monarchs themselves.

AO2 – to be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses.

The concept of a ‘Mid Tudor Crisis’ is now largely rejected, though there is evidence to point to a series of crisis which had the appearance of one continual crisis. Candidates might select particular issues such as the summer of 1547, the device, and the war with France, as points of particular crisis. Answers which focus on the dating of the crisis beyond the dates in the question will not score well.

AO3 – [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, display 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 ‘Elizabeth I’s policies in the years 1558–63 were dictated by the mistakes of Mary Tudor’s reign.’ Discuss.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded.

The focus here must be Elizabeth’s reign in the period 1558–1563 and an evaluation of those policies. Clearly, the perception was that her sister made mistakes and Elizabeth was well aware of this. The issues of how she used propaganda to promote herself and denigrate her sister is important. She was able to end the war with France. She was well aware of how divisive the issue of religion could be and, whilst she was ultimately successful here, it was by no means a foregone conclusion in this period. Candidates might refer to refusal to marry or name a successor in this period. The use she makes of her council and advisors is also interesting. On the other hand, Mary had made some sensible reforms from which Elizabeth benefited and she was also helped by a much improved economy.

AO2 – to be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses.

The focus is on the problems of Elizabeth’s early years and she could be said to have experienced some similar problems to her sister; it could be perceived as an issue of style over substance however. Candidates might conclude that Mary made rather fewer mistakes that had been suggested and that Elizabeth’s early years were far from as secure as might have been supposed.

AO3 – [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, display 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 Why did Mary Stuart find it so difficult to rule Scotland?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded.

This period covers the time from the death of Mary of Guise to the flight of Mary Stuart to England. Descriptive accounts of this period will not score highly. Candidates might explore the relevance of her being brought up in France as a devout catholic and her relations to the powerful Guise faction. Her claim to the English throne might also be evaluated. It should be noted that Mary did not return to Scotland until after the death of her husband, Francis II. Issues to consider upon her return include the Scottish Reformation inspired by Knox and her plans to restore Catholicism. At first she might be seen as being successful, but her half-brother Moray, pro-English and Protestant was a problem. Mary's marriage to Darnley might be seen as a turning point in her fortunes, especially his behaviour and death. Further problems were compounded when she decided to marry Bothwell and ultimately had to flee to England.

AO2 – to be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses.

Here candidates might seek to explore the extent to which these problems were caused by her personally, how well she coped with the problems and how much she was the victim of others, and of circumstance. Clearly, she could not be held responsible for her minority or her absence, but was responsible for a choice of husbands.

AO3 – [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, display 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 How important was religion in the shaping of Elizabethan foreign policy c. 1568 to 1603?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded.

A narrative survey of Elizabethan foreign policy will not score well. Candidates might comment on the idea that we might assume that Elizabeth's foreign policy was dominated by religious issues, but that the reality was far more nuanced than that. On the other hand, the fact that she was a protestant monarch in a largely catholic Europe may well have influenced the attitudes of others. Moreover, her council were often keen to support the protestant cause and events in Europe, particularly France and the Netherlands were often dictated by religion. Some explanation of the actions of 1568 might be expected and the attempted healing of the rift in 1572, but it was events in the Netherlands prompted by Elizabeth's expulsion of the Sea Beggars which led to further deterioration in relations with Spain. For the next 3 years, Elizabeth tried to stay neutral despite pressure from her council as shown by the signing of the Perpetual Edict in 1577 and her opening of marriage negotiations in 1579 with Anjou, in response to growing Spanish power. However, by 1584 with Anjou and Orange dead, the stage was set for an invasion of England. This led to Philip's alliance with the Guise faction in France and his championing of Mary Stuart's cause in England. The Treaty of Nonesuch is pivotal. Leicester's expedition to the Netherlands in 1585 was tantamount to a declaration of war, yet Elizabeth still pursued diplomatic avenues. As well as the build up to and defeat of the Armada, candidates should consider the attempted subsequent Armadas and diplomacy to the end of the reign.

AO2 – to be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses.

Here, candidates might seek to explore the importance of national security in the light of the Spanish army in the Netherlands and the need to balance French and Spanish power whilst continuing to trade. They might conclude that this was always far more important in shaping foreign policy than the issue of religion. There is considerable historical debate over whether Elizabeth was simply reactive and at the mercy of events or whether she had a genuine policy. Events in the Netherlands, pressure from the council, diplomacy with France, behaviour of Drake and Hawkins etc. could all be considered.

AO3 – [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, display 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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16 Why were Tudor governments in this period so concerned with problems of social distress?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded.

Candidates may well present a survey of the nature of the problem caused by rising population, inflation, changes in agriculture and a seeming rise in vagabondage, but answers which simply describe this will not score well. The focus should be on why this was seen as such a problem. The period starts with draconian measures to deal with vagrants and orphaned children; this was relaxed later when parishes were encouraged to make collections for the impotent poor and when begging became legalised in 1555. Candidates might refer to the Statute of Artificers to control wages and further attempts to encourage parish poor Relief in the early part of Elizabeth's reign. In 1572, legislation made a clear distinction between vagabonds and the more deserving poor. Legislation of 1597 and 1598 is perhaps the most wide ranging and sought to make some attempts to address the agrarian problems. In addition to these specific measures, in times of dearth there were attempts to regulate prices and supply of grain. The key to placing an answer in the higher bands will be an overt engagement with the issue of the level of concern these problems caused.

AO2 – to be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses.

Here, candidates might seek to explore the issue of concern and how it may have changed and developed; they might do this by comparing particular attempts to each other, or seeing the period as a whole whilst pointing out moments of change and development.

AO3 – [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, display 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

17 Should the fifteenth century be regarded as a golden age for learning?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded.

Clearly, this is the period which witnessed the birth of printing and this will almost certainly form part of the debate; there were of course books before this point, but printing made them more accessible. There is clear evidence of growing literacy, even amongst women, and with the decline of monasteries, schools were being founded in many areas. The growth of the universities also must be considered. Candidates might reflect on the growing importance of lay piety; both as cause and effect of learning and the increasing recourse the gentry and mercantile classes had to the law. Distinctions may be made between this and the way in which the scope of universities changed and developed. The influence of the Renaissance might also be considered.

AO2 – to be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses.

Clearly, learning developed in a large number of areas, but whether or not this constitutes a 'golden age' will be a matter of evaluation; some might argue that it was important as a starting point for the following century.

AO3 – [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, display 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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18 How important was Parliament in the years c. 1399–1529?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded.

An account of the powers of Parliament in this period will not do very well; there should be a clear focus on evaluating the importance of Parliament. Clearly, one area is the use made by monarchs to substantiate their claims to the throne and also to destroy rivals; the Parliament of Devils is particularly significant here. At a time of almost continuous war, it is important in raising taxation. The judicial function of the Lords is also important. Parliament was also used from time to time to express dissatisfaction. Candidates might well also consider how Parliament was used for the normal functions of governance as well.

AO2 – to be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses.

Clearly, an argument can be made for substantial change and continuity. Candidates might point to certain moments when Parliament is more important and how it is used during particular regimes.

AO3 – [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, display 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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19 How significant were towns to the economy of fifteenth-century England?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded.

Candidates should demonstrate some sense of the context of towns as centres of trade and local governance. Such a discussion cannot ignore the significance of the wool trade and how that changed and developed in the period. Clearly, towns were centres for other functions most especially the church and the judicial system, which often helped them to develop into economic hubs. Clearly, the various wool towns had a variety of functions and the importance of particular towns waxed and waned in accordance with fluctuations in the wool trade. Some consideration might also be given to the role of towns in the Wars of the Roses and how this could impact on local economies. Candidates might mention the growth of merchants and guilds; it might be expected that some mention be made of London and that the answer will be furnished with relevant and specific examples.

AO2 – to be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses.

Clearly, this must be set in the context of an overwhelming agrarian economy and in the context of gradual recovery after the ravages of the Black Death and the impact of Civil War. Towns develop in importance and candidates may well conclude that towns were more important during periods of relative stability.

AO3 – [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, display 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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20 To what extent did the role of women change in the sixteenth century?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded.

Society was patriarchal and independence for women depended upon status, especially if they were heiresses or widows. Once married or remarried, women lost control of any property, this did not change. If anything, women had a declining influence in business, as the population increased and women's influence over the church disappeared completely with the dissolution of the convents. Candidates might point to the influence of powerful women, particularly since in the later part of the century, the country was ruled by women. But this question can not only be based on this.

AO2 – to be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses.

One area of debate will focus on the nature of the evidence which is patchy and incomplete. The impact of demographic changes may well be explored.

AO3 – [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, display 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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21 What best explains the failure of rebellions in the Tudor period?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded.

Candidates will be expected to range over the whole period, although equal treatment of all the rebellions is not expected. Narratives of the rebellions will not be rewarded well. Candidates might argue that whilst serious at the time, with a greater sense of the theory of obligation and greater centralisation of government, rebellion was going to fail more often than not. Nevertheless, it was a preoccupation for the monarchs and, perhaps, their greatest fear. Candidates might consider the severity of treatment of insurrection, particularly following the Pilgrimage of Grace. Certainly, relatively few, the pretenders of Henry VII's reign and Catholic conspiracies of Elizabeth's reign being exceptions, sought to directly challenge the monarch, and this could be a reason for their failure. It could be argued that the pilgrimage of Grace was really threatening as the largest rebellion, or, that the summer of 1549 was particularly serious with two, very different, rebellions at the same time; these were only put down in the end by a combination of negotiation and retribution. Candidates might also consider that the only successful rebellion of the period was that which brought Mary to the throne.

AO2 – to be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses.

Here, candidates might seek to explore the varying nature of rebellion and conclude that whilst there are some similarities, most were specific responses to very specific circumstances and, unlike the unrest of the mid-fifteenth century, were not led by substantial members of the nobility; hence, they were unlikely to succeed. It is also worth reflecting, that compared to Europe, the English rebellions were not particularly serious. Many of the Tudor rebellions lacked really effective leadership, or were essentially localised, or were ruthlessly put down by the crown.

AO3 – [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, display 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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22 How important was the role of the Tudor monarchs in the expansion of overseas trade and exploration?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded.

Narratives of the growth of overseas exploration will not score well. The focus should be on the role played by monarchs. Of course, it may be concluded that other issues were important so there should be a sense of relative evaluation. Motives tend to be divided into political, economic and strategic. A major motive for successive governments was to protect the seas as a method of national security against foreign invasion, piracy and in the interests of trade; this can be linked to the building of the merchant marine and the navy. There were also ambitions to follow in the footsteps of other realms which had established trade and colonies. The importance of Bristol to Atlantic exploration is important, especially in terms of Newfoundland and the North West Passage. The development of the slave trade in the second half of the century is important as is the growth in privateering.

AO2 – to be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses.

Here, candidates will need to explore the whole period in order to give weight to changes and developments and how different motivations are of primary importance at particular times. The role of particular monarchs will also be important. The answer also needs to be set in the context of changing foreign policy objectives.

AO3 – [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, display 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

23 How successful a king was James I?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded.

A chronological narrative should be avoided and, instead, candidates may well prefer to consider James I's successes thematically; although, an overall judgement must be made. It could be noted that James was already an experienced and successful monarch, albeit of a much smaller kingdom by the time he came to the English throne in 1603. It might be argued that his success was always limited by the unrealistic expectations he had of England when he arrived.

Candidates might also wish to comment on his choice of ministers and advisors. Certainly James was determined to enjoy his position and both contemporaries and historians have seen him as being lazy. He also did not choose his closest advisors with particular skill and was not prepared to back down in the face of their unpopularity. He was probably successful in facing the issues of the Church and, whilst not finding a real solution, was able to balance rival groups. He was active in foreign policy especially after the outbreak of the Thirty Years War. The chief criticism of James usually refers to his extravagance and inability to make reforms to the finances; however, the issue of inflation and economic problems do mitigate this accusation. His plans to unify England and Scotland were not successful, and his handling of Parliament indicated a mixed analysis.

AO2 – to be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses.

Here, candidates might seek to explore the extent of his success as a King. The answer is bound to be mixed; he experienced considerable success in some areas and naivety or idleness in others. Candidates might refer to some mitigating circumstances which were beyond the control of even the most able monarch. There is considerable historical debate over the reputation of James I; candidates might make use of this.

AO3 – [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, display 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 Account for the appeal and significance of Puritanism in the years 1603–42.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded.

A descriptive account of Puritanism in these years is not what is required and will not be well rewarded. Argument and analysis dealing with the reasons for and extent of the growth in Puritanism at this time will be better rewarded. The issue of significance is also to be evaluated. This can be set against official policy in the pursuit of conformity and the high church aspirations of Laud. There could be some sense of context in terms of understanding the term ‘puritan’. Candidates might deal with: the lasting achievement of the Elizabethan settlement, coupled with the rise in acceptance of Calvinist theology and James I’s background in Presbyterian Scotland; the challenges to the crown in terms of the Millenary Petition and the Hampton Court Conference; the extent to which religion became a divisive issue in Charles’ reign; the growth in the number of Puritan Bishops and their influence; and, the grass roots adherence to Puritanism and the issue of parish priests and lay patronage that can be set against increased levels of literacy, the interest in sermons and issues of social mores.

AO2 – to be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses.

Candidates may be expected to understand the concept of Puritanism; comments might be expected on the extent and range of its influence and regional and social differences. Influences from universities and from abroad as well as the power of foreign policy to polarise opinion. Clearly, at times Puritanism was of great political significance but its impact on society at large should also be evaluated.

AO3 – [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, display 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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**25 (Candidates offering Paper 5e: The Reign of Charles I should not answer this question.)
Was Charles I personally responsible for the outbreak of civil war?**

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded.

The question requires explanation and evaluation rather than a narrative of events; it is likely that the most successful answers will focus on the short term causes rather than a lengthy narrative of the background which will not be well rewarded. The focus should be on the period 1640–42. Candidates might well examine the following themes: the British problem, religious disunity, hostility to personal rule, the financial weaknesses of the Crown, quarrels between Charles and Parliament and the failure of the political settlement of 1640–2. It is hard to absolve Charles of any responsibility, but there should be a clear relative evaluation against the role of other individuals and factors.

AO2 – to be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses.

Relative evaluation of factors is important but there should be a clear focus in Charles himself. The debate is quite open and it will be the quality of the argument which is the discriminator.

AO3 – [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, display 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 'Inconsistent and short-sighted.' How accurate is this description of English policies towards Ireland in the period 1603–60?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded.

A narrative of the relations between England and Ireland will not score well; however, a chronological approach is acceptable if there is evaluation of the success of the English rulers. During James I's reign, English settlement rapidly advanced after the revolt of Tyrone and Tyrconnell, under Lord Deputy Chichester. Candidates might deal with the limited success of trying to establish the Anglican Church and the harshness of land confiscation especially in Ulster, and how this developed up to 1641. Relationships with the Irish aristocracy could be evaluated and changes in pace and attitude after the appointment of Lord Falkland to the role of Deputy, whose efforts were undermined by Parliament. Wentworth was appointed as Deputy in 1631 and his policy of 'thorough' will have to be evaluated; whilst he had to deal with interference from London, he was surprisingly effective, although he did little to reduce the bitterness of the Irish. Wentworth's role in 1640 could be briefly evaluated. Clearly, English governance had not been successful as judged by the revolt of 1641 and Charles only compounded the problems. Cromwell's role and the massacre of Drogheda and Wexford, as well as the pacification of Ireland under Ireton should be considered. Government under Cromwell's rule was successful but fateful. There were attempts at healing and settling after the Restoration but political weakness continued. Candidates could assess Ormonde's role, and the restoration of law and order and some measure of prosperity; and, the role of Ireland in the Glorious Revolution.

AO2 – to be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses.

Here, candidates might seek to explore the variety of methods used and to evaluate these against the issues in the question. They might reflect that the anger of the native Irish was always a problem. Perhaps, the English were only really successful when they were at their most brutal and, in the long term, that was counter-productive.

AO3 – [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, display 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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27 What best explains the failure of Oliver Cromwell to achieve political stability in England in the 1650s?

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded.

While a narrative of the period will not be well rewarded, so long as the focus is met, a chronological approach could be effective. The approach should seek to emphasise relative evaluation of a range of factors, these could include: Cromwell's role in the regicide of Charles I and the feelings this aroused; his determination on parliamentary government but with no clear idea of how to achieve it. This would include an evaluation of all the different approaches taken. It could be argued that one of the major issues was a lack of consistency. The role of the army is important, as is his experiment with the major generals. The instrument of government bears some analysis along with his infractions of it. His religious policy might also bear some scrutiny. It might be argued that a lack of consistency and a lack of consensus are the overriding factors.

AO2 – to be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses.

The question requires evaluation of the explanation. Candidates will probably point to a range of issues and the skill of evaluating these will be the key to success. Candidates might conclude that the circumstances made it highly unlikely that a solution might be found; however, Cromwell's role and opposition to various attempts and general inconsistency of approach made a solution impossible.

AO3 – [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, display 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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28 Why was James II's reign so short?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded.

Candidates might well argue that James himself was to blame. The fear of a Catholic despotism was very real to many Anglicans which played on the fears that had grown throughout the century. James's apparent military power and his financial security worried the ruling classes. However, it was the birth of his son that really brought things to a head. There should be reasonable coverage of the whole reign, but candidates might well conclude that James's actions in 1688 were uniformly disastrous and that in the final analysis he was deserted by those he most trusted.

AO2 – to be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses.

Candidates should try to form a judgement between the actions of James and the circumstances he found himself in; they may also reflect that the fall from grace was swift and to an extent surprising.

AO3 – [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, display 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

29 Assess the strengths and weaknesses of William III's rule as King of England.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. Candidates may refer to: William's accession as a 'joint monarch'; the role and status of the monarch after the Glorious Revolution; the limits set to the powers of the monarchy, not least over finance, William's rule within these new legal constraints; his status as a foreign monarch; the importance of his religion; his domination of the 'dual monarchy'; his relations with courtiers and the expense of his court; William and the Tory party – relations with Danby, Godolphin, Nottingham and Halifax; his handling of a Privy Council with Whigs in the majority; his management of Parliament in which Tories and Whigs usually fairly equally balanced; his frequent absences from England; his strategy for fighting the War of the Grand Alliance; England's role in the War, with more success at sea than on land; no knock-out blow before the War ended by Treaty of Ryswick; William's handling of growing opposition to a controversial war often seen as more in Dutch than English interests.

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 in order to arriving at a well-considered judgement about both strengths and weaknesses. The discussion may centre on: whether William was an effective monarch, whose strengths outweigh weaknesses. He stabilised the institution of monarchy after James II's fraught reign. He fought off Jacobite/Catholic attempts to claim the throne back. He acted independently when he could and the 'joint monarchy' was more a fiction than a fact, with Mary II operating as little more than consort. His policy re the Nine Years' War can be seen as either a strength or a weakness. He was single-minded and had (most of) the money he needed to continue his crusade against Louis XIV; Louis's growing international power was checked and Anglo-Dutch campaigns enjoyed some successes at sea; against this, setbacks at Lieges and Charleroi (1693) and at Brest (1696); no overall victory in the war; frequent absences from England drew increasing political criticism; William's management of Privy Council; his use of the royal prerogative to veto legislation coming from Parliament. William's management of political forces in Parliament. William's increasing unpopularity can also be seen as a weakness; the Act of Succession (1701) as a parliamentary indictment of William's rule. Good candidates might argue that parliamentary opposition was an indicator of how effectively a monarch whose powers had been officially circumscribed could still operate. Those who wish to stress William's weaknesses as King might argue that growing Tory disenchantment with him indicated that William did not play his political cards as adroitly as he might have done, since he alienated a party which was, viscerally, much more pro-monarchical than the Whigs.

Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. In this question, however, some candidates may be aware of debates over the nature of William's kingship, including the extent to which he was constrained by the operation of a new form of party politics from 1689 onwards.

AO3 – [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of 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 How important was the navy to Britain's conduct of war in the years 1702–13?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events.

Candidates may refer to the main naval battles: British victory at Malaga 1704, Marbella 1705, and the navy's support of invasion and capture of territory (see AO2 below). They should also know about the campaigns in Flanders, which are overwhelmingly land-based, including Blenheim (1704), Ramillies (1706), Oudenarde (1708) and Malplaquet (1709), leading to eventual allied domination of the Low Countries and the favourable Treaty of Utrecht.

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 in order to arriving at a well-considered judgement.

The discussion may centre on: the use of the navy to land troops (as, for example, Rooke's landing of troops in Lisbon, 1704, and Cloudesley Shovell's in Catalonia, 1705; Leake's capture of Sardinia and Stanhope's of Minorca; use of navy to capture territory, Gibraltar, 1704, Sardinia and Minorca, 1708. Good candidates will see that they must make a judgement concerning the relative importance of navy. Such candidates are likely to note that the navy's role was mainly supportive while great importance was always attached to command of the sea. Nevertheless, there was limited use of the navy in Flanders, though considerably more in the Mediterranean. The numbers of seamen increased markedly during war – fewer than 8000 in 1700 and more than 43 000 by 1705.

No set view is required. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. In this question, however, some candidates may be aware of debates over the centrality of the navy compared with the army and, especially, over Parliament's willingness to vote funds in its support.

Overall, a sense of context and change will help to produce a convincing judgement.

AO3 – [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of 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	Syllabus	Paper
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31 How effective was Walpole's foreign policy?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events.

Candidates may refer to: Walpole's favouring of policies designed to avert war; his belief that peace facilitated policies of low taxation and, therefore, increased his popularity, especially with independent MPs. Peace policies involved treaties with Prussia (1723), the Treaty of Hanover (Britain, France and Prussia, 1725), Seville (France and Spain, 1729); Peace of Vienna with the Holy Roman Emperor (1731), Commercial Treaty with Russia (1734), Treaty with Spain, designed to resolve long-standing difficulties over foreign ships' licence to enter foreign ports (Convention of the Pardo (1739). Failure of the Pardo to preserve peace; outbreak of War (Jenkins' Ear) leading into War of Austrian Succession.

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 in order to arriving at a well-considered judgement.

The discussion may centre on: Walpole's objectives in foreign affairs; how he handled disagreement over these, including from his own party. However, good candidates will see the need to make an assessment of effectiveness and should debate how well his foreign policy worked. Many will argue that keeping the peace was a laudable objective and had more benefits than merely helping Walpole to stay in office. Also, since peace was maintained for almost twenty years, it could be concluded that the policy was indeed effective. On the other hand, candidates may argue that overall effectiveness is doubtful because these foreign entanglements (some of which were mutually inconsistent) were as easily broken as made and eventually failed to keep the peace anyway. The wars into which Britain entered in 1739 were long and destabilising. Among other things, they ultimately made Walpole's political position untenable.

No set view is required. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. In this question, however, candidates may be aware of broader debates about Walpole's effectiveness as prime minister and the extent to which his policy objectives were selfish. Above all, he wanted to stay in power. Overall, a sense of context and change will help to produce a convincing judgement.

AO3 – [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of 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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32 Should the Elder Pitt be considered as a great wartime leader?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events.

Candidates may refer to: war with France from early 1756 (Pitt did not come into office until several months later); the importance of the alliance with Prussia; lack of decisive early victories – with the exception of Frederick’s at Rossbach; the key victories of 1759 in North America (see AO2 below); Pitt’s emphasis on commercial objectives and captured sugar, and other colonies (e.g. Guadeloupe (1759), Dominica (1761); capture of French forts in North America Oswego and Duquesne in 1758, Ticonderoga and Champlain, 1759; India: Calcutta retaken from the Nawab of Bengal (1757); Clive wins Battle of Plassey (1757); decisive successes over the French (Wandiwash, 1760; French surrender of Pondicherry, 1761) leave Britain in control of the sub-continent.

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 in order to arriving at a well-considered judgement.

The discussion may centre on: the extent to which the war was won from London. The War in Europe was at least equally important and here the case for considering Frederick the Great at least as great a wartime leader as Pitt is strong; the success of the ‘Subsidy Strategy’ including Britain’s subsidy to Prussia (1758); Pitt’s strategic awareness and Britain’s commercial objectives during the war; limited British success in the war until 1759 – the Year of Victories – and the extent to which these victories depended on wider war strategy under Pitt’s leadership or on the abilities of Wolfe (Canada, especially capture of Quebec, 1759), Clive (India) and Hawke (Quiberon Bay and the destruction of the Brest Squadron). Good candidates may wish to argue that Pitt was fortunate both in the quality of the military and naval leaders and in having a militarily capable ally in Frederick. Thus, Pitt may have been more fortunate than ‘great’. However, no set view is required.

Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. In this question, however, some candidates will be aware of overall assessments of Pitt, including that by Jeremy Black who argues the ‘great’ case – Pitt dominating the ministry. Overall, a sense of context and change will help to produce a convincing judgement.

AO3 – [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of 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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33 What best explains the increasing influence of nonconformity in religious life in the period c. 1689–1760?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events.

Candidates may refer to: the importance of the Toleration Act (1689) in encouraging growth of nonconformity; limited effectiveness of the Occasional Conformity Act (1711) designed to restrict political influence of nonconformists; restrictive Acts repealed under the Whigs (1719); growth of Uniformity; growth of Independency (Congregationalism); Evangelicalism, including the impact of Wesley from late 1730s and associated rapid growth of Methodism. On the other side of the question, candidates may refer to problems affecting the Church of England: some bishops putting a political role before a pastoral one (Edmund Gibson may be cited as both Bishop of London (1723–48) and ‘Walpole’s Pope’; Anglicanism finding it difficult to counter the effect of nonconformist chapel and church building in urban areas; legal restrictions on Anglican church building; in rural areas, payment of tithes to the Anglican church increasingly resented.

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 in order to arriving at a well-considered judgement.

The discussion may make use of examples such as those in AO1 above. Good candidates should see the need to produce an analysis focusing on cause but which argues on the relative importance of the selected factors. Many are likely to argue that ‘best’ explained requires a consideration both of the reasons for the relative strength of the nonconformist presence (see above, but many will concentrate particularly on Methodism and the ‘itinerant mission’) and on the relative weakness of the Church of England as a proselytising creed. Some, however, may argue that the weaknesses of the Church have been overplayed and that the concentration should be on increasingly rapid urbanisation and the nonconformist exploitation of advantages in urban areas.

No set view is required. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. In this question, however, candidates may be aware of recent writing which argues that Anglican weaknesses have been overplayed. Overall, a sense of context and change will help to produce a convincing judgement.

AO3 – [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of 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

34 'The instability of British governments in the 1760s is best explained by the American issue.' Is it?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events.

Candidates may refer to key aspects of 'the American issue': the British government's need for money to effect what were from 1763 substantially increased imperial defence commitments; Stamp Act (1765) – duty on legal transactions in America; Stamp Act repealed (1766) but the Declaratory Act (1766) confirmed Britain's constitutional right to tax colonies; New York Assembly refuses to enforce Mutiny Act (1767); Townshend Duties on paper, glass, tea, etc.; American opposition to taxation without representation (1768); removal of all Townshend duties except tea (1769); Boston 'Massacre' (1770). For non-American issues, see AO2 below.

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 in order to arrive at a well-considered judgement.

Good candidates will recognise that 'best explained' requires them to assess the relative importance of the American government in explaining the wider issue of British governments' instability in this period. America raised both economic and constitutional issues of considerable magnitude. Good candidates should restrict themselves to the 1760s, but will consider other relevant issues such as: George III's determination to 'be a King'; greater intervention and selecting ministers (particularly Bute) who could not command a Commons majority; the early impact of Radicalism, particularly through Wilkes's 'causes' and his attention-seeking campaign to be elected MP for Middlesex; the quality of ministers having increased importance once the long-established Whig supremacy had broken down in 1762. Some candidates might argue that the importance of American issues to political instability in Britain is readily exaggerated.

No set view is required. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. In this question, however, candidates may be aware of debates over the relative importance of the constitutional position of America and also of domestic factors leading to ministerial instability. Overall, a sense of context and change will help to produce a convincing judgement.

AO3 – [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of 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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35 Why did the Younger Pitt rise to power so rapidly?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events.

Candidates may refer to: Pitt's path to power (MP at 21; Chancellor of the Exchequer at 22; Prime Minister at 24); the political impact of losses in America (North's resignation after long period of Westminster stability; the brief, unstable ministries of Rockingham (4 months), Shelburne (9 months) and the Fox-North coalition (8 months). George III running out of options; his detestation of the Coalition and determination to get rid of it. Pitt's background and abilities: came from a very well-established political family, his father's example and early influence; the impact he made as Chancellor under Shelburne; his evident command of detail and capacity for hard work; his ability to influence backbench/independent MPs, not so much with his oratory as with his political 'presence'

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 in order to arriving at a well-considered judgement.

The discussion is likely to centre on factors such as those in AO1 above. Good candidates will appreciate that the focus of the question is on the rapidity of Pitt's rise. They will thus go beyond a list of causal factors in order to comment on Pitt's unusually rapid rise. Some may argue that political background and influence were most important in explaining Pitt's rapid promotion to the highest office. Others may argue that the highly unusual political situation in 1782–3 is the main reason, since it led to a long period of political stability, with George feeling himself painted into a corner and looking for a 'saviour' who would restore 'normal service'. George's personal dislike of Fox (he was a good 'hater' of those whose opinions he considered unsound) played a part. Others again may concentrate on Pitt's precocious political abilities and his ability to exploit the unusual, crisis-laden, situation. It is also possible to argue that the Fox-North coalition amply demonstrated Fox's limitations as a politician.

No set view is required. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. In this question, however, candidates may be aware of debates which turn on whether Pitt owed his rapid elevation more to exceptional political circumstances rather than his own abilities. Overall, a sense of context and change will help to produce a convincing judgement.

AO3 – [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of 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 How important was evangelicalism in the campaign to abolish the slave trade?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events.

Candidates may refer to: the work of Thomas Clarkson and William Wilberforce, both Anglican evangelicals; regularity with which motions to abolish the trade reached Parliament; Quakers had already raised the evil of the slave trade as an issue long before the Evangelicals took it up; mass petitioning campaigns, mostly urban, against the trade from 1787; politicians' increasing support for abolition, especially on the Whig side. Fox attacked the hated 'traffic in human flesh', but Pitt favoured abolition also, seeing the need for Britain (the leading slave-trade nation) to atone for 'our long and cruel injustice towards Africa'; abolition seen as a rational economic act, since colonial sugar trade seemed to be less profitable, thus making the institution of slavery hard to defend even on merely economic grounds; 1806–7 abolition followed quickly after a Whig-led government was in office.

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 in order to arriving at a well-considered judgement.

The discussion may centre on: the importance of Evangelicals' emphasis on conversion and their use of 'human rights' as a tipping point. The conversion experience was the critical moment for Evangelicals; some candidates might incidentally note the relative lack of evangelical interest in what happened to slaves after their emancipation. Most are likely to argue that the work of the Evangelicals was very important. Good responses will be able to offer other causal factors to explain abolition. These may include: the impact of anti-slave trade petitions, many of which were organised by urban businessmen (e.g. petitions from business classes in Manchester, aiming to take the moral high ground from Liverpool, a key slave-trading city); nonconformist support for abolition; petitioning movement not controlled by the Evangelicals; importance of the Ministry of all the Talents (1806–7) in taking up a cause which had gained increasing support over twenty years

No set view is required. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. In this question, however, candidates may be aware of debates over the profitability of the sugar trade. The most recent contributions argue that the sugar trade was not becoming less profitable. Overall, a sense of context and change will help to produce a convincing judgement.

AO3 – [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of 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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37 Why were Whigs so rarely in office in the years 1789–1815?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events.

During this period, Whigs were only in office from 1806–7. Candidates may refer to: Whig minority position in 1789 and the long-term implications of the ‘massacre’ of the Foxite ‘martyrs’ in 1784 since Whigs remained a minority party more or less continuously after that; Pitt’s abilities as prime minister and his sure-footed handling of the Regency Crisis (1789); George III’s hatred of any ministry involving Fox; the impact of the French revolution and subsequent Whig split (especially Burke’s attack on Fox) over attitudes to that revolution; the Pitt-Portland coalition (1794) which many ‘moderate’ Whigs supported; Whig support for parliamentary reform never close to a majority in either House; the French Revolutionary war, with Foxite Whigs seen as ‘unpatriotic’; after both Pitt and Fox died in 1806, party groupings remained generally stable, with ‘Pittites’ having secure majorities in the remaining general elections of the period, 1807 and 1812; and, on ‘patriotic’ issues (those generally relating to with the Revolutionary/Napoleonic Wars), most independents supported Pitt and, later, Pittite-led administrations.

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 in order to arriving at a well-considered judgement.

Using material such as that identified in AO1, the discussion may centre on: how Pitt maintained a clear majority from 1789; widespread alarm in Parliament about the impact of the French Revolution, including fear of analogous political activity among the middle and lower classes; and, from 1793, Britain at war, so criticism of the government of the day.

No set view is required. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. In this question, however, candidates may be aware of debates over how far issues relating to Whig identity held the party back. From 1794, Foxite (opposition) Whigs and Portland Whigs were vying for power with the latter having more support, largely because of their coalition with Pitt (who always called himself a Whig anyway). Overall, a sense of context and change will help to produce a convincing judgement.

AO3 – [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of 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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38 'The more effective British contribution to the defeat of Napoleon was made by its army not its navy.' Discuss.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events.

Candidates may refer to: the distinctive contributions of the army and navy. Material likely to be found on the army includes: British contribution to the Egyptian campaign – French cede Cairo (1801); The Peninsular War (1808–14) and its significance, including French defeats at Vimiero (1808), holding the French at Corunna (1809); victory at Fuentes de Onoro (1811); Wellington's offensive campaign in 1812 capturing Ciudad Rodrigo and Badajoz, and leading to the invasion of France across the Pyrenees. The Waterloo Campaign, which finally ended Napoleon's campaign. Material that is likely to be found on the navy includes: Defeat of the Danes at Copenhagen (1802); decisive victory at Trafalgar and destruction of Franco-Spanish fleet (1805).

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 in order to arriving at a well-considered judgement.

The discussion is likely to focus on the importance of the respective forces. Although there is less to say about the contribution of the navy, some candidates might argue that Nelson's victories were decisive. After Trafalgar, British command of the sea was absolute. Napoleon could not invade Britain and this substantially affected his strategy for defeating Britain. Britain could maintain its subsidy policy and attempt to fashion anti-Napoleonic coalitions. Although Waterloo was decisive, final victory took another ten years and came after Napoleon had defeated most of his continental European opponents. Also, Wellington's Peninsular Campaign was, until 1812, predominantly defensive.

Candidates can argue either way, and a fair interpretation would allow a rational case for either force. Unequivocally, however, the British Navy was unchallengeable after 1805 and the British Army needed help from allies, not least on the battlefield at Waterloo itself.

No set view is required. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. In this question, however, candidates may be aware of debates over the balance of military influence, some of which turns on this finely balanced choice. Alternatively, they might be aware of interpretations which put the emphasis more on Britain's long-term economic advantages. Material on this can be allowed but good candidates will need to place their main emphasis on the fighting forces. Overall, a sense of context and change will help to produce a convincing judgement.

AO3 – [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of 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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39 'Far from glorious for Ireland.' Assess this verdict on the outcome in the late eighteenth and early nineteenth centuries of the Glorious Revolution.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of an important theme. The theme here concerns the situation of Ireland at a time of British rule. Analysis and evaluation are required, not a simple narrative of actions and events. Candidates may refer to: the key elements of the Glorious Revolution, including its intention in confirming the supremacy of Protestantism; the 'Protestant Ascendancy' after 1689; Catholic exclusion from Irish Parliament; restrictions on Irish trade (as, for example) woollen exports (1699); Catholic clergy required to sign an 'abjuration' against Catholic, Jacobite pretenders; Act securing dependency of Ireland on the British Crown and Parliament (1719); control over nascent Irish cotton industry (from 1720); impact of famines (1730s and 1740s) and limited British aid to Irish peasantry; restrictions on Irish cattle trade lifted (1759) after Irish 'Patriot' disturbances; Acts which had forbidden export of woollens and glass from Ireland repealed after Irish protests during the War of American Independence (1779); limited Irish trade with Africa permitted (1780); establishment of 'Grattan's Parliament (1782) and Renunciation Act (1783) confirming legislative and judicial independence of Ireland; proposals for complete commercial union of Britain with Ireland (1785) dropped; growth of Irish nationalism in 1790s, leading to Catholic Relief Act (1793) extending franchise to Catholics on same terms as Protestants; Irish nationalist rebellion (1798) leading to Act of Union (1800).

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 of arriving at a well-considered judgement. In addition to sustaining an analytical focus on the question asked, good candidates should be able to select their material from across its broad chronology.

Here, good candidates will see that this is a question requiring a judgement about impact, in this case the impact of the Glorious Revolution. Discussion may centre on: the issues relating to Ireland which had resonance in Britain, including the importance of the Protestant succession; Ireland as a key imperial territory; British control over trade at a time of rapid expansion, including control over trade with, and from, Ireland; foreign policy issues, many seeing Ireland as the backdoor to Britain (as the French did during the Revolutionary Wars). Good candidates may note permanently strong influence of Britain over Ireland, although (see AO1 above) trade and religious restrictions were both loosened during the second half of the century. Perhaps the need to secure Ireland led to important concessions, not all of which were necessarily in Britain's interests or, perhaps, those of the Protestant Ascendancy.

No set view is required. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. In this question, however, candidates may be aware of debates over the nature, extent and inflexibility of the Protestant Ascendancy. Overall, a sense of context and change will help to produce a convincing judgement.

AO3 – [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of 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

40 Why did London grow so dramatically in the seventeenth century?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded.

Clearly, there are a range of factors to explain the growth of London in this period; however descriptions of the growth and development will not score well. Candidates might well consider London's political significance as the centre of government and Parliament. There is a significant growth in population from 200 000 in 1600 to 400 000 in 1650 and 475 000 in 1700, by which time it was the largest city in Western Europe. London also outgrew its original footprint. London was important for foreign trade and a consideration of the diversity of this and its growth will be important. It also became an important centre for finance and banking. It could also be considered to be an engine for growth for other towns in England. It was the centre for trading companies and the development of the American colonies. Some candidates might also consider the importance of London as a cultural centre.

AO2 – to be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses.

Here, candidates might seek to explore the issue of relative evaluation of a number of factors and how they might link together. Candidates might also set London in the perspective of growth of other towns and perhaps the negative impact this might have on other ports. There is also scope for understanding London's growth in its own terms and to explain the very fast rate of growth in the first part of the century, but slower growth in the second part.

AO3 – [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, display 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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41 ‘The foundation of the Royal Society made the greatest contribution to the development of seventeenth-century science.’ Did it?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded.

Answers to this question need to see the foundation of the Royal Society within the wider perspective of scientific enquiry in this period. The increasingly lively interest in science both in and outside the universities after about 1650 was remarkable; this was led by people of world significance such as Boyle, Hooke and Newton who in part were building on the legacy of Bacon in the earlier part of the century. The Royal Society (1662) was very important, but it might be argued that it can be seen as both cause and effect. Its regular meetings, its house journal (Philosophical Transactions) and the cult of the ‘virtuosi’ all made science fashionable and accessible. It might also be worthwhile to consider how far the work of leading theologians to reassure society that science did not undermine religion was important.

AO2 – to be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses.

There is an opportunity here to discuss the origins of the Scientific Revolution and the social, political and religious context both of this and the foundation of the Royal Society. Many candidates will argue that the foundation of the Royal Society was both cause and effect; it is the skill with which they manage the issue of extent that is to be rewarded.

AO3 – [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, display 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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42 What best explains the decline in witchcraft prosecutions in the later seventeenth century?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded.

This is not a general question about the ‘witch craze’ and whilst in part it could be argued that in part its decline was caused by a withering away of the factors which encouraged it in the first place, lengthy descriptions of its causes will not be well rewarded. It could be argued that whilst there was still a widespread belief in magic, the end of the century began to see a greater focus on scientific explanation and a growth in literacy and education. It is certainly also true that the proliferation of witch trails tended to proliferate in more anxious times; towards the end of the century, the country was more settled socially, economically and most importantly politically and religiously. Answers might well also deal with the regional differences.

AO2 – to be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses.

There are clearly a range of factors to be considered and credit will be given to answers that clearly evaluate the best explanation for the decline. It will also be important that answers are well supported as there could be a tendency to discuss generalities.

AO3 – [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, display 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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43 How important are religious factors in explaining the frequency of riot and disorder in eighteenth-century Britain?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of an important theme.

The theme here concerns the link between religious allegiance and rioting. Analysis and evaluation are required, not a simple narrative of actions and events. Candidates may refer to: the involvement of many ‘non-jurors’ (those who refused to swear allegiance to William III and Mary II in 1689) in Jacobite plots and rebellions (1708–46); the Sacheverell Riots (1710), in support of an Anglican preacher based in London who advocated the immediate end of toleration for Dissenters and attacked Whig ministers who supported toleration; the Gordon Riots (1780), anti-Catholic demonstrations in London headed by Lord George Gordon. Candidates should know about other riots not primarily concerned with religion: food riots (eighteenth-century *passim*) aiming to stabilise bread prices to normative levels were much the most common; riots against government taxation on gin, raising its price (1743); and, political riots, especially those against supporters of the French Revolution (several in the 1790s, but particularly the Priestley Riots (1791), which also had a religious dimension since Priestley was a Unitarian.

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 of arriving at a well-considered judgement. In addition to sustaining an analytical focus on the question asked, good candidates should be able to select their material from across its broad chronology.

Here, good candidates will see that this is a question requiring a judgement about relative importance, in this case concerning the causes of popular disorder. Using material such as that identified in AO1 above, good candidates are likely to argue that, while religious riots were lengthy and perhaps offered most threat to the authorities, food riots were much more common, indeed endemic, in eighteenth-century society. They might also note that London was particularly riot prone, although disorder as becoming more common in rapidly growing towns during the second half of the century.

No set view is required. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. In this question, however, candidates may be aware of recent work on ‘contested spaces’ in rapidly growing c. eighteenth-century towns which led to rioting and may have been its main cause in the capital. Overall, a sense of context and change will help to produce a convincing judgement.

AO3 – [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of 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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44 What best explains the rapid industrialisation of Britain in the late eighteenth and early nineteenth centuries?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of an important theme. The theme here concerns substantial economic growth in Britain from c. 1780 to c. 1820, though relevant material can be used which is a little outside these parameters. Analysis and evaluation are required, not a simple narrative of actions and events. Candidates may refer to: the impact of new machinery (Ashton’s ‘wave of gadgets’ Spinning Jenny, power looms etc.); the spur to industrialisation deriving from overseas trade; the impact of colonialism as a ready market for British manufactured goods; stimulus of growing population in this period, increasing the domestic market; the impact of scientific and technological research; the development of engineering expertise, especially for transport (canals, early railways) but also for commercial and industrial buildings.

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 of arriving at a well-considered judgement. In addition to sustaining an analytical focus on the question asked, good candidates should be able to select their material from across its broad chronology.

Since the question asks ‘What best explains’, good candidates will provide assessments which concentrate on the relative importance of the factors adduced. Using factors such as those in AO1 above, the discussion may centre on: how important new technological inventions were and on the relative importance of domestic and foreign markets as stimuli to demand. Candidates may concentrate on different casual factors but should reach a valid conclusion based on consideration of a reasonable range of such factors.

No set view is required. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. In this question, however, candidates may be aware of debates over the impact of population growth, including whether it stimulated domestic demand if living standards (and consequential purchasing power) remained low. Overall, a sense of context and change will help to produce a convincing judgement.

AO3 – [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of 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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45 Were changes in the economic and social position of women in the eighteenth century restricted to the wealthy and propertied?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge of an important theme. The theme here concerns the economic and social position of women in this period. Good candidates will see the importance of covering both social and economic roles and of avoiding stereotypes. Analysis and evaluation are required, not a simple narrative of actions and events. Candidates may refer to: the role of wealthier women as hostesses and in politics. Some, such as Georgiana, Duchess of Devonshire, were both power brokers and political confidantes. As politics became more complex, so the political role of the ‘hostess’ grew. In the middle ranks of society, women might develop ‘accomplishments’ as in the visual arts, as singers or performers on musical instruments, especially harpsichord and fortepiano. Some acted as equal business partners with their husbands. Some performed a wide range of charitable functions. Changes for women lower down the social scale included their increasingly important role in domestic manufactures. In the burgeoning textile industry, working-class women found new opportunities in textile factories. The role of women included acting as keepers of the family purse and managers of scarce resources. By the end of the period, unmarried young women were finding ready employment as domestic servants. Although there were few avenues for promotion, domestic service offered expanded opportunities for travel to urban centres and for somewhat wider social interaction.

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 of arriving at a well-considered judgement. Here, the focus is on reaching a judgement about changes in the roles played by eighteenth-century women. In addition to sustaining an analytical focus on the question asked, good candidates should be able to select their material from across its broad chronology. Here good candidates will see that this is a question requiring a judgement about impact. Some candidates may argue that women’s roles were not necessarily separately identified and discharged. Especially among the propertied, however, distinctively gendered roles remained the norm rather than the exception. Few candidates are likely to challenge the view that women’s economic and social roles were substantial and growing, whether as contributors to a basic domestic economy in working-class families, administration of finance in some growing businesses or, for aristocratic wives and widows as domestic managers, political hostesses, ‘fixers’ and the like, at weekend gatherings in great houses.

No set view is required. Attempts to deal with historiography and differing historical interpretations may well enhance responses but are not required. In this question, however, some candidates will be aware of the substantial recent literature arguing that, both for working-class and propertied women, more diverse roles were developing. Research has also pointed to significant female involvement in economic and social activities previously considered as exclusively male preserves. Overall, a sense of context and change will help to produce a convincing judgement.

AO3 – [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of 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.