Please read this information before the examination starts.

- This examination is 60 minutes long.

- The paper is divided into three sections:
  
  Section 1: Medieval Realms: Britain 1066–1485 (pages 2–5)
  
  Section 2: The Making of the United Kingdom: 1485–1750 (pages 6–9)
  
  Section 3: Britain: 1750–circa 1900 (pages 10–14)

- Each section is divided into two parts:
  
  Part A: Evidence Questions
  
  Part B: Essay Questions

- You must attempt one Part A and one question from Part B. These may be taken from the same section or from different sections.

- Handwriting and presentation are important.
PART A: EVIDENCE QUESTIONS

MEDIEVAL REALMS: BRITAIN 1066-1485

SECTION 1

All the sources provide evidence about the place of women in the medieval world.

Read the introduction and the sources opposite and then answer all the questions. You must refer to the sources in all your answers.

Look at Source A. Why does the writer think that women need to be wise in all they do?

Look at Source B. Why did the writer think that men should be in charge of women?

Look at Source C. How far does this source support what Sources A and B say about women during this time?

Look at all the sources. How useful would they be to an historian studying the problems faced by women?

1.

2.

3.

4.

5.

6.
A woman, on the other hand, should not have power... because she is not made in the image of God, instead man is the image and glory of God and woman ought to be subject to man and, as it were, like his servant, since man is the ruler of the woman and not the other way around.

SOURCE A: Based on a medieval book, written by Bertrand de Bar, about Church law and women.

SOURCE B: Made her living as a wife, managed the estates and learned the laws as a knight. Widowed at 25, she lost her husband and sons. Wrote a book, the "Livre de la Guerre des Femmes et des Hommes," about the moral and legal statuses of women.

SOURCE C: From a late medieval book, showing women depending on a castle.

1066-1485
GOVERNMENT AND PARLIAMENT

(10) Explain the causes of this rebellion or civil war.

(20) Describe an important event during this rebellion or civil war.

From this period, choose a rebellion or civil war such as the rebellions fought against William I, the civil war between Stephen and Matilda, the Barons’ Rebellion against John, or any other you have studied.

WAR AND REBELLION

PART B: ESSAY QUESTIONS

1066–1485
RELIGION

B5. Choose an important leader of the Church, such as Archbishop Anselm, Archbishop Becket, Archbishop Langton, or any other you have studied.

(a) Describe his career in the Church. (20)

(b) Explain the effects he had on the Church. (10)

B6. Choose one of the Crusades which attempted to take control of the Holy Lands in the Middle East.

(a) Describe the main events of this Crusade. (20)

(b) Explain how the consequences of this Crusade affected the Christian control of the Holy Lands. (10)

SOCIAL HISTORY

B7. Choose a person in a medieval town or village, such as a member of a guild, a steward, a bailiff, a priest, a peasant, or any other you have studied.

(a) Describe the kind of life this person would have experienced in a particular century. (20)

(b) Explain how he or she would have affected the lives of other people in the town or village. (10)

B8. (a) Describe the different ways in which medieval people tried to prevent and cure the Black Death. (20)

(b) Explain the reasons why the Black Death spread so widely and quickly. (10)

GENERAL TOPICS

B9. Choose a medieval man or woman whom you admire.

(a) Describe the events of his or her life. (20)

(b) Explain the ways in which he or she changed the world in which he or she lived. (10)

B10. Choose a medieval castle, church or cathedral you have visited.

(a) Describe how this structure would have been built at the time. (20)

(b) Explain why this structure was important during the medieval period. (10)
Henry VII and his Great Matter

Look at and refer to all the sources. How useful is each one in helping us to study

and B about Anne Boleyn’s part in the Great Matter.

Look at Source C. How does this source support the information given in Sources A

C2. Look at Source B. According to the source, why was it difficult for Henry to get a

divorce?

C3. Look at Source C. Give one reason why Henry wanted to divorce Catherine.

All the sources provide information about Henry VII and his Great Matter. You

must refer to the sources in all your answers.

Read the introduction and the sources opposite and then answer all the questions. You

PART A: EVIDENCE QUESTIONS

THE MAKING OF THE UNITED KINGDOM: 1485–1750

SECTION 2
SOURCE A: a twentieth-century historian’s description of the Great Matter
By the mid-1520s, Henry VIII was deeply unhappy with Catherine of Aragon. She had given birth to eight children, but only Princess Mary had survived. Henry needed a male heir to ensure the royal succession. Yet he also wished to divorce Catherine because he had fallen in love with Anne Boleyn, a young courtier. Between 1527 and 1535, ‘the King’s Great Matter’ – the divorce and Henry’s desire for a son – dominated English politics and religion.

SOURCE B: based on an extract from a modern history book
In love with the charming young Anne Boleyn, Henry VIII wished to marry her in order to have a lawful heir, and sought means of getting rid of Catherine. Civil divorce was unknown, and the King had to ask Rome for the annulment [ending] of his marriage. The Pope sent Cardinal Campeggio who was to hear the case along with Woisey. The King supposed the matter was settled, but Catherine appealed to Rome and forced the Pope to have the case heard in his own court. Yet royal advisers persuaded Henry that he need not pursue the case at Rome. Cranmer was appointed Archbishop of Canterbury and secretly married the King and Anne in January 1533. Anne was crowned, Henry excommunicated. The breach with Rome had come.

SOURCE C: a nineteenth-century painting of Henry’s court, showing him flirting with Anne Boleyn behind Queen Catherine’s back, before the divorce
PART B: ESSAY QUESTIONS

WAR AND REBELLION

D1. From this period, choose a battle or campaign, such as Flodden Field, the Armada, Edgehill, Marston Moor, Naseby, Culloden, or any other you have studied.
   (a) Describe the main features of this battle or campaign. (20)
   (b) Explain the importance of leadership, training and tactics in its outcome. (10)

D2. Choose a monarch, such as Henry VIII, Mary I, Elizabeth I, Charles I, James II, or any other you have studied.
   (a) Describe a rebellion or rebellions which this monarch had to face. (20)
   (b) Explain why the rebellion either strengthened or weakened the monarch. (10)

GOVERNMENT AND PARLIAMENT

D3. From this period, choose a monarch, such as Henry VII, Henry VIII, Mary I, Elizabeth I, James I, Charles I, Charles II, James II, George I, or any other you have studied.
   (a) Describe the relations between this monarch and his or her Court and nobles and country gentry. (20)
   (b) Explain how this relationship (good or bad) affected the history of England/the United Kingdom. (10)

D4. From this period, choose a major government minister, such as Thomas Cromwell, Sir William Cecil, the Earl of Strafford, Sir Robert Walpole, or any other you have studied. You may not write about Thomas Wolsey and the King's Great Matter.
   (a) Describe the main aims of this minister, giving examples of how he tried to carry them out. (20)
   (b) Explain why he succeeded or failed, or perhaps both. (10)

RELIGION

D5. From this period, choose a monarch who made major changes in religion, such as Mary I, Elizabeth I, James I, Charles I, Charles II, James II, or any other you have studied. You may not choose Henry VIII.
   (a) Describe the religious opinions and main religious actions of this monarch. (20)
   (b) Explain how the monarch's actions affected the lives of English/British people. (10)
D6. From this period, choose a major religious change, such as the Dissolution of the Monasteries under Henry VIII, the passing of the Prayer Books under Edward VI, the Catholic Reformation under Mary I, the treatment of Catholics and Puritans under Elizabeth I, the persecution of Catholics and Puritans under James I and Charles I, the persecution of Non-Conformists under Charles II and James II, or any other you have studied.

(a) Describe the main events surrounding this period of change. (20)

(b) Explain how the religious changes strengthened or weakened the monarch’s hold on the country. (10)

SOCIAL HISTORY

D7. (a) Describe the measures taken by Elizabeth I’s government to deal with poverty. (20)

(b) Explain how these measures affected the lives of ordinary people. (10)

D8. From this period, choose a major agricultural or industrial invention or development.

(a) Describe this invention or development in detail. (20)

(b) Explain the effects of the agricultural or industrial change on the history of England/Britain. (10)

GENERAL TOPICS

D9. (a) Describe the main events of 1639–1642 which led to the outbreak of the English Civil War. (20)

(b) Explain the main reasons why Charles I lost to the Parliamentary forces. (10)

D10. From this period, choose an artist or writer, such as Shakespeare, Bacon, Webster, Bunyan, Swift, or any other you have studied.

(a) Describe his or her main achievements. (20)

(b) Explain why you think it is important for historians to study the art and literature of a period. (10)
PART A: EVIDENCE QUESTIONS

BRITAIN: 1750–CIRCA 1900

SECTION 3
SOURCE A: An eyewitness account from an ex-slave

SOURCE B: From a modern-day encyclopedia

SOURCE C: A picture of a slave auction from the early nineteenth century
Part B: Essay Questions

1750–Circa 1900
SOCIAL AND ECONOMIC

F5. Choose an important person in the agricultural, industrial or transport revolution, such as Arthur Young, Richard Arkwright, James Watt, George Stephenson, or any other you have studied.
   (a) Describe his most important achievements within one of the revolutions. (20)
   (b) Explain the impact which these achievements had upon the revolution. (10)

F6. Choose the agricultural, industrial or transport revolution.
   (a) Describe one of the most important changes made within this revolution. (20)
   (b) Explain why there was resistance to these changes. (10)

GENERAL TOPICS

F7. (a) Describe the position of women in society in this period. (20)
    (b) Explain why change in women’s lives was taking place by the end of the nineteenth century. (10)

F8. Choose an important woman of this time, such as Queen Victoria, Florence Nightingale, Elizabeth Fry, or any other you have studied.
   (a) Describe her life. (20)
   (b) Explain her importance then and today. (10)

F9. (a) From this period, describe the main features of any famous historical building. (20)
    (b) Explain the importance of this building at the time. (10)

F10. Choose an important invention made during this period.
    (a) Describe why there was a need for this invention. (20)
    (b) Explain how this invention affected the lives of the people who used it. (10)

(Total marks: 50)