Independent Schools Examinations Board

COMMON ENTRANCE EXAMINATION AT 13+

HISTORY

Monday 28 January 2013

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 10–13)
- 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.

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SECTION 1

MEDIEVAL REALMS: BRITAIN 1066–1485

PART A: EVIDENCE QUESTIONS

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

The sources all refer to the first outbreak of the Black Death in Europe in 1348–50.

A1. Look at **Source A**. According to this source, why was there a need to dig burial pits? (2)

A2. Look at **Source B**. Why did the state feel it necessary to use burial pits? (3)

A3. Look at **Source C**. How does this source support what **Sources A** and **B** say about the burial of the plague dead? (7)

A4. Look at and refer to ALL the sources. How useful are they to us in studying how medieval people dealt with the victims of the plague? (8)

SOURCE A: based on a twenty-first century historian's description of the burial of plague victims at Smithfield in London in 1349

Smithfield must have been a hellish sight. The number of corpses cannot possibly have been fitted in with the polite spacing enjoyed by the bodies in John Corey's graveyard. This was no mass grave but a burial pit: rather than laying the bodies in rows, they were stacked on top of each other starting from one end of the giant hole, so as to make sure that the rakers need not walk over the decaying remains when burying the next cartload. All day the rakers came, with bodies piled high on their carts. According to Robert of Avesbury [a contemporary], 'more than two hundred corpses were buried almost every day in the new burial ground next to Smithfield, and this was in addition to the bodies buried in other churchyards in the city'.

SOURCE B: based on a modern historian's account of the Black Death

People strongly resented and resisted attempts to bury their loved ones in pits rather than sacred ground around the local parish church. The use of mass graves served two purposes for the state. First, the practical excuse was the large number of bodies had to be disposed of quickly. Second, the decay of plague bodies might produce infected gases that could rise out of the ground and cause further infections. However, despite the threats of infection, common people made it clear that they were opposed to the namelessness and barbarity of these mass burials.

SOURCE C: a Medieval picture of plague burials in Tournai, France by a French artist, Gilles de Muisit; the artist died in 1352



The Source A extract is from *The Scourging Angel* by Benedict Gummer. Reprinted by kind permission of The Andrew Lownie Literary Agency Limited.

The Source B extract is from *The Black Death, A History of Plagues, 1345–1730*, by Andrew Spicer and William Nephy. Reprinted by permission of The History Press.

PART B: ESSAY QUESTIONS

WAR AND REBELLION

B1. Choose an invasion of England, such as the Norman Conquest, the French invasion during the Barons' rebellion against John, or an English invasion of another kingdom, such as Edward I's campaigns in Wales or Scotland, or the Hundred Years' War.

(a) Describe the reasons for this invasion. (20)

(b) Explain the reasons for the success or failure of this invasion. (10)

B2. Choose a rebellion against a king of England, such as the uprisings against William I or the Peasants' Revolt of 1381.

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

(b) Explain the consequences for the English of this rebellion. (10)

GOVERNMENT AND PARLIAMENT

B3. (a) Describe the actions of parliaments during the reign of a king at or after the time of Henry III. (20)

(b) Explain how the actions of these parliaments affected the power of Henry III and later kings. (10)

B4. Choose a king who quarrelled with his barons or the Church, such as William II, Henry II, John, Henry III, Richard II, Richard III, or any other you have studied.

(a) Describe the main events of the quarrel. (20)

(b) Explain whether the king was successful or not. (10)

RELIGION

B5. (a) Describe life in a monastery or nunnery during this time. (20)

(b) Explain the importance of monasteries or nunneries to life in England. (10)

B6. (a) Describe the reasons why one of the Crusades was sent to the Holy Land. (20)

(b) Explain to what extent this Crusade was successful. (10)

SOCIAL HISTORY

B7. (a) Describe the types of people who lived in either medieval towns or villages during a particular period you have studied. (20)

(b) Explain why some types of people were more successful than others. (10)

B8. (a) Describe the ways in which a group of people at this time, such as Jews or women, were not treated as equals. (20)

(b) Explain why they were not treated as equals. (10)

GENERAL TOPICS

B9. (a) Describe how military technology, such as armour or fortifications, changed during this period. (20)

(b) Explain the reasons for one change in military technology during this time. (10)

B10. (a) Describe the medical beliefs during this period. (20)

(b) Explain how effective medical practices were during this time. (10)

SECTION 2

THE MAKING OF THE UNITED KINGDOM: 1485–1750

PART A: EVIDENCE QUESTIONS

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

The sources all provide information about the Jacobite Rebellion of 1745–46.

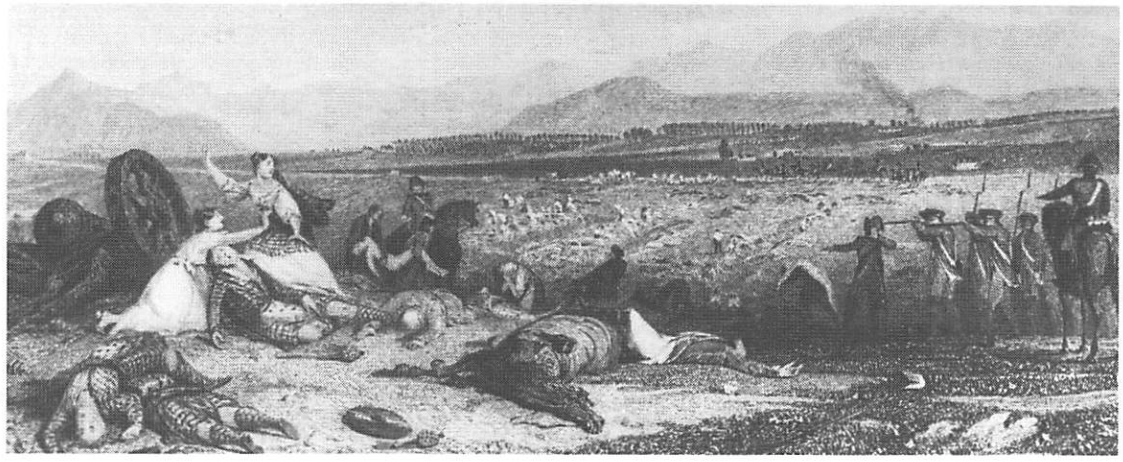
C1. Look at **Source A**. What does it tell us about the government forces' treatment of Highland civilians? (2)

C2. Look at **Source B**. How is the Duke of Cumberland viewed by this writer? (3)

C3. Look at **Source C**. How does it support **Sources A** and **B** concerning the way in which the government forces acted after the battle of Culloden? (7)

C4. Look at and refer to ALL the sources. How useful are they in helping us to understand why the Hanoverians were so hated in parts of Scotland after the battle of Culloden? (8)

SOURCE A: a nineteenth-century representation of the atrocities by the Duke of Cumberland's men after Culloden



SOURCE B: from a modern history book

Cumberland was a hard man, accustomed to employ savage discipline, and in his response to the Jacobites he revealed the fear and hatred they had aroused in the Hanoverian regime. Cruelty was to be used as a policy. The contrast with the Jacobites is interesting. Charles Edward intervened frequently in the cases of both his own soldiers, in trouble for indiscipline or other faults and of those of civilians suspected or known to have committed hostile actions. His interventions were merciful, reflecting not only his own personality, but also an effort to win the hearts and minds of the population. Jacobite conduct in England was not characterized by cruelty. [Yet after Culloden], expeditions were ordered to kill the Jacobites and destroy their property. Some of the expeditions were especially cruel, characterized by killings, rapes and systematic devastation.

SOURCE C: based on a book first written in 1908 about the adventures of Bonnie Prince Charlie

A hideous story has received a place in history, that the Duke of Cumberland directed a wounded Highland officer to be shot because he looked at him insolently. That a prince 25 years of age, well brought up as the Duke had been, who was universally liked by the army, and who had exhibited not only personal courage at Dettingen, but also when wounded himself had shown special care for a French wounded officer lying beside him, could give such an order is impossible of belief. On further investigation the order was probably given by General Hawley – his own soldiers called him Chief Justice and The Hangman.

Source A is reproduced by permission of Getty Images ©.
Source B extract from *Culloden and the '45* reproduced by kind permission of Professor Jeremy Black.

PART B: ESSAY QUESTIONS

WAR AND REBELLION

D1. Choose a battle from a war which England/Britain fought against another nation, such as Scotland, France or Spain.

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

(b) Explain why England won or lost this battle. (10)

D2. Choose a rebellion from the period you have studied. **You may not use James II and the Glorious Revolution of 1688 or the Jacobite Rebellion of 1745.**

(a) Describe the main events of the rebellion. (20)

(b) Explain the main reasons why the rebellion succeeded or failed (10)

GOVERNMENT AND PARLIAMENT

D3. Choose an Act of Parliament from the period you have studied.

(a) Describe the main features of the Act of Parliament. (20)

(b) Explain the ways in which the Act of Parliament affected life and politics in England/Britain. (10)

D4. Choose the reign of a monarch, such as Henry VIII, Edward VI, Mary I, Elizabeth I, Charles I, or any other you have studied.

(a) Describe what you consider to be the most important events of that reign. (20)

(b) Explain why you think that the monarch either succeeded or failed in one aspect of his/her reign. (10)

RELIGION

D5. Choose one important example of religious persecution, such as the dissolution of the monasteries under Henry VIII, the burnings of Protestants under Mary I, the execution of Catholics under Elizabeth I, the persecution of Puritans under James I and Charles I, or any other you have studied.

(a) Describe the main events in the persecution. (20)

(b) Explain the reasons why the persecution was carried out by the government. (10)

D6. (a) Describe the main religious actions of any one monarch you have studied in this period. (20)

(b) Explain the reasons for his/her religious actions. (10)

SOCIAL HISTORY

D7. (a) Describe the main events relating to the Great Fire of London. (20)

(b) Explain the main effects of the Great Fire of London. (10)

D8. (a) Describe the main features of the seventeenth-century witch craze in England. (20)

(b) Explain why the church and government punished witchcraft so severely in the seventeenth century. (10)

GENERAL TOPICS

D9. (a) Describe the main events of the life of Cardinal Wolsey, Thomas Cromwell or Charles II. (20)

(b) Explain the main achievements and failures of his life. (10)

D10. (a) Describe the main features of the Commonwealth and Protectorate under Oliver Cromwell. (20)

(b) Explain why there is so much disagreement over the life and career of Oliver Cromwell. (10)

SECTION 3

BRITAIN: 1750–CIRCA 1900

PART A: EVIDENCE QUESTIONS

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

The sources all provide information about the Great Chartist Demonstration in 1848, Kennington Common.

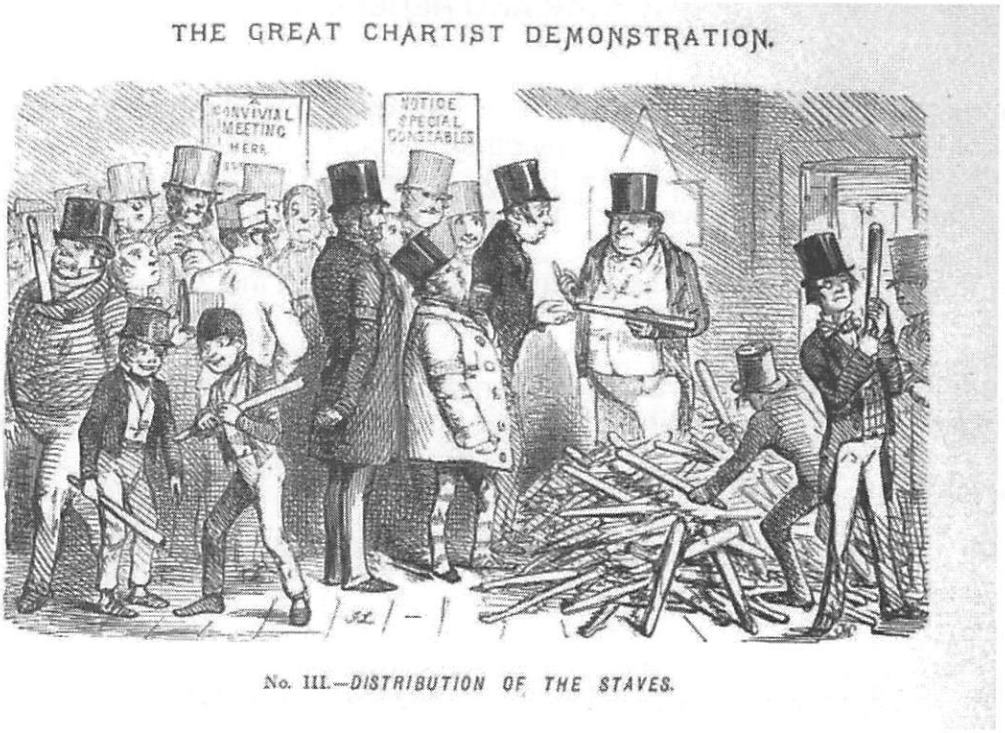
E1. Look at **Source A**. What can we learn about the Government's reaction to the Chartists? (2)

E2. Look at **Source B**. How does the writer say that the Chartist demonstration will be successful? (3)

E3. Look at **Source C**. How does it support **Sources A** and **B** concerning the Chartist threat? (7)

E4. Look at and refer to ALL the sources. How useful are they in helping us understand how the Chartist movement was seen in 1848? (8)

SOURCE A: *The Great Chartist Demonstration*, a contemporary sketch from Punch; the Duke of Wellington, the Prime Minister, had called for special constables to be used in case of violence



No. III.—*DISTRIBUTION OF THE STAVES.*

SOURCE B: *What happened on 10 April 1848?* – from *The Illustrated London News*, 15 April 1848

As the speeches of those gentlemen had led the public to anticipate some serious disturbance of the peace of the metropolis (London), the Government and the civil authorities had made some extensive and well-arranged preparations to suppress (calm down) any violation of order. However, the interference of the authorities was not called for ... (the demonstration) will be seen, very ordinary and common-place. They would then give instructions to the people not to come in collision with the authorities, or give an opportunity to the Government to create a bloody slaughter among them – for he (a Chartist) knew that they only wanted the smallest excuse for doing so. They (the Chartists) were for peace.

SOURCE C: from a modern historian's study of Chartism

'There was scarcely a merchant, a banker, or a shopkeeper, or clerk in London, except the very old, who did not take the oath and carry a truncheon [stave or club], to crack the skull of a Chartist if it became necessary', recalled the author Charles Mackay. Almost every gentleman, servant, and shopkeeper was sworn-in, according to the MP William Ewart, who also described how a retired general took command of the area round his home, drilled the special constables and organised them into geographical sections, with messengers to link them all.

Source A is reproduced by kind permission of Punch Limited ©.
Source C extract from *Chartism: A New History* reproduced by kind permission of Professor Malcolm Chase.

PART B: ESSAY QUESTIONS

WAR AND REBELLION

F1. Choose a battle which Britain won in the wars fought against France, such as Quebec, Trafalgar, Waterloo, or any other you have studied.

(a) Describe the main events of the battle. (20)

(b) Explain the effect that victory in this battle had on the war. (10)

F2. Choose a major colonial war or rebellion during this period, such as the American War of Independence, the Indian Mutiny, the Boer War, or any other you have studied.

(a) Describe why this war or rebellion started. (20)

(b) Explain the consequences this war or rebellion had for Britain. (10)

GOVERNMENT AND PARLIAMENT

F3. Choose a figure who caused his or her political party or the government problems, such as John Wilkes, Charles Fox, Robert Peel, or any other you have studied.

(a) Describe one important event in his or her life. (20)

(b) Explain the consequences of this event. (10)

F4. Choose an act of Parliament concerned with the reform of politics, such as the 1832 First Reform Act, the Reform Act of 1867, the 1872 Ballot Act, or any other you have studied.

(a) Describe the events which led to the act being passed. (20)

(b) Explain how effective this act of Parliament was. (10)

ECONOMIC AND SOCIAL

F5. Choose the Agricultural or Transport or Industrial Revolution.

(a) Describe the main changes which happened during the revolution. (20)

(b) Explain what were the most important consequences of this revolution. (10)

F6. (a) Describe the living conditions of industrial workers during this period. (20)

(b) Explain how changes in the living conditions of industrial workers may have affected their lives. (10)

GENERAL TOPICS

F7. Choose one important British author or artist, such as Hogarth, Turner, Constable, or any other you have studied.

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

(b) Explain why you think it is so important for historians to study the history of art and artists. (10)

F8. (a) Describe an important event during this period, such as the Great Exhibition, Rainhill Trials, Peterloo Massacre, or any other you have studied. (20)

(b) Explain the consequences of this event. (10)

F9. (a) Describe the greatest achievements of an important figure in the Agricultural, Industrial or Transport Revolution. (20)

(b) Explain the extent to which an important figure in the Agricultural, Industrial or Transport Revolution was successful. (10)

F10. (a) Describe the important events in the life of a person whom you admire from this period. (20)

(b) Explain the reasons why this person is admirable. (10)