Independent Schools Examinations Board

COMMON ENTRANCE EXAMINATION AT 13+

HISTORY

Monday 11 June 2012

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.



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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.

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

A1. Look at **Source A**. Why does the writer think that women need to be wise in all they do? (2)

A2. Look at **Source B**. Why did the writer think that men should be in charge of women? (3)

A3. Look at **Source C**. How far does this source support what **Sources A** and **B** say about women during this time? (7)

A4. Look at and refer to ALL the sources. How useful would they be to an historian studying the problems faced by women? (8)

SOURCE A: based on Christine de Pisan, writing in the late Middle Ages; widowed at 25, she made her living as a writer

Because knights, squires and gentlemen go upon journeys and follow the wars, it is necessary for wives to be wise in all they do, since most often they live at home without their husbands who are at court or in many different lands; they must fight for their honour and safety.

SOURCE B: based on a medieval book, written by Bernard of Parma, about Church law and women

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 C: from a late medieval book showing women defending a castle



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PART B: ESSAY QUESTIONS

WAR AND REBELLION

B1. Choose a war fought between England and another country, such as John and France, Edward I and Wales or Scotland, Edward II and Scotland, Edward III and France, Henry V and France, or any other you have studied.

(a) Describe an important battle in this war. (20)

(b) Explain the consequences of this battle on the war. (10)

B2. 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, the Peasants' Revolt, the Wars of the Roses, Perkin Warbeck against Henry VII, or any other you have studied.

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

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

GOVERNMENT AND PARLIAMENT

B3. Choose a monarch who quarrelled with either his barons or the Church, such as William II, Henry II, John, Henry III, Edward II, Richard II, Richard III, or any other you have studied.

(a) Describe the main events of this quarrel with the barons or the Church. (20)

(b) Explain how successful the monarch was in winning or losing this quarrel. (10)

B4. From this period, choose a monarch.

(a) Describe the ways in which this monarch tried to establish his royal power. (20)

(b) Explain how successful he was as a ruler. (10)

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 baliff, 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)

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.

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

C1. Look at **Source A**. Give ONE reason why Henry wanted to divorce Catherine. (2)

C2. Look at **Source B**. According to the source, why was it difficult for Henry to get a divorce? (3)

C3. Look at **Source C**. How does this source support the information given in **Sources A** and **B** about Anne Boleyn's part in the Great Matter. (7)

C4. Look at and refer to ALL the sources. How useful is each one in helping us to study Henry VIII and his Great Matter? (8)

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 Wolsey. 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)

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.

All the sources refer to slave auctions during the eighteenth and early nineteenth centuries.

E1. Look at **Source A**. How were the slaves sold? (2)

E2. Look at **Source B**. What methods were used to sell slaves? (3)

E3. Look at **Source C**. How does it support the information in **Sources A** and **B** about how slaves were bought? (7)

E4. Look at and refer to ALL the sources. How useful is each one in telling us about slavery? (8)

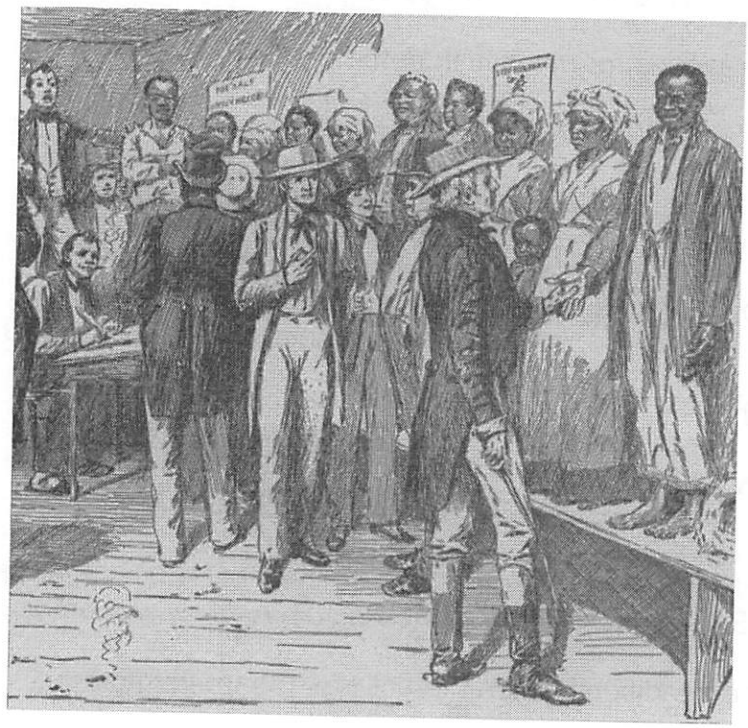
SOURCE A: an eyewitness account from an ex-slave

When we arrived in Barbados (in the West Indies), many merchants and planters came on board and examined us. We were then taken to the merchant's yard, where we were all pent up together like sheep in a fold. On a signal the buyers rushed forward and chose those slaves they liked best.

SOURCE B: from a modern-day encyclopaedia

There were two types of auctions; 'Grab and go' and 'May the highest bidder win.' Grab and go was where a slave buyer would give the slave trader a certain amount of money and receive a ticket. At the sound of a drum roll, the slave pen [where the slaves were kept] would open and the Americans would rush in and grab the slave or slaves they wanted. They would then show the ticket to the slave trader before they left. May the highest bidder win – bidders bid the highest amount of money possible and whoever managed to bid the highest kept the slave.

SOURCE C: a picture of a slave auction from the early nineteenth century



PART B: ESSAY QUESTIONS

WAR AND REBELLION

F1. From this period, choose an important victory won by British forces against a European enemy, such as the battle of Minden, Salamanca, Trafalgar, Waterloo, or any other you have studied.

(a) Describe the battle. (20)

(b) Explain why the British forces won. (10)

F2. From this period, choose an important military defeat for the British, such as Saratoga, Yorktown, Isandlwana, or any other you have studied.

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

(b) Explain the reasons for the British defeat. (10)

GOVERNMENT AND PARLIAMENT

F3. From this period, choose an important political thinker, such as Thomas Paine, Edmund Burke, William Cobbett, Jeremy Bentham, or any other you have studied.

(a) Describe what you believe were his or her main ideas. (20)

(b) Explain how these ideas affected the politics during this period. (10)

F4. From this period, choose an act of reform, such as one of the Reform Acts, the Public Health Act, the Education Act, one of the Factory Acts, or any other you have studied.

(a) Describe the conditions which the act was meant to improve. (20)

(b) Explain how successful it was in correcting the conditions which it was meant to improve. (10)

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)