Independent Schools Examinations Board

COMMON ENTRANCE EXAMINATION AT 13+

HISTORY

Monday 5 November 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 to 1485 (pages 2–5)
  Section 2: The Making of the United Kingdom: 1485 to 1750 (pages 6–9)
  Section 3: Britain: 1750 to 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 provide information about Richard I.

A1. Look at **Source A**. How does the artist show Richard I as a warrior king? (2)

A2. Look at **Source B**. What were the complaints against Richard I? (3)

A3. Look at **Source C**. How does it support **Sources A** and **B** concerning Richard I as a hero? (7)

A4. Look at ALL the sources. How do they help us to understand how Richard I is seen today? (8)

Source B: © *The Reign of Richard Lionheart: Ruler of the Angeuin Empire*, Ralph V Turner and Richard R. Heiser, Pearson Education Ltd.
Source C: © *Richard I* (1999), page 3, John Gillingham, Yale University Press.

SOURCE A: the Victorian statue to Richard I placed in front of Parliament in Westminster, London



SOURCE B: based on a modern historian using a contemporary document to examine the way in which Richard was seen soon after his death

Indeed, some chroniclers pointed out Richard's shortcomings in promoting his subjects' well-being, and they hint at mounting unhappiness over his money gathering. William of Newburgh, remembering Richard's early actions before his departure on crusade, judged them irresponsible and compared him unfavourably with Henry II. Ralph of Coggeshall, another contemporary, wrote, 'No age can remember, no history can record any preceding [earlier] king who exacted [took] and received so much money from his kingdom as that king exacted and collected in the five years after he returned from captivity.'

SOURCE C: from a modern historian's study of Richard I

What matters here is, above all, Richard's commitment to the crusades. English historians who have judged him harshly have tended to do so on the grounds that his enthusiasm for the crusade led him to neglect his kingdom; … Those who in the past compared him to Alexander, Augustus, Charlemagne and King Arthur did so because he led a crusade. It was the Third Crusade, his crusade, which made him famous throughout the world of Latin Christianity, and in Islam too.

PART B: ESSAY QUESTIONS

WAR AND REBELLION

B1. From this period, choose a war caused by England attacking another kingdom, such as Edward I's wars against Wales or Scotland, Edward II and Scotland, Edward III and the Hundred Years' War, Henry V and the Hundred Years' War, or any other you have studied.

(a) Describe one campaign during this war. (20)

(b) Explain the causes of the war. (10)

B2. From this period, choose a civil war, such as the struggle between Empress Matilda and King Stephen, John and the Barons, the Wars of the Roses, or any other you have studied.

(a) Describe a battle of this civil war. (20)

(b) Explain the consequences for England of this civil war. (10)

GOVERNMENT AND PARLIAMENT

B3. From this period, choose an Archbishop of Canterbury, such as Anselm, Becket, Langton, Sudbury, or any other you have studied.

(a) Describe his role in helping and/or opposing the king's rule. (20)

(b) Explain how successful he was in helping and/or opposing the king's rule. (10)

B4. Choose one English monarch from this period.

(a) Describe how he used or misused his barons to try to control his kingdom. (20)

(b) Explain the consequences of his using or misusing his barons to try to control his kingdom. (10)

RELIGION

B5. (a) Describe the different roles monks or nuns played in the life of monasteries or nunneries in this period. (20)

(b) Explain the importance of monasteries to the people of England during this period. (10)

B6. (a) Describe an important battle in one of the Crusades to the Holy Land in this period. **You may not use the Third Crusade.** (20)

(b) Explain how this battle affected the course of the Crusades. (10)

SOCIAL HISTORY

B7. (a) Describe the different beliefs medieval people held about the causes of the Black Death in 1348–1350. (20)

(b) Explain why the population of Europe, including England, was so badly affected by the Black Death. (10)

B8. (a) Describe the system of farming in this period. (20)

(b) Explain how the system of farming affected village life during this period. (10)

GENERAL TOPICS

B9. (a) Describe a medieval castle, church or cathedral you have visited. (20)

(b) Explain why this building was so important to the lives of people at that time. (10)

B10. From this period, choose an important written document, such as the Domesday Book, the Magna Carta, Canterbury Tales, or another you have studied.

(a) Describe this document and why it was made. (20)

(b) Explain why this document was important then and now. (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 James II, William of Orange and the Glorious Revolution.

C1. Look at **Source A**. How are the English people reacting to William's landing? (2)

C2. Look at **Source B**. What was the evidence that James II's army would not fight William of Orange's invasion? (3)

C3. Look at **Source C**. How does it support **Sources A** and **B** about William's success? (7)

C4. Look at ALL the sources. How do they help us to understand how William was able to take the English throne so quickly in 1688? (8)

SOURCE A: a picture of the landing of William III at Torbay in November 1688



SOURCE B: taken from a modern history book about James II and the Glorious Revolution

James should have been able to cope with the invasion, provided that his soldiers and sailors would fight. William had often been assured that they would not and there was much evidence to support this claim. In July there had almost been a mutiny in the fleet when a Catholic captain had had Mass said on his ship. As for the army, the soldiers had cheered at the bishops' acquittal. In the last months of 1688, there were rumours of the arrival of French or Irish troops, of Popish murders and massacres, which placed a greater strain on the fragile loyalty of James's soldiers. [On the other hand] William stressed that he had been invited to invade and that his sole aim was 'to have a free and lawful Parliament assembled as soon as possible'.

SOURCE C: based on a modern history book

William [of Orange] was fortunate that, at the moment of confrontation, James lost his nerve. Though weakened by nosebleeds and sleeplessness, the King made haste to join his army on Salisbury Plain – only to return abruptly to London, where he discovered that his daughter Anne had deserted and joined the cause of her sister and brother-in-law … Having sent the Queen and the Prince of Wales ahead of him, he fled Whitehall on 11 December …

Source A: © Bridgeman Art Library.
Source B: © Reproduced from *James II* (first published 1978; republished Yale University Press, 2000) with kind permission of Professor John Miller.
Source C: © Reproduced from *Great Tales from English History* by Robert Lacey, 2004, with kind permission of Little Brown Book Group.

PART B: ESSAY QUESTIONS

WAR AND REBELLION

D1. From this period, choose a rebellion or plot, such as the Pilgrimage of Grace of 1536, the Northern Rebellion of 1569, or the Gunpowder Plot of 1605. **You may not use James II and the Glorious Revolution of 1688.**

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

(b) Explain why it failed or succeeded. (10)

D2. Choose a monarch, such as Henry VIII, Mary I, Elizabeth I, or James I. **You may not use James II.**

(a) Describe a war or wars which this monarch fought against one or more countries. (20)

(b) Explain why this monarch succeeded OR failed in the war or wars. (10)

GOVERNMENT AND PARLIAMENT

D3. From this period, choose a leading royal minister, such as Cardinal Wolsey, Thomas Cromwell, William Cecil, Robert Walpole, or any other you have studied.

(a) Describe the main features of this minister's life and career. (20)

(b) Explain why you think this minister was mainly a success or a failure. (10)

D4. Choose a group which wanted reform in Parliament, such as the Puritans, the Levellers, the Whigs, or any other you have studied.

(a) Describe the main events in which this group was involved. (20)

(b) Explain how far the group was successful, or not, in achieving its aims. (10)

RELIGION

D5. Choose a monarch, such as Henry VIII, Mary I, Elizabeth I, or James I. **You may not use James II.**

(a) Describe the most important religious changes which occurred in the reign of that monarch. (20)

(b) Explain how that monarch's religious actions affected the English church and society. (10)

D6. Choose an important religious figure or leader, such as Cardinal Wolsey, Archbishop Cranmer, Archbishop Laud, John Bunyan, or any other you have studied.

(a) Describe the main events of that religious leader's career. (20)

(b) Explain how that religious leader's actions and ideas affected religious life in England. (10)

SOCIAL HISTORY

D7. (a) Describe how the Reformation under Henry VIII affected the lives of monks and nuns. (20)

(b) Explain why these changes affected ordinary people. (10)

D8. (a) Describe the life of a major composer, artist, architect, inventor or scientist from the period you have studied. (20)

(b) Explain how his life and work contributed to the life of England and the wider world. (10)

GENERAL TOPICS

D9. (a) Describe the main events leading to the outbreak of the English Civil War in 1640. (20)

(b) Explain the importance of Oliver Cromwell to the victory of Parliament in the English Civil War. (10)

D10. (a) Describe the main features of Elizabeth I's war against Spain after 1587. (20)

(b) Explain why Elizabeth I is considered to have been such a successful monarch. (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 Massacre of Cawnpore during the Indian Mutiny.

E1. Look at **Source A**. What can we learn about the British treatment of the Indians from this source? (2)

E2. Look at **Source B**. How were the rebels treated after Cawnpore? (3)

E3. Look at **Source C**. How does it compare with **Sources A** and **B** with regard to the feelings of the British about Cawnpore? (7)

E4. Look at ALL the sources. How do they help us to understand the Indian Mutiny? (8)

SOURCE A: Britannia slays Indian mutineers while protecting the women and children; published in *Punch* Magazine, 2 September 1857



JUSTICE.

SOURCE B: a modern British historian describes what happened at Cawnpore

Nana Sahib ordered all the remaining British prisoners to be killed. A party of sepoys was ordered to kill 210 women and children. The victims were dragged out and thrown down a well. Some sepoys claimed that some of the children who were still alive were killed first, others were thrown in (alive). It was this atrocity that inflamed British feelings and Brigadier-General James Neill stated that every rebel caught was guilty and should be hanged. They were forced to eat beef (if Hindu) or pork (if Muslim) — something they considered unholy. Some of the Muslim sepoys were sewn into pig skins before being hanged. The idea was to humiliate the religious victims and prevent any reward they might have expected in the afterlife. After that, the rebels would be hanged and then buried in a ditch at the roadside.

SOURCE C: taken from a contemporary account by a British officer

In the compound stands a tree, marked with bullet holes and sword gashes; in the latter is still long hair; amongst the grass and bushes of the compound, between the house and the well, are still strips of clothing and locks of long hair; into that well upwards of 200 bodies of women and children were thrown, many still alive. No one who has seen that spot can ever feel anything but deep hatred to the Nana and his fellow fiends and all his fellow race.

Source A: © Reproduced with permission of Punch Limited.
Source B: © S Luscombe from www.britishempire.co.uk

PART B: ESSAY QUESTIONS

WAR AND REBELLION

F1. Choose a battle which Britain won during either the Seven Years' War, the American War of Independence, the Napoleonic Wars, the Boer Wars, or any other you have studied.

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

(b) Explain how the battle was won. (10)

F2. Choose a military leader, such as Admiral Nelson, the Duke of Wellington, Clive of India, or any other you have studied.

(a) Describe his greatest career achievement. (20)

(b) Apart from this achievement, explain to what extent he achieved success during his career. (10)

GOVERNMENT AND PARLIAMENT

F3. Choose an important Parliamentary act, such as the Factory Acts, Poor Law Act, Public Health Acts, or any other you have studied.

(a) Describe the main problems it was meant to solve. (20)

(b) Explain to what extent this act was a success. (10)

F4. Choose a Prime Minister, such as Earl Grey, Pitt the Younger, Gladstone, or any other you have studied.

(a) Describe a major event which occurred during his term as Prime Minister. (20)

(b) Explain to what extent his career was a success. (10)

ECONOMIC AND SOCIAL

F5. Choose an important person in the agricultural, industrial or transport revolution, such as Arthur Young, Charles Townshend, Robert Owen, James Watt, Isambard Kingdom Brunel, or any other you have studied.

(a) Describe the main events of this person's life. (20)

(b) Explain how successful his life was. (10)

F6. Choose a working-class protest, such as the Luddites, the Tolpuddle Martyrs, the 1888 Match Girls' strike, the 1889 London Dockers' strike, or any other you have studied.

(a) Describe the events which led to this protest. (20)

(b) Explain how successful this protest was. (10)

GENERAL TOPICS

F7. Choose a building or engineering achievement completed during this period, such as early railways, the building of the Crystal Palace, canals, or any other you have studied.

(a) Describe how it was built and the people who built it. (20)

(b) Explain its impact on Britain and its people. (10)

F8. Choose a major act of social reform, such as the Poor Law, the Public Health Act, the abolition of slavery, or any other you have studied.

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

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

F9. Choose an important leading woman of this period, such as Queen Victoria, Florence Nightingale, Elizabeth Fry, or any other you have studied.

(a) Describe the main events in her life. (20)

(b) Explain the importance of her life. (10)

F10. (a) Describe the main features of health and medicine in this period. (20)

(b) Explain how the developments of health and medicine affected people's lives during this period. (10)