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Course Summary Notes

Evidence-Based Topics

For June 2018, the focus is on 3 ISEB-elected topics:

a) The Norman Invasion
b) King John
c) Mary I

Essay Topics

For June 2018, the focus is on 3 ISEB-generic topics:

a) Monarch or Chief Minister
b) Religious Figure or Religious Change
c) Significant Event in History
EVIDENCE-BASED TOPICS

**Norman Invasion**

- Who had the best claim to the English throne in 1066?
- How did William of Normandy win the Battle of Hastings?
- To what extent was William I a ruthless monarch?
- How did the Normans change England?
- How effective were the rebellions against Norman rule?

**King John**

- How did John lose all England’s lands in France?
- Who was to blame for John’s feud with the Church?
- Why did John have a long-standing feud with his barons?
- To what extent was John a failed monarch?
- Why was the Magna Carta signed and what impact did it have in the short and long term?

**Mary I**

- What was the main cause of Mary’s unpopularity?
- To what extent were Mary’s religious policies justified?
- To what extent was the nickname ‘Bloody Mary’ a true reflection of Mary’s reign?
- To what extent was Mary an unsuccessful monarch?
ESSAY-BASED TOPICS

Monarch or Chief Minister
- William the Conqueror
- John
- Richard III
- Henry VII
- Henry VIII
- Thomas Cromwell
- Mary I

Religious Figure or Movement
- Thomas Becket
- The English Reformation
- Mary I religious policies

Significant Event
- The Norman Invasion
- The Black Death
- The Wars of the Roses
- The Dissolution of the Monasteries
Exam Format

- The examination is 60 minutes long. 50 marks in total.
- The paper is divided into two sections:
  Section 1: Evidence questions
  Section 2: Essay questions
- Section 1 is divided into three time periods:
  Medieval Realms: 1066-1485
  The Making of the United Kingdom: 1485-1750
  Britain and Empire: 1750-1914
- You must answer one evidence question on the time period – ‘Medieval Realms: 1066-1485’ or the question on Mary I (if it comes up) for the time period – ‘The Making of the United Kingdom: 1485-1750’.
- We know the evidence question will either be on 1) The Norman Invasion OR 2) King John OR 3) Mary I. You must know about (at the very least) the first two topics.
- You must also answer one essay question from Section 2.
- For the essay, you must not write about a topic you used in the evidence-based section.
- Section 1: Evidence – You should spend 5 minutes scanning the sources and considering the statement in question, 20 minutes writing. It is worth 20 marks (40%).
- Section 2: Essay – You should spend 5 minutes reading and planning and then 30 minutes writing. It is worth 30 marks (60%).
- Handwriting and presentation are important. Read over your work at the end.

Evidence Section

- This section requires you to use the sources and your own knowledge to write an answer.
- You will be given three ‘unseen’ sources on evidence topics (1) or (2). This includes two written (contemporary – produced at the time or secondary) and one image (e.g. a painting).
- We know the question stem will start as: ‘Using ALL the sources and your own knowledge…’
• To help you learn the key content (knowledge) – use lesson notes and exemplar answers in your zip wallet, Google Drive (student access), and/or any of the other revision techniques dealt with in lessons e.g. revision cards, visual key word summaries, mind-maps, mnemonics.

• REMEMBER TO INCLUDE:
  ▪ What does the source tell you about the statement? Does it support or contradict the statement? Use the phrase: ‘According to Source A…’ Extract key quotes/details from the sources in order to support your own key points. Some own knowledge is useful to support your key points.
  ▪ Try to point out agreement/disagreement between the evidence in the sources.
  ▪ How trustworthy/reliable/useful is the source? Why does it matter who produced the source (author)? Does the author takes sides, and why do they? When was the source produced? Does the source have the advantage of hindsight to offer an overview of the event or person in question? What does the source not tell us (omissions)? Perhaps most important – what does the source tell us that the other two do not? Better to focus on the strengths of the source than its weaknesses or limitations.

• SUGGESTED STARTER SENTENCES FOR SECTION 1
  
  Paragraph 1: The statement in question is about… There are two sides to this statement.

  Paragraph 2: On the one hand, source(s) A and B agree with the statement… Source A is a more/less useful source because… According to Source A,... Similarly, Source B suggests that… Source B is more/less useful because...

  Paragraph 3: On the other hand, source(s) C disagree with the statement because… Source C is more/less useful... According to Source C,...

  Paragraph 4: Overall, based upon the weight of evidence, I agree/disagree with the statement in question because... (of an important point raised by the sources and/or your own knowledge).

Essay Section

• You must answer one essay question. There is a selection of ten essay questions based on five study themes:
  
  ▪ War & rebellion (Q1&2) – including war leaders, battles, revolts and plots.
  ▪ Government & parliament (Q3&4) – including monarchs.
  ▪ Religion (Q5&6) – including religious figures/the Church.
  ▪ Social and economic history (Q7&8) – including the social impact of significant events.
  ▪ General topics (Q9&10) – including local history, historical sites.
For June 2018, it is strongly recommended for you to focus on ‘government and parliament’, ‘religion’ and ‘social and economic history’.

Each question will be generic and open-ended.

The essay carries 30 marks but only 15 marks are awarded for a narrative account (a good story about the event or person in question).

For the extra 15 marks, you will need to explain key reasons/factors/outcomes; offer a balanced answer, which includes a focused judgement in conclusion.

**SUGGESTED STRUCTURE FOR ESSAYS**

- **Introduction** – key date, brief context for the key person/event, set out the key aspects relating to the essay title (key reasons/factors/outcomes).

- **Key Statement 1** – Example: ‘To be a successful medieval monarch, one needed to have a good relationship with the nobility. In this regard…’

- **Key Statement 2** – Example: ‘To be a successful medieval monarch, one needed a strong partnership with the Church. In this regard…’

- **Key Statement 3** – Example: ‘To be a successful medieval monarch, one had to maintain firm control over ordinary people. In this regard…’

- **Conclusion** – Personal judgement which connects directly to the essay title.

To help you learn the key content (knowledge) – use lesson notes and exemplar essays in your zip wallet, Google Drive (student access), and/or any of the other revision techniques dealt with in lessons e.g. revision cards, visual key word summaries, mind-maps, mnemonics.
Model Questions

CE+13 ISEB past paper essay titles

Monarch or chief minister

1. Choose a monarch or chief minister you have studied and assess whether he or she was successful.

2. Choose a monarch or chief minister you have studied who could be considered unsuccessful, and explain why this was.

3. Choose a monarch you have studied and explain why he or she is remembered today.

4. Explain some of the ways in which religion affected the life and actions of any monarch or chief minister you have studied.

5. Choose an important event in the development of the English/British monarchy and explain how and why it happened.

6. Choose a monarch or chief minister you have studied and explain whether he or she was a success.

7. Choose a monarch or chief minister and explain how successful he or she was in dealing with those who opposed him or her.

8. How did the work of one monarch, political leader or chief minister affect the country at his or her time?

Religious figure or movement

1. Choose an important figure involved with religion in the period you have studied and explain why he or she is remembered.

2. Choose an important religious figure in England/Britain and explain how successful he or she was.

3. Explain why an important religious figure in England/Britain was successful.

4. Explain the importance of religion in the period you have studied.

5. Explain why a church leader was important in a time period you have studied.

6. Explain the importance of the Church and religion during one monarch’s rule.
7. Explain why one religious figure was important in the history of England/Britain.
8. Choose one major religious event and explain the changes it brought about.

**Significant event**

1. Assess, by describing and explaining, the significance of an event which changed the lives of people in the period you have studied.
2. Choose an event which caused major changes in English/British life. Explain who gained and who lost because of the event.
3. Choose one period you have studied and explain how and why ordinary life changed.
4. Choose an event which caused major changes for the people of England/Britain and explain how and why it occurred.
5. Explain how the lives of ordinary people changed in a time period you have studied.
6. How did the lives of people change socially and economically in a period you have studied.
7. Choose a scientific development you have studied. Why was it so important?
8. Choose an event which caused major changes in English/British life. Explain why people gained and lost because of that event.

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**Important information about summarised notes, exemplar evidence-based answers and exemplar essays** –

- In its traditional form, schools history was mainly knowledge-based. Knowing ‘the facts’ in a precise chronological order was the only way to access top grades. Fortunately, schools history has evolved into something far more task-orientated. The evidence-task is essentially a problem to be analysed and solved. The essay relies on focused explanation, argument and judgement.

- The resources provided by the OPS History Department are therefore intended as a guide to learning for the CE+13 candidates. The documents stored on Google Drive, to which they (and parents) have access, include examples of top-end answers to ISEB CE+13 History questions. There is not an answer to all the questions listed above!

- A core skill is selection of historical knowledge in order to meet the needs of the question. Candidates are often reminded of the pitfalls of learning an exemplar essay and using it come what may. It is important to think, plan and ensure the question is being addressed throughout the written answer.
INTRODUCTION

All the sources are about William I and the Norman Conquest. William, Duke of Normandy, became King of England in 1066. However, he had to spend many years defending his reign from enemies within his new kingdom.

SOURCE A: from the Bayeux Tapestry; Duke William is showing his authority over Earl Harold of England by having him swear loyalty; the tapestry was ordered by Bishop Odo, William I’s half brother.

SOURCE B: from The Ecclesiastical History of England and Normandy written by Ordericus Vitalis, born in England of French parents, who gathered his information from eyewitnesses of the time; in this extract, he is referring to the Harrying of the North in 1069.

…numbers of the rebels fell beneath his vengeful sword, he levelled their places of shelter to the ground, wasted their lands, and burnt their dwellings with all they contained. Never did William commit so much cruelty: to his lasting disgrace, he yielded to his worst impulse, and set no bounds to his fury, condemning the innocent and the guilty to a common fate. In the fullness of his anger he ordered the corn and cattle, with the implements of husbandry [farming tools] and every sort of provisions, to be collected in heaps and set on fire till the whole was consumed.

SOURCE C: from The Death of William the Conqueror (1087) as recorded in the Anglo-Saxon Chronicle.

The King William of whom we speak was a very wise man and very powerful and of greater honour and strength than any of his predecessors [previous kings]. He was gentle to those good men who loved God, and beyond measure severe to those men who opposed his will.

…Likewise he was also so severe a man and so relentless that no man dared to do anything against his will. He imprisoned earls who had opposed his will; bishops he dismissed from their bishoprics, and he did not spare his own brother, Odo… William put him in prison.

QUESTION
Using ALL the sources and your own knowledge, how far do you agree that William I was a ruthless king? (20)
### Mark schemes – Evidence Task

<table>
<thead>
<tr>
<th>Mark</th>
<th>Target Skills</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1–10</td>
<td>Level 1</td>
<td>Generalised answer: offers valid but undeveloped comments without direct support from sources or own knowledge; OR only uses either sources or own knowledge to make undeveloped comments.</td>
</tr>
<tr>
<td>11–15</td>
<td>Level 2</td>
<td>Supported answer: makes links between the sources, own knowledge and the question; answers at this level will show some selection and organisation of material, but may lack structure and development; a source-by-source answer could achieve the top of this level if some of the skills detailed above are also present.</td>
</tr>
<tr>
<td>16–20</td>
<td>Level 3</td>
<td>Focused answer: reaches a judgement by making direct use of the sources and valid statements upon the reliability or utility of the sources, as well as contextual own knowledge; well structured answer with sound substantiation; an answer at the top of this level will include most or all of the target source skills detailed above and will attempt to explore the evidence for and against the question/statement.</td>
</tr>
</tbody>
</table>

### Mark Schemes - Essay

<table>
<thead>
<tr>
<th>Mark</th>
<th>Target</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1–10</td>
<td>Level 1</td>
<td>Simple statements: offering some features/ideas supported by some knowledge; embryonic, inaccurate or irrelevant knowledge; lacking real coherence and structure; offering basic and largely unfocused opinion; little judgement/assessment/evaluation offered.</td>
</tr>
</tbody>
</table>
| 11–20| Level 2| More developed statements: giving features supported by more relevant knowledge along with more developed analysis; some substantiation of assertions; uncertain overall structure; attempts to offer reasoned judgement/assessment/evaluation in places.  
NB: 15 marks may be awarded for a good narrative and a good narrative answer with elements of analysis may achieve the top of this level. |
Do you agree that William, Duke of Normandy had the best claim to the English throne in 1066?

Set out the two sides of the statement
Edward the Confessor had no children so that when he died in 1066, there was no clear heir to the English throne. On the one hand, Duke William and the Normans believed that he had the best claim to the English throne. On the other hand, there were other rival claims, such as Harold Godwinson, the most powerful baron in England.

Arg+
In both sources A and B, mention is made of the ‘promise’ of the English throne made by Edward to Duke William. According to B, the promise was made 15 years before Edward’s death, a long time before the events of 1066. According to A, William was chosen because he was ‘Edward’s great-nephew.’ Source A also mentions Harold’s supposed oath, by which he promised to honour William’s claim to the throne. Together, these sources identify 3 good reasons for William’s claim to the throne.

Evaluation
Source A, a modern history of the Norman Conquest, does not take sides but offers a balanced version of events relating to this issue. Like Source A, the account in Source B is well researched but as it is a ‘biography of William the Conqueror’, it may favour the Norman version of events. Importantly, B recognises the point that the Normans viewed events differently to the Anglo-Saxons, ‘...the promise is only mentioned in Norman sources and does not appear in the English ones.’

Arg-
However, Source A initially makes the point that ‘King Edward the Confessor chose Harold as his successor’. Source C also appears to show that Edward was appointing Harold as king on his deathbed. It is a surprising that the Bayeux Tapestry would show Harold and not William being appointed, although there are two possible reasons for this. Firstly, as
mentioned in source A: ‘The Normans simply chose to ignore this...’ Secondly, it is not certain that Edward is granting Harold the throne in the scene shown in source C. What is certain is that most people in England wanted Harold to be king (they did not want to be ruled by a foreigner) and the Witan (the king’s council) confirmed Edward’s appointment of Harold in 1066. Who had the best claim depended on whose side you were on - Norman or Anglo Saxon.

**Judgement**

Overall, based upon the weight of evidence, I think that Harold had the strongest claim. He had several good reasons and was right to expect that William ‘should have refused to accept the crown’ (source A). William and the Normans felt so strongly that they were prepared to invade, defeating Harold at the Battle of Hastings. William was declared king of England on 25 December 1066.

Mr Pohl 01/01/18

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**The 5 year reign of England’s first queen – was Mary a failed monarch?**

**Introduction**

Mary Tudor came to the throne in 1553 after the failed scheme by the Duke of Northumberland to have the Protestant Lady Jane Grey (Mary's cousin) proclaimed as the new English monarch. Mary was a Roman Catholic and the main events of her reign came from her absolute intolerance of Protestantism and determination to restore Catholicism in England.

She has the misfortune of being remembered as 'Bloody Mary', a nickname that implies that she was hated throughout the land for the burning of Protestants, but this was not the case. The nickname is mainly the result of Protestant propaganda – mainly in Foxe’s Book of Martyrs - that portrayed those burnt as heroes and Mary as an evil Queen.

**Key statement 1 and explanation**

The traditional view of Mary as a failed monarch stems from her treatment of those people in England who would not conform to Catholic beliefs. Mary's religious policies were tough and cruel. Mary forced parliament to re-introduce the Heresy Laws in 1555. Protestants who refused to ‘turn’ to Catholicism were charged with heresy and had to ‘burn’ at the stake. Many people in England did not support the execution of men, such as Thomas Cranmer, who were educated and not seen as a threat to society. Mary's actions made her unpopular, even with many Catholics.

Ultimately, Mary's religious policies turned people even further away from Roman Catholicism. If anything, Protestantism grew stronger, as followers of the Protestant faith stood more firmly together. It is important to note just how quickly England returned to Protestantism under Elizabeth I. What Mary had set out to do at the start of her reign were
in tatters by the end. Mary's aims were swept aside by Elizabeth with her Protestant settlement of 1559.

**Key statement 2 and explanation**

Mary was not popular throughout England but it is important to recognise that she was enthusiastically welcomed to the throne in 1553 by most. However, when she died 5 years later, she was disliked by many and her hopes of a Catholic England died with her. One of the main reasons for her unpopularity was her decision to marry a foreigner, Philip of Spain. People were horrified at the prospect of being ruled over by a foreign king, should Mary die unexpectedly.

**Key statement 3 and explanation**

A further reason for Mary’s unpopularity was her decision to restore the Pope’s authority over the Church in England. There is no doubt that when Mary was crowned that she was very popular but she wrongly interpreted this as support for her wholesale religious reforms. There was support for a return to Catholicism but not for a return to Rome. The nobility was united in wanting to retain the royal supremacy and yet in 1554, Mary asked parliament to pass the second statute of repeal, which did away with the royal supremacy and introduced papal authority once more. This simply made Mary more unpopular with many of her subjects.

**Key statement 4 and explanation**

So just how much of a failure was Mary? Mary certainly did not set out to be a failure and at first appeared to be a fair and merciful Queen. And she was quite clearly popular to begin with: the majority of England’s population supported Catholic doctrines and they wanted a legal succession, which is why they opposed Northumberland’s scheme to place the Protestant Lady Jane Grey on the throne.

To her credit, Mary wanted a restoration of the monasteries but too many powerful lords (who had gained from the buying of church property) stood in her way. She did return to the monasteries some land held by the Crown (worth £60 0000 a year) but this was a very small proportion of the original amount of land taken from the monasteries.

Possibly historians still judge her too harshly. She executed heretics, but this happened all over Europe at this time. She may be criticised for making a war with France, but she avoided a costly and brutal war with her neighbour Scotland. Mary developed the navy her father had built and passed it on to her sister.

**Conclusion**

Mary was not a popular monarch but she was not a complete failure either. As England’s first true queen, she was brave and determined. As with Sir Thomas More, and many other
Catholics, she truly believed that the spread of heresy would condemn all her people to hell. To call her cruel is to view her through C21 spectacles. To call her a failure is not entirely fair.

**Useful Links**

The Normans  
[https://www.bbc.co.uk/education/topics/zshtyrd](https://www.bbc.co.uk/education/topics/zshtyrd)

Thomas Becket and Henry II  
[https://www.bbc.com/education/guides/zw3wxnb/revision](https://www.bbc.com/education/guides/zw3wxnb/revision)

King John and Magna Carta  

Black Death  
[https://www.bbc.com/education/guides/z7r7hyc/revision](https://www.bbc.com/education/guides/z7r7hyc/revision)

Mary I  
[https://www.bbc.co.uk/education/clips/zhwv9j6](https://www.bbc.co.uk/education/clips/zhwv9j6)