

Name:

School:



WINCHESTER
COLLEGE

Entrance Examination

History

May 2018

Total time allowed: 1 hour 15 minutes

You may have 10 minutes to study the source documents before the examination starts.

Answer ALL questions in Section A and ONE question from Section B.

Total marks for Section A: **25**. Total marks for Section B: **20**.

Please start Section B on a fresh sheet of paper.

Section A

Sources

The sources in this section are not directly related to each other. You are not expected to know their context.

There are some words here that you will not know or understand. This is fine. The purpose of this exercise is to give you an idea of some of the challenges that historians face when analyzing primary written evidence.

You are advised to *read aloud* – to use your ears rather than just your eyes. Pay special attention to the definitions provided. The question/s follow the source.

Answer them all.

A.

- 1 The Scottish mans p(ro)testac(i)on
- 2 Let English men sitt & consulte at their ease
- 3 & pull downe their B(isho)ps as fast as they please
- 4 Let them hange vp the Judges & all (th)e kinds freind(es)
- 5 & talke of Religion to serue their owne end(es)
- 6 Let them doe what they will to draw on their plott
- 7 If ere wee goe hence then hange vp the Scott

- 8 Let Puritans rise and protestant(es) fall
- 9 Let Brownistes gaine fauo(ur) & Papist(es) loose all
- 10 Let them damm all the pattent(es) (th)(a)t eu(er) were giuen
- 11 & make Prinn a Sainte though hee neu(er) see heauen
- 12 Let them proue Madam Purbecke to bee w(i)thout spott
- 13 if ere wee returne then hange vp the Scott

Anonymous, 1640. Source: Brotherton Collection, Leeds University Library, MS Lt q.50, fo. 3v

1. In what ways is this poem a satire (the use of humour, irony, exaggeration, or ridicule to expose and criticize) on the proceedings of the Long Parliament? (5 marks)

The Long Parliament was an English parliament that lasted from 1640 until 1660. It followed the fiasco of the Short Parliament, which sat for three weeks during the spring of 1640, and which in its turn had followed an eleven-year parliamentary absence when Charles I had ruled without one.

Puritans: members of a group of English Protestants of the late 16th and 17th centuries who regarded the Reformation of the Church under Elizabeth I as incomplete and sought to simplify and regulate forms of worship.

Brownists: English Dissenters or early Separatists from the Church of England. They were named after Robert Browne, who was born in the 1550s.

Papists: Roman Catholics

Madam Purbecke: Frances Coke, Viscountess Purbeck (1601-1645), was the sister-in-law of George Villiers, 1st Duke of Buckingham, and the central figure in a notorious sex scandal within the aristocracy.

B.

14th Feb. 1642

(1) My deare Ned -- I am confident you longe to heare from me, and I hope this will come to your hand, though it may it will be long first. (2) We are still threatned and iniured as much as my enimes can possibell. (3) There is non that beares part with me but Mr. **Jams**, whoo has shouwed himselfe very honnest; (4) none will looke towards Brompton, but such as truly fears God; (5) but our God still takes care of vs, and has exceedingly sheawed His power in presaruing vs ...

(6) Now **they** say, they will starue me out of my howes; (7) they haue taken away all your fathers rents, and they say they will driue away the cattell, and then I shall haue nothing to liue vpon; (8) for all there ame is to enfor me to let thos men I haue goo, that then they might seas vpon my howes and cute our **thoughts** by a feawe rooges, and then say, they knewe not whoo did it; (9) for so they say, they knew not whoo **draeue** away the 6 coolts, but Mr. Conigsby keepes them, though I haue rwite to him for them. (10) They haue vsed all means to leaue me haue no man in my howes, and tell me, that then I shall be safe; (11) but I haue no caus to trust them. (11) I thanke God we are all well. (12) I long to see my cosen **Hackell**. (13) I pray God blles you.

(14) Your most affectinat mother,

BRILLIANA HARLEY.

Lady Harley to her son, Edward Harley, 14 February 1642.

2. Lady Brilliana was the third wife of the distinguished politician, Sir Robert Harley. The family supported parliament against King Charles I during the English Civil War. Describe in your own words the situation Lady Brilliana faced at the time of writing this letter. (5 marks)
3. What does her usage (the way she wrote) tell you about spelling in the middle of the seventeenth century? Does it surprise you? Explain your answer. (5 marks)

They: the Royalists in the area

C.

(1) Lords and Commons of England, consider what Nation it is wherof ye are, and wherof ye are the governours: a Nation not slow and dull, but of a **quick**, ingenious, and piercing spirit, acute to invent, subtle and sinewy to discours, not beneath the reach of any point the highest that human capacity can soar to.

(2) Therefore the studies of learning in her deepest Sciences have bin so ancient, and so eminent among us, that Writers of good antiquity, and ablest judgement have bin perswaded that ev'n the school of Pythagoras, and the Persian wisdom took beginning from the old Philosophy of this Iland.

(3) And that wise and civill Roman, Julius Agricola, who govern'd once here for Cæsar, preferr'd the naturall wits of Britain, before the labour'd studies of the French.

(4) Nor is it for nothing that the grave and frugal Transilvanian sends out yearly from as farre as the mountainous borders of Russia, and beyond the Hercynian wildernes, not their youth, but their **stay'd men**, to learn our language, and our theologic arts.

(5) Yet that which is above all this, the favour and the love of heav'n we have great argument to think in a peculiar manner propitious and propending towards us.

(6) Why else was this Nation chos'n before any other, that out of her as out of Sion should be proclam'd and sounded forth the first tidings and trumpet of Reformation to all Europ.

(7) And had it not bin the obstinat perversnes of our Prelats against the divine and admirable spirit of **Wicklef**, to suppress him as a schismatic and innovator, perhaps neither the Bohemian Husse and Jerom, no nor the name of Luther, or of Calvin had bin ever known: the glory of reforming all our neighbours had bin compleatly ours.

(8) But now, as our obdurat Clergy have with violence demean'd the matter, we are become hitherto the latest and the backwardest Schollers, of whom God offer'd to have made us the teachers.

(9) Now once again by all concurrence of signs, and by the generall instinct of holy and devout men, as they daily and solemnly expresse their thoughts, God is decreeing to begin some new and great period in his Church, ev'n to the reforming of Reformation it self: what does he then but reveal Himself to his servants, and as his manner is, first to his English-men; I say as his manner is, first to us, though we mark not the method of his counsels, and are unworthy.

John Milton, *Areopagitica* (1644)

4. What did Milton think about censorship and freedom of speech? (5 marks)
5. What evidence is there here of Milton's classical education? (5 marks)

Quick: living

Discous: written or spoken communication or debate

Propitious: favourable

Stay'd men: established men

Prelats: a bishop or other high ecclesiastical dignitary

Wicklef: John Wycliffe – a fourteenth century English Church reformer.

Luther and Calvin: Martin Luther was a German professor of theology, priest, and monk, and a seminal figure in the Protestant Reformation. He came to reject several teachings and practices of the Roman Catholic Church. John Calvin was a French theologian, pastor and reformer in Geneva during the Protestant Reformation.

Obdurate: stubbornly refusing to change one's opinion or course of action.

Section B

Answer one question. Use examples from your own knowledge to support your answer. Wherever possible, anchor your arguments in your knowledge of the past. All questions are worth 20 marks.

1. How might an historian use literature to develop our understanding of the past?
2. What is the difference between a *coup d'etat* and a revolution? Explain with reference to at least two examples you have studied.
3. How might historical feature films be useful for people studying history? What drawbacks might they have?
4. 'Before the twentieth century, medicine was generally powerless to prevent or to cure.' Do you agree with this statement?
5. Choose one person from history whose career might be considered a failure. Explain why you think they were a failure.
6. 'Wars are usually caused by people making mistakes.' Explain with reference to two wars you have studied.
7. If the Prime Minister of the United Kingdom asked you for one piece of advice based on your study of history, what would it be? Explain your answer carefully.
8. Should historians study the history of their own country? What are the dangers with this?

END OF PAPER.