

13+ PAST PAPER PACK

Winchester College 13+ History 2023

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Name:

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WINCHESTER
COLLEGE

Entrance Examination

History

2023

Total time allowed: 1 hour 15 minutes

- You may have 15 minutes to study the source documents before the examination starts.
- Answer ALL questions in Section A and ONE question from Section B.
- You are advised to spend about 45 minutes on Section A and 30 minutes on Section B.
- Please start Section B on a fresh sheet of paper.
- Total marks for Section A: **30**. Total marks for Section B: **20**.

Section A: The Battle of Britain



After the defeat of France in June 1940, Hitler turned his attention to Britain. The German air force (Luftwaffe) was given the task of breaking British air power so that a seaborne invasion could take place. The Battle of Britain (as it came to be called) followed a number of phases:

Phase 1 – June-July 1940

German attacks focused on shipping in the Channel, British ports and radar stations.

Phase 2 – August 1940

Attacks moved to RAF fighter airfields with the object of knocking out Britain's fighter defences so that German bombers could attack at will.

Phase 3 – September 1940

Attacks switched away from the airfields to focus on British cities, particularly London.

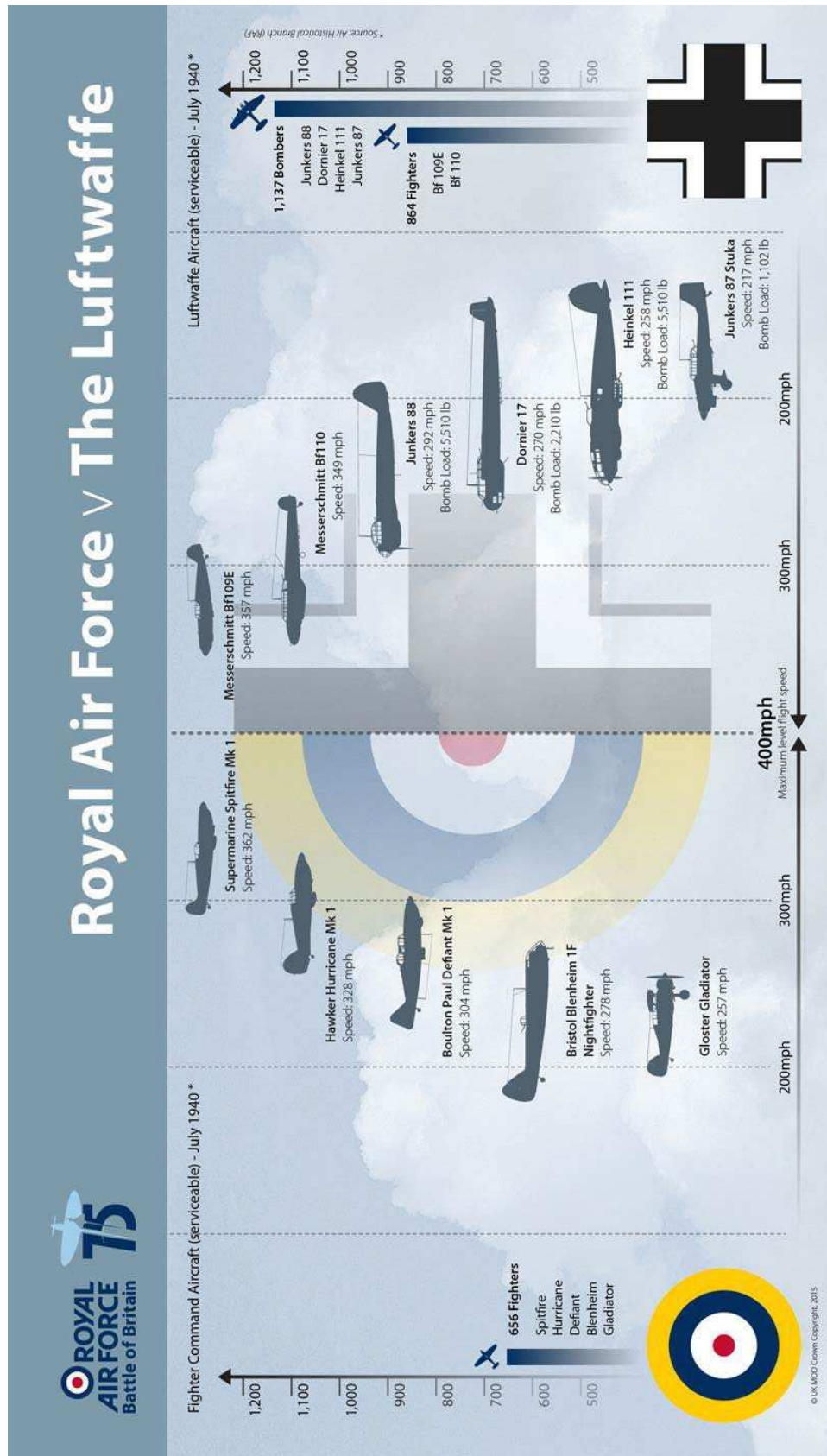
The 15th of September marked the defeat of that strategy with significant German losses and is now commemorated as Battle of Britain Day. Why was Britain able to win the Battle of Britain?

You are not expected to know anything about the sources below, but will be given marks on the strength of your analysis. The questions follow: please answer all of them.

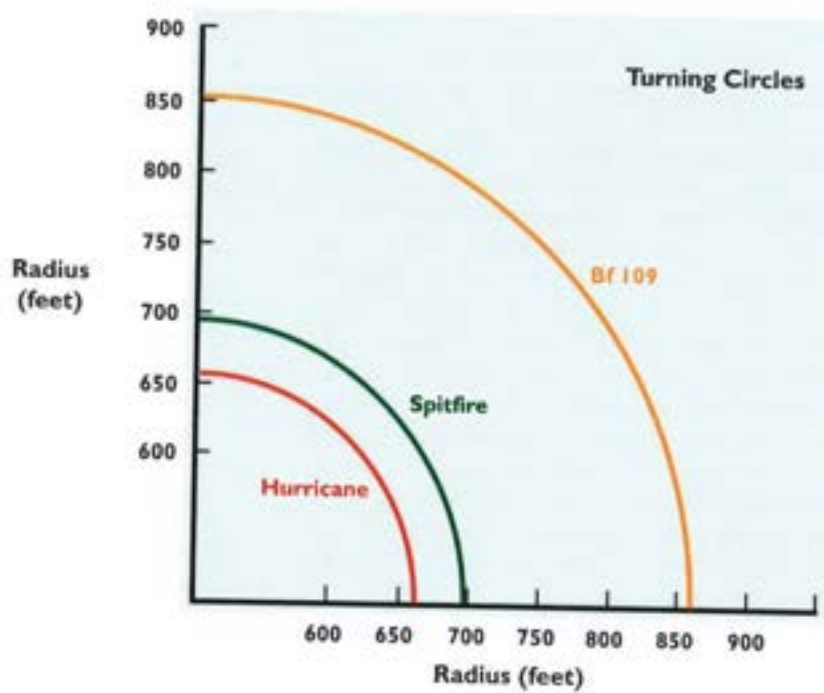
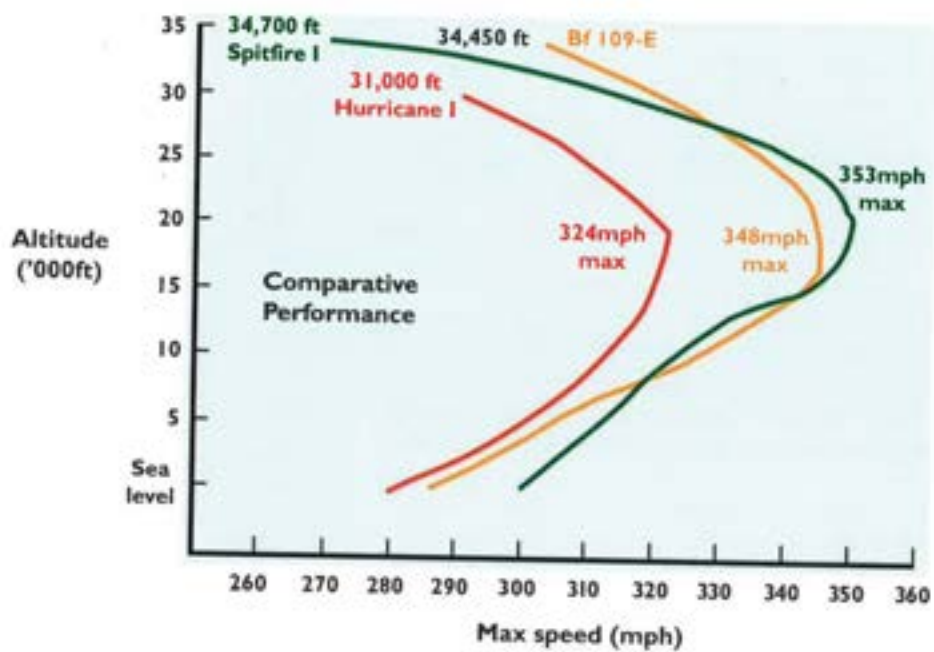
Source A: A map showing the RAF defences and ranges at which radar stations were able to detect incoming enemy aircraft.



Source B: An infographic showing the speeds of some of the aircraft used in the Battle of Britain (you'll need to turn the booklet to read it properly).



Source C: Graph showing the altitude, speeds and turning circles of British (Hurricane and Spitfire) and German (Bf109) fighters.



Source D: Order from Air Vice-Marshal Keith Park, 19 August 1940, changing the tactics to be used.

SECRET

From: Air Officer Commanding,
No.11 Group, Royal Air Force.
To: Group Controllers.
Copy to: All Sector Commanders, for Sector Controllers.
Ref: 11G/489
Date: 19th August, 1940.

The German Air Force has begun a new phase in air attacks, which have been switched from coastal shipping and ports on to inland objectives. The bombing attacks have for several days been concentrated against aerodromes, and especially fighter aerodromes, on the coast and inland. The following instructions are issued to meet the changed conditions:

- a) Despatch fighters to engage large enemy formations over land or within gliding distance of the coast. During the next two or three weeks, we cannot afford to lose pilots through forced landings in the sea;
- b) Avoid sending fighters out over the sea to chase reconnaissance aircraft or small formations of enemy fighters;
- c) Despatch a pair of fighters to intercept single reconnaissance aircraft that come inland. If clouds are favourable, put a patrol of one or two fighters over an aerodrome which enemy aircraft are approaching in clouds;
- d) Against mass attacks coming inland, despatch a minimum number of squadrons to engage enemy fighters. Our main object is to engage enemy bombers, particularly those approaching under the lowest cloud layer;
- e) If all our Squadrons around London are off the ground engaging enemy mass attacks, ask No.12 Group or Command Controller to provide Squadrons to patrol aerodromes DEBDEN, NORTH WEALD, HORNCHURCH;
- f) If heavy attacks have crossed the coast and are proceeding towards aerodromes, put a Squadron, or even the Sector Training Flight, to patrol under clouds over Sector aerodrome;
- g) No.303 (Polish) Squadron can provide two sections for patrol of inland aerodromes, especially while the older Squadrons are on the ground refuelling, when enemy formations are flying over land;
- h) No.1 (Canadian) Squadron can be used in the same manner by day as other Fighter Squadrons.

Note: Protection of convoys and shipping in the Thames Estuary are excluded from this instruction (paragraph (a).)

K R Park
Air Vice-Marshal, Commanding,
No.11 Group, Royal Air Force.

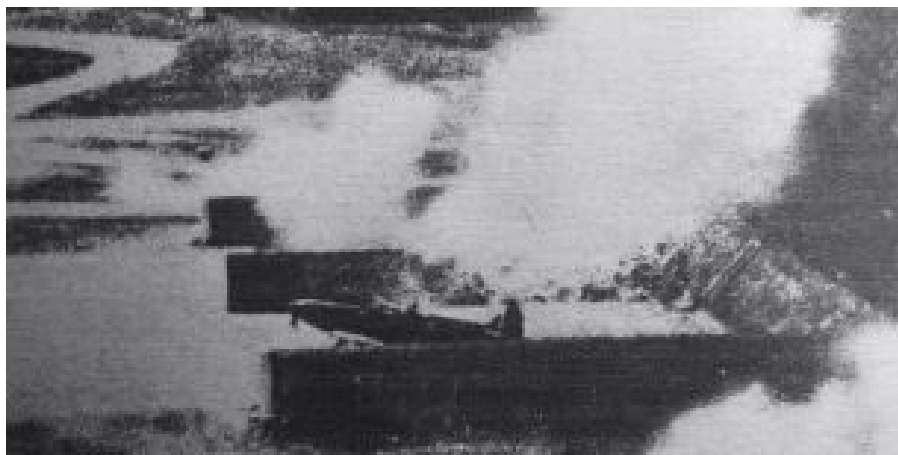
Source E: Map of Keith Park's Fighter Group 11's area of operations and the direction of German attacks.



Source F: Two photographs. The second is an altered version of the first, zoomed in on the central section of the photograph.



Photograph taken by Rolf von Pebal, a photographer of the Luftwaffe's War Reporters Department, attached to the KG76 squadron, 18 August 1940, showing the attack on RAF Kenley. The puffs of smoke in the background are from German machine gun fire.



Photograph taken by Rolf von Pebal, as it appeared in 'Der Adler' magazine, August 1940. Der Adler was a propaganda magazine published with the support of the Luftwaffe High Command.

Source G: An extract from the diary of Squadron Leader R.G.A Barclay, 15th September 1940. Barclay was a member of a Hurricane squadron during the Battle of Britain.

The Me109s escorting the bombers were far above and behind and did not trouble us, I believe due to Spitfires engaging them, as I noticed a great dog-fight going on, smoke trails etc. Owing to the lack of fighter opposition, there was no need to break right away downwards, so I came back and did a short quarter attack. The Do215 then broke away from the formation and I saw that the engines were just idling as it glided down. Then about 8 of our fighters set on the lame duck about 3,000' below me. I claimed this as a "probably destroyed". Meanwhile, I was climbing to attack again, but a fighter came up behind me and made a pass at me, so I had to turn sharply to find out what he was – one of those confounded Spitfire's again – glamour boys!

I dived after one Dornier and gave it a longish burst (4 secs?) at about 200 yards. There was suddenly a flash of brilliant flame from the port engine (I nearly flew across the fire of another Hurricane) and maimed, the Dornier went into the clouds (claimed as probably destroyed). I transferred my attention to another Dornier skimming the top of the cloud and closed in to a range of about 30 yards, shooting all the time. The E.A. [enemy aircraft] took slight evasive action, but I was able from my position above and to the left, to keep the correct deflection on the glass house of the pilot. As my ammo gave out, the Dornier dived into the clouds. I followed him through and picked him below again over Shellhaven. He seem quite OK, so I did a feint attack on him. He did a gentle left turn and began to dive more and more steeply towards the ground 7,000' below. This beautifully streamlined aircraft seemed to gather speed steadily and I began to wonder when he was going to pull out of the dive. Then a gigantic flash several hundred feet high as the E.A. went straight into the ground. A most memorable and awful sight. The bomber had just missed a bungalow and crash on the track in front of it.

All our aircraft returned safely and we got about 10 confirmed victories (Dornier 215s and Heinkel 111s) and the same number of probable victories, not to mention damaged EAs – our best day since the squadron was formed in May. I had a bullet hole in the starboard wing, bit no damage done. (British fighters shot down 185 EA today – 131 bombers). Boozy party this evening.

Questions

Study sources A, B, and C.

1. How well prepared do you think that Britain was to resist the Luftwaffe (German air force) in July 1940? [6]

Study sources D and E.

2. In what ways did Park want to change tactics and why? Explain your answer. [6]

Study the two photos in source F.

3. Why do you think that the image has been altered? [2]

Study source G.

4. This question has two parts.
 - a. What did Barclay think about Spitfire pilots? [2]
 - b. How did he regard the enemy in the combats that he describes? [2]

Study Source H.

5. How do you think the difference between the reported and actual figures of destroyed enemy aircraft can be explained? [4]

Before the Battle of Britain, Hitler said:

England, despite the hopelessness of her military situation, has so far shown herself unwilling to come to any compromise.

Now consider all of the sources.

6. Using all the sources, why do you think Britain was able to win the battle of Britain, despite Hitler's claim that her military situation was hopeless? [8]

Total for Section A: 30 marks

Section B: Essays

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. Oral history is a type of history made by interviewing people and collecting their accounts of the past. What do you think might be the strengths and weaknesses of this type of history?
2. Assess the reasons for English or British defeat in any one battle, series of battles, or war.
3. Assess the significance of any scientific or technological development you have studied.
4. Assess the significance of any female figure from history that you have studied.
5. 'All revolutions devour their own children.' How far do you agree?
6. Is history a science or an art? Explain your answer.

Total for Section B: 20 marks

Total for paper: 50 marks

END OF PAPER

Paper Notes: 13+ History Question Paper (13+ History Past Paper (2023))

Compiled by [SATs-Papers.co.uk](https://www.SATs-Papers.co.uk) to help you get the most from this paper.

Overview

This is the **2023 13+ History entrance examination** for **Winchester College**, one of Britain's oldest and most academically selective independent schools. The paper is designed to assess candidates applying for **Year 9 entry** (age 13), testing both source analysis skills and historical knowledge through a two-section format. Total time allowed is **1 hour 15 minutes**, with an additional **15 minutes of reading time** before the exam begins.

The paper is divided into two distinct sections. **Section A** (30 marks, approximately 45 minutes) focuses on source-based work centred on the **Battle of Britain** in 1940, requiring candidates to analyse maps, infographics, photographs, primary documents, and diary extracts. **Section B** (20 marks, approximately 30 minutes) offers a choice of six essay questions covering historiography, military history, significance, and the nature of history itself.

This paper suits candidates who have studied history to a high level and can demonstrate both analytical rigour and independent historical thinking. The source-work section rewards close reading and inference rather than prior knowledge, whilst the essay section allows students to showcase breadth of study and conceptual understanding. The combination of skills tested reflects Winchester's expectation that candidates can engage critically with evidence and construct sophisticated historical arguments.

How this paper is organised

The paper opens with **Section A**, worth **30 marks**, comprising six questions (numbered 1 to 6) based on eight sources (A to H) about the Battle of Britain. Questions range from 2 to 8 marks each. Sources include military maps showing radar coverage and fighter group deployments, performance graphs comparing British and German aircraft, an official tactical order from Air Vice-Marshal Keith Park, propaganda photographs (one original, one altered for publication), a pilot's diary extract, and a newspaper front page with inflated claims of enemy losses. Candidates must answer all six questions.

Section B is an essay section worth **20 marks**. Candidates choose one question from six options covering diverse historical themes: the methodology of oral history, reasons for British military defeat, the significance of scientific or technological developments,

the significance of female historical figures, the idea that revolutions consume their own leaders, and whether history is better understood as a science or an art. All essays require examples from the candidate's own historical knowledge.

The rubric specifies that candidates should spend roughly 45 minutes on Section A and 30 minutes on Section B. Section B must be started on a fresh sheet of paper. The total paper is worth **50 marks** and lasts **1 hour 15 minutes**, with a preliminary 15-minute reading period for studying the source documents.

Topics covered

- Source analysis and historical inference: evaluating the reliability, purpose, and limitations of primary and secondary sources including military documents, personal diaries, propaganda material, and press reports
- The Battle of Britain (1940): the phases of German air attacks, RAF defensive strategy, radar technology, aircraft performance comparisons (Spitfire, Hurricane, Bf109), and the reasons for British victory
- Military tactics and command decisions: analysing Air Vice-Marshal Keith Park's tactical orders, understanding the significance of radar stations and fighter group deployments, and the challenges of coordinating air defence
- Propaganda and media manipulation: comparing original and doctored photographs, understanding how the Luftwaffe and British press shaped public perception of the battle, and explaining discrepancies between reported and actual casualty figures
- Historical perspectives and attitudes: interpreting a fighter pilot's view of comrades and enemies, understanding morale and inter-service rivalry, and the human dimension of aerial combat
- Historiographical concepts: the nature and purpose of oral history, the distinction between history as science versus art, and the evaluation of historical significance
- Thematic historical knowledge: British military defeats, scientific and technological developments, the role of women in history, and revolutionary movements across different periods and contexts

How to use this paper for revision

- Use the 15-minute reading period strategically: annotate the sources, noting key details such as dates, provenance, and any obvious biases or limitations before the exam begins.
- For source-based questions, always refer explicitly to specific details in the sources rather than making general statements. Quote or describe precise evidence (e.g. 'the radar coverage shown in Source A extends approximately 100 miles from the coast').
- When comparing sources, look for corroboration and contradiction. For instance, how does the pilot's diary account in Source G align with or challenge the newspaper claims in Source H?
- In the essay section, choose a question where you can draw on detailed, specific examples. A few well-developed case studies are more impressive than superficial references to many topics.
- For the significance questions (essays 3 and 4), use a clear framework: assess short-term and long-term impact, consider different groups affected, and evaluate whether the consequences were intended or unintended.
- Practise writing concise, structured essays under timed conditions. Winchester expects sophisticated argument within 30 minutes, so your essay planning must be swift and your paragraphs focused.
- When discussing historiography or methodology (essays 1, 5, and 6), bring in examples of actual historical debates or interpretations you have encountered in your reading, not just abstract theory.

Common mistakes to avoid

- Failing to read the source captions carefully: the provenance and context provided (such as 'Der Adler was a propaganda magazine') are crucial for assessing reliability and purpose, yet candidates often ignore these details.
- Writing about prior knowledge of the Battle of Britain in Section A when the rubric explicitly states 'you are not expected to know anything about the sources' and will be marked on analysis alone, not historical background.
- Not noticing the altered photograph in Source F: the question asks why the image has been cropped and modified, so missing the visual comparison between the two versions loses easy marks.
- Over-claiming in the final synoptic question (question 6): trying to incorporate all eight sources superficially rather than selecting the most relevant ones and analysing them in depth.
- Choosing an essay question because it sounds easy rather than because you have strong examples: vague essays on 'the significance of a female figure' with no specific detail will score poorly.
- Ignoring the word 'assess' in essay questions: Winchester wants evaluation and judgement, not just description. Always weigh different factors and reach a supported conclusion.

Exam technique

Start Section A by reading each question carefully and identifying which sources it directs you to; this prevents wasting time re-reading irrelevant material. The mark allocation is your guide to depth: a 2-mark question requires one or two clear points, whilst the 8-mark question (question 6) demands a structured argument drawing on multiple sources. Budget roughly 6 to 8 minutes per question in Section A, leaving a few minutes to review your answers.

For Section B, spend five minutes planning your essay before you begin writing. Choose the question where you have the strongest examples and clearest thesis. Winchester values argument over narrative: each paragraph should advance a distinct point, supported by evidence, rather than simply recounting events. Aim for four or five focused paragraphs (introduction, two or three analytical body paragraphs, conclusion) within the 30-minute limit.

If you finish early, use any remaining time to reread your source-based answers for clarity and check that you have actually answered the question set. In the pressure of an entrance exam, it is easy to veer off-topic or misread a question; a quick review can

catch these errors. Remember that Winchester is assessing your capacity for critical thought and precise communication, so clarity and focus matter as much as breadth of knowledge.

What to revise alongside this paper

To prepare thoroughly for this paper, candidates should broaden their understanding of **Second World War air warfare**: study the development of radar (Chain Home stations), the roles of Fighter Command and Bomber Command, and the strategic decisions made by Dowding and Park. Familiarity with the wider context of 1940 (the fall of France, the threat of Operation Sealion, the Blitz) will deepen your ability to contextualise the sources, even though prior knowledge is not required for Section A.

For the essay section, revise thematic topics across different periods: British military setbacks (the loss of the American colonies, the Charge of the Light Brigade, the fall of Singapore, Suez), technological turning points (the printing press, steam power, penicillin, nuclear energy), and female figures who shaped history (Elizabeth I, Mary Wollstonecraft, Emmeline Pankhurst, Margaret Thatcher). Practise writing about **historical significance** using clear criteria: scale, duration, and depth of impact.

Finally, engage with historiographical debates: read about how historians construct narratives, the challenges of bias and memory in oral history, and the tension between history as empirical inquiry and history as interpretive art. Familiarity with historians' arguments (for instance, E.H. Carr, G.R. Elton, or Natalie Zemon Davis) will give your essays conceptual weight and demonstrate the intellectual maturity Winchester seeks in its 13+ candidates.

Key terms

Luftwaffe, Battle of Britain, Radar technology, Fighter Command, Air Vice-Marshal Keith Park, Propaganda, Source provenance, Historiography, Oral history, Historical significance, Primary source, Secondary source, Tactical doctrine, Turning circle (aircraft manoeuvrability), Inference and analysis

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WINCHESTER
COLLEGE

Election

History

2023

Total time allowed: 1 hour 30 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: **30**. Total marks for Section B: **20**.

Please start Section B on a fresh sheet of paper.

Section A: Travel and the Grand Tour in the Eighteenth Century

In the seventeenth and eighteenth centuries, many young men went to Europe on a 'Grand Tour'. The tourists were often aristocratic, and the journey was generally seen as a part of their education. They travelled through France, Germany, Switzerland and Italy, visiting famous places and learning about different cultures. The experience left a deep impression on British life, as artists and writers were influenced by what they saw in historic cities such as Rome and Naples. These sources look at different attitudes towards the Grand Tour in this period.

You are not expected to know anything about the material. If you do, deploy your knowledge only to further your analysis of the sources. You are advised to spend about 50 minutes on this section of the paper.

SECTION A

Source A

In this extract from The Voyage of Italy (1670), Richard Lassels describes the difficulty of the journey to Italy.

Privations teacheth him wholesome hardship; to lye in beds that are none of his acquaintance; to speake to men he never saw before; to travel in the morning before day, and in the evening after day; to endure any horse and weather, as well as any meat and drink. Whereas my country gentleman that never traveled, can scarce go to *London* without making his *Will*... And what generous mother will not say to her son with that ancient [Seneca]? *Malo tibi male esse, quam molliter: I had rather thou shouldst be sick, than soft.*

Source B

This caricature by Pier Leone Ghezzi shows Dr James Hay leading a smartly dressed bear along a country road. James Hay was a tutor who took at least eight Grand Tourists on tours of Italy. Most travellers employed a 'cicerone' or 'bear-leader' as a guide when they reached Italy.



Source C

A letter from a friend to the English painter George Romney (b. 1734). In 1772, Romney travelled to Italy, where he spent 18 months in Rome.

[The Grand Tourists] walk thro' palaces of pictures with as much edification as a boarding school girl would thro' a museum, or an upholterer thro' the Vatican. They have been told of the *gusto* of the *antique*, but where to find it or how to distinguish it, they know no more than their mothers: *Virtu* however is to be purchased, like other superfluities, and in the end their *Cicerone* lays them in for a bargain, perhaps a patchwork head of *Trajan* set upon a modern pair of shoulders, and made up with *Caracalla's* nose and *Nero's* ears... Thus equipt with these imperial reliques, with a veritable daubing of *Raffaele*, copied from the very print which is given to prove its originality, and a huge *cameo*, on a little finger, home they come privileg'd *Virtuosi*, qualified to condemn every thing that their own countrymen can produce.

Source D

Joseph Spence (OW) accompanied the Earl of Middlesex on a Grand Tour of Italy in 1732. In this letter he describes his visit to Rome.

This is one of the pleasures of being at Rome, that you are continually seeing the very place and spot of ground where some great thing or other was done, which one has so often admired before in reading their history. This is the place where Julius Caesar was stabbed by

Brutus; at the foot of that statue he fell and gave his last groan; here stood Manlius to defend the Capitol against the Gauls; and there afterwards he was flung down that rock for endeavouring to making himself the tyrant of his country.

Source E

This extract is from Adam Smith's Wealth of Nations, which was published in 1776. Smith served as tutor to Henry Scott, the 3rd duke of Buccleuch, on his travels to France and Switzerland.

By travelling so very young, by spending in the most frivolous dissipation the most precious years of his life, at a distance from the inspection and control of his parents and relations, every useful habit, which the earlier parts of his education might had some tendency to form in him, instead of being rivetted and confirmed, is almost necessarily either weakened or effaced. Nothing but the discredit into which the universities are allowing themselves to fall, could ever have brought into repute so very absurd a practice as that of travelling at this early period of life.

Source F

This illustration from William Hamilton's Campi Phlegraei: Observations on the Volcanos of the Two Sicilies (1776) shows the eruption of Vesuvius in 1767. Hamilton was an archaeologist, antiquary and diplomat at the court of Naples, who described his study of volcanoes to the Royal Society in London. Both he and the artist, Pietro Fabris, are shown observing the lava flow.



Source G

William Hamilton observed the lava flow from his villa between Pompeii and Herculaneum. In this passage, he describes how he and his guide came perilously close to the eruption.

I was making my observations upon the lava...when on a sudden, about noon, I heard a violent noise within the mountain, and at about a quarter of a mile off the place where I stood, the mountain split and with much noise, from this new mouth a fountain of liquid fire shot up many feet high, and then like a torrent, rolled on directly towards us. The earth shook at the same time that a volley of pumice stones fell thick upon us; in an instant clouds of black smook and ashes caused almost a total darkness; the explosions from the top of the mountain were much louder than any thunder I ever heard, and the smell of the sulphur was very offensive. My guard alarmed took to his heels; and I must confess that I was not at my ease. I followed close, and we ran near three miles without stopping; as the earth continued to shake under our feet, I was apprehensive at the opening of a fresh mouth, which might have cut off our retreat.

Source H

This is an extract from a book about the Grand Tour written by Christopher Hibbert, a British historian. It was first published in 1969.

[By] 1706, the Grand Tour had become firmly established not only as a convenient means of escape from unwanted involvements in England, not only as a training for diplomats, public servants and soldiers, not merely as a way of satisfying youth's natural restlessness, curiosity and sense of adventure. It had become accepted as an ideal finishing school for a young gentleman of fortune after he had been whipped through a public school and acquired the doubtful benefits of its narrow curriculum. It had been recognised as an ideal means of imparting taste and knowledge and of arousing curiosity in the mind of a youth who might otherwise plunge unthinkingly into 'the brutalities of the Bottle and the Table'. The Grand Tour had, in effect, already become an integral aspect of aristocratic culture.

Questions

Study Source A.

1. Summarise Richard Lassels's argument about the benefits of the Grand Tour.

[4]

Study Sources B and C.

2. What is the point of Ghezzi's caricature? Explain your answer using details from the source.

[4]

3. How useful is Source C to historians?

[4]

Study Sources D and E.

4. Why do you think the two sources differ so strongly in their attitude towards the Grand Tour?

[4]

Study Sources F and G.

5. What attracted William Hamilton to Naples?

[6]

Study all the sources.

6. What do these sources suggest about the reasons for the popularity of the Grand Tour? You may want to focus on only a few of the sources in your answer.

[8]

Total for Section A: 30 marks

Section B: Essay Questions

Answer ONE of the following questions. 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. What is the point of coronation ceremonies?
2. How would you go about writing a history of smell?
3. How important are geographical factors in bringing about historical change? Explore this question in relation to any period or periods you have studied.
4. In what circumstances should historical artefacts be returned by museums?
5. The Bodleian Library in Oxford is archiving the accounts of famous Twitter users. How should they decide whose tweets to archive?
6. When do wars end?

Total for Section B: 20 marks

Paper Notes: 13+ History Question Paper (13+ History Past Paper (2023))

Compiled by [SATs-Papers.co.uk](https://www.SATs-Papers.co.uk) to help you get the most from this paper.

Overview

This is **Winchester College's 13+ History entrance examination** from 2023, designed for candidates applying for **Year 9 entry**. The paper is divided into two sections: a **source-based assessment on the Grand Tour** in the eighteenth century and an **essay section** covering diverse historical themes. Candidates have 10 minutes to study the sources before the 90-minute examination begins.

Section A presents **eight primary and secondary sources** (letters, caricatures, illustrations, and modern historical writing) that explore different attitudes towards the Grand Tour, from its educational benefits to its critics' concerns about superficiality and moral laxity. The questions test skills in **source comprehension, inference, utility, bias, and cross-source comparison**. No prior knowledge of the topic is expected, though candidates are invited to deploy contextual understanding if they possess it.

Section B offers **six thematic essay questions** of remarkable breadth, ranging from ceremonial history and sensory history to ethical questions about museum repatriation and digital archiving. This section rewards candidates who can bring their own historical knowledge to bear on abstract questions, demonstrating **independent thinking and historical imagination** rather than rote learning.

How this paper is organised

The paper allocates **1 hour 30 minutes** in total, with an additional 10-minute reading period beforehand. **Section A** carries 30 marks and consists of six questions of varying length (4, 4, 4, 4, 6, and 8 marks respectively), with students advised to spend approximately 50 minutes on this section. The questions progressively build in complexity, starting with single-source comprehension and culminating in a **synoptic comparison across all eight sources**.

Section B is worth 20 marks and requires candidates to answer **one essay from a choice of six**. The questions are intentionally broad and philosophical, inviting candidates to range across any historical period they have studied. The rubric explicitly states that candidates should "anchor your arguments in your knowledge of the past", signalling that **specific examples** are essential.

Candidates are instructed to **start Section B on a fresh sheet of paper**, suggesting clear demarcation is expected between the two sections. The mark distribution (30:20)

and time guidance (50 minutes for Section A, leaving 40 for Section B) indicate that the source work is weighted more heavily than the essay, though both are substantial.

Topics covered

- Source analysis and interpretation of primary documents from the seventeenth and eighteenth centuries, including travel writing, letters, and published observations
- Critical evaluation of visual sources, particularly satirical caricature and its conventions of representation
- Assessment of historical utility, bias, and provenance in written sources
- Comparative analysis of sources with contrasting perspectives on the same historical phenomenon
- The social and educational history of the Grand Tour, including its role in aristocratic culture and Enlightenment education
- Eighteenth-century attitudes towards classical antiquity, art collecting, and the concept of 'virtu'
- Early modern natural philosophy and scientific observation, as exemplified by William Hamilton's study of Vesuvius
- Essay writing on diverse historical themes: political ritual and ceremony, sensory history, geographical determinism, museum ethics, digital archiving, and the periodisation of conflict

How to use this paper for revision

- During the 10-minute reading period, annotate the sources carefully: mark key phrases, identify the author's tone, and note dates to establish chronology.
- For the 8-mark synoptic question, choose three or four sources that offer genuinely different perspectives rather than trying to mention all eight superficially.
- When analysing Source B (the caricature), remember that visual satire works through exaggeration and metaphor; the 'bear' is not literal but a comment on the tourists themselves.
- In your Section B essay, aim for four or five substantial historical examples drawn from across different periods or regions to demonstrate breadth of knowledge.
- Pay close attention to the mark allocation: a 4-mark question requires less elaboration than the 8-mark question, so adjust your depth and length accordingly.
- For questions about source utility or bias, always consider both the content (what it says) and the provenance (who wrote it, when, and for what purpose).

Common mistakes to avoid

- Treating the sources as repositories of factual information rather than as perspectives shaped by the author's context, purpose, and audience.
- In Question 2, simply describing what the caricature shows instead of interpreting its satirical meaning and commenting on the visual techniques used.
- Writing about the Grand Tour's actual history in Section A rather than focusing tightly on what the sources themselves reveal and how they can be used.
- In Question 4, explaining the content differences between Sources D and E without addressing why those differences exist (authorship, purpose, date, or perspective).
- Choosing a Section B essay question because it sounds easy, then struggling to bring specific historical knowledge to a question like 'How would you go about writing a history of smell?'
- In the Section B essay, writing in abstract generalisations without concrete examples: Winchester expects historical substance, not philosophical waffle.

Exam technique

Start by using the 10-minute reading window effectively: read the Section A introduction carefully to understand the historical context, then skim each source to get a sense of its argument and tone before the clock starts. Spend your first 50 minutes on Section A, working through questions 1 to 6 in order; the progression is deliberate, with early questions building skills you will need for the final 8-mark synthesis.

In Section A, **quote selectively but precisely** to support your inferences, and remember that the examiners value nuanced judgements over simplistic 'this source is biased' statements. For Question 6, plan your answer by grouping sources thematically (e.g. supporters vs critics, or educational vs frivolous motives) rather than working through them sequentially. Allow yourself five minutes at the end of Section A to reread your answers and check you have addressed each question fully.

For Section B, choose your essay question within the first two minutes; pick one where you can immediately think of three strong examples from your wider historical reading. Spend five minutes planning, then write for 30 minutes, leaving five for a quick proofread. **Winchester values independent thought**, so avoid formulaic essay structures: take a clear position, develop it through evidence, and show you can think like a historian rather than reciting a textbook.

What to revise alongside this paper

To prepare for this style of examination, practise **unseen source analysis** across a range of eighteenth-century topics: the Enlightenment, the British Empire, the agricultural and industrial revolutions, and the French Revolution all offer rich source material. Work on distinguishing between types of source (memoir, polemic, satire, official record) and understanding how purpose shapes content.

For Section B, read widely in **historiography and historical theory**: works like E.H. Carr's 'What is History?' or Marc Bloch's 'The Historian's Craft' will help you think about questions of method, evidence, and periodisation. Explore topics in **cultural and social history** (material culture, the history of the senses, the history of everyday life) as well as political and military history, since Winchester's essay questions often stray from conventional narratives.

Finally, develop your ability to write **thematic essays** that range across periods. Practise taking a broad question (like 'When do wars end?') and structuring an argument that draws on ancient, medieval, early modern, and modern examples, demonstrating both chronological range and analytical coherence.

Key terms

Grand Tour, Provenance, Utility (of a source), Bias and perspective, Primary source, Secondary source, Caricature, Satire, Cross-referencing, Contextualisation, Inference, Virtu (virtuoso), Cicerone (bear-leader), Synoptic analysis, Historical interpretation

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