



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