



Mark Scheme (Results)

Summer 2016

Pearson Edexcel GCE in History
(6HI03) Paper A

Advanced

Unit 3

Option A: Revolution and Conflict in England

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information, please visit our website at www.edexcel.com.

Our website subject pages hold useful resources, support material and live feeds from our subject advisors giving you access to a portal of information. If you have any subject specific questions about this specification that require the help of a subject specialist, you may find our Ask The Expert email service helpful.

www.edexcel.com/contactus

Pearson: helping people progress, everywhere

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Summer 2016

Publications Code 43884

All the material in this publication is copyright

© Pearson Education Ltd 2016

General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

GCE History Marking Guidance

Marking of Questions: Levels of Response

The mark scheme provides an indication of the sorts of answer that might be found at different levels. The exemplification of content within these levels is not complete. It is intended as a guide and it will be necessary, therefore, for examiners to use their professional judgement in deciding both at which level a question has been answered and how effectively points have been sustained. Candidates should always be rewarded according to the quality of thought expressed in their answer and not solely according to the amount of knowledge conveyed. However candidates with only a superficial knowledge will be unable to develop or sustain points sufficiently to move to higher levels.

In assessing the quality of thought, consider whether the answer:

- (i) is relevant to the question and is explicitly related to the question's terms
- (ii) argues a case, when requested to do so
- (iii) is able to make the various distinctions required by the question
- (iv) has responded to all the various elements in the question
- (v) where required, explains, analyses, discusses, assesses, and deploys knowledge of the syllabus content appropriately, rather than simply narrates.

Examiners should award marks both between and within levels according to the above criteria. This should be done in conjunction with the levels of response indicated in the mark schemes for particular questions.

At the end of each answer, examiners should look back on the answer as a whole in the light of these general criteria in order to ensure that the total mark reflects their overall impression of the answer's worth.

Deciding on the Mark Point Within a Level

The first stage is to decide the overall level and then whether the work represents high, mid or low performance within the level. The overall level will be determined by the candidate's ability to focus on the question set, displaying the appropriate conceptual grasp. Within any one piece of work there may well be evidence of work at two, or even three levels. One stronger passage at Level 4, would not by itself merit a Level 4 award - but it would be evidence to support a high Level 3 award - unless there were also substantial weaknesses in other areas.

Assessing Quality of Written Communication

QoWC will have a bearing if the QoWC is inconsistent with the communication descriptor for the level in which the candidate's answer falls. If, for example, a candidate's history response displays mid Level 3 criteria but fits the Level 2 QoWC descriptors, it will require a move down within the level.

Unit 3: Generic Level Descriptors

Section A

Target: AO1a and AO1b (13%)

(30 marks)

The essay questions in Part (a) will have an analytical focus, requiring candidates to reach a substantiated judgement on a historical issue or problem.

Level	Mark	Descriptor
1	1-6	<p>Candidates will produce a series of statements, some of which may be simplified. The statements will be supported by factual material which has some accuracy and relevance although not directed at the focus of the question. The material will be mostly generalised.</p> <p>The writing may have some coherence and it will be generally comprehensible, but passages will lack clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.</p> <p>Low Level 1: 1-2 marks The qualities of Level 1 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 1: 3-4 marks The qualities of Level 1 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 1: 5-6 marks The qualities of Level 1 are securely displayed.</p>
2	7-12	<p>Candidates will produce statements with some development in the form of mostly accurate and relevant factual material. There will be some analysis, but focus on the analytical demand of the question will be largely implicit. Candidates will attempt to make links between the statements and the material is unlikely to be developed very far.</p> <p>The writing will show elements of coherence but there are likely to be passages which lack clarity and/or proper organisation. The range of skills needed to produce a convincing essay is likely to be limited. Frequent syntactical and/or spelling errors are likely to be present.</p> <p>Low Level 2: 7-8 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 2: 9-10 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 2: 11-12 marks The qualities of Level 2 are securely displayed.</p>
3	13-18	<p>Candidates' answers will be broadly analytical and will show some understanding of the focus of the question. They may, however, include material which is either descriptive, and thus only implicitly relevant to the question's focus, or which strays from that focus in places. Factual material will be accurate, but it may not consistently display depth and/or relevance.</p> <p>The answer will show some degree of direction and control but these attributes will not normally be sustained throughout the answer. The candidate will demonstrate some of the skills needed to produce a convincing essay, but there may be passages which show deficiencies in organisation. The answer is likely to include some syntactical and/or spelling errors.</p> <p>Low Level 3: 13-14 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 3: 15-16 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p>

		High Level 3: 17-18 marks The qualities of Level 3 are securely displayed.
4	19-24	<p>Candidates offer an analytical response which relates well to the focus of the question and which shows some understanding of the key issues contained in it, with some evaluation of argument. The analysis will be supported by accurate factual material which will be mostly relevant to the question asked. The selection of material may lack balance in places.</p> <p>The exposition will be controlled and the deployment logical. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce a convincing and cogent essay will be mostly in place.</p> <p>Low Level 4: 19-20 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 4: 21-22 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 4: 23-24 marks The qualities of Level 4 are securely displayed.</p>
5	25-30	<p>Candidates offer a sustained analysis which directly addresses the focus of the question. They demonstrate explicit understanding of the key issues raised by the question, evaluating arguments and - as appropriate - interpretations. The analysis will be supported by an appropriate range and depth of accurate and well-selected factual material.</p> <p>The answer will be cogent and lucid in exposition. Occasional syntactical and/or spelling errors may be found but they will not impede coherent deployment of the material and argument. Overall, the answer will show mastery of essay-writing skills.</p> <p>Low Level 5: 25-26 marks The qualities of Level 5 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 5: 27-28 marks The qualities of Level 5 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 5: 29-30 marks The qualities of Level 5 are securely displayed.</p>

NB: The generic level descriptors may be subject to amendment in the light of operational experience.

Note on Descriptors Relating to Communication

Each level descriptor above concludes with a statement about written communication. These descriptors should be considered as indicative, rather than definitional, of a given level. Thus, most candidates whose historical understanding related to a given question suggests that they should sit in a particular level will express that understanding in ways which broadly conform to the communication descriptor appropriate to that level. However, there will be cases in which high-order thinking is expressed relatively poorly. It follows that the historical thinking should determine the level. Indicators of written communication are best considered normatively and may be used to help decide a specific mark to be awarded within a level. Quality of written communication which fails to conform to the descriptor for the level will depress the award of marks by a sub-band within the level. Similarly, though not commonly, generalised and unfocused answers may be expressed with cogency and even elegance. In that case, quality of written communication will raise the mark by a sub-band.

Section B

Target: AO1a and AO1b (7% - 16 marks) AO2b (10% - 24 marks) (40 marks)

Candidates will be provided with two or three secondary sources totalling about 350-400 words. The question will require candidates to compare the provided source material in the process of exploring an issue of historical debate and reaching substantiated judgements in the light of their own knowledge and understanding of the issues of interpretation and controversy. Students must attempt the controversy question that is embedded within the period context.

AO1a and AO1b (16 marks)

Level	Mark	Descriptor
1	1-3	<p>Candidates will produce a series of statements, some of which may be simplified, on the basis of factual material which has some accuracy and relevance although not directed at the focus of the question. Links with the presented source material will be implicit at best. The factual material will be mostly generalised and there will be few, if any, links between the statements.</p> <p>The writing may have some coherence and it will be generally comprehensible but passages will lack clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.</p> <p>Low Level 1: 1 mark The qualities of Level 1 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 1: 2 marks The qualities of Level 1 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 1: 3 marks The qualities of Level 1 are securely displayed.</p>
2	4-6	<p>Candidates will produce statements deriving from their own knowledge and may attempt to link this with the presented source material. Knowledge will have some accuracy and relevance. There may be some analysis, but focus on the analytical demand of the question will be largely implicit. Candidates will attempt to make links between the statements and the material is unlikely to be developed very far.</p> <p>The writing will show elements of coherence but there are likely to be passages which lack clarity and/or proper organisation. The range of skills needed to produce a convincing essay is likely to be limited. Frequent syntactical and/or spelling errors are likely to be present.</p> <p>Low Level 2: 4 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 2: 5 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 2: 6 marks The qualities of Level 2 are securely displayed.</p>
3	7-10	<p>Candidates attempt a broadly analytical response from their own knowledge, which offers some support for the presented source material. Knowledge will be generally accurate and relevant. The answer will show some understanding of the focus of the question but may include material which is either descriptive, and thus only implicitly relevant to the question's focus, or which strays from that focus in places. Attempts at analysis will be supported by generally accurate factual material which will lack balance in places.</p> <p>The answer will show some degree of direction and control but these attributes will not normally be sustained throughout the answer. The candidate will demonstrate some of the skills needed to produce a convincing essay, but there may be passages which show deficiencies in organisation. The answer is likely to include some syntactical and/or spelling errors.</p>

		<p>Low Level 3: 7 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 3: 8-9 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 3: 10 marks The qualities of Level 3 are securely displayed.</p>
4	11-13	<p>Candidates offer an analytical response from their own knowledge which supports analysis of presented source material and which attempts integration with it. Knowledge will be generally well-selected and accurate and will have some range and depth. The selected material will address the focus of the question and show some understanding of the key issues contained in it with some evaluation of argument and - as appropriate - interpretation. The analysis will be supported by accurate factual material which will be mostly relevant to the question asked although the selection of material may lack balance in places.</p> <p>The exposition will be controlled and the deployment logical. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing and cogent essay will be mostly in place.</p> <p>Low Level 4: 11 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 4: 12 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 4: 13 marks The qualities of Level 4 are securely displayed.</p>
5	14-16	<p>Candidates offer a sustained analysis from their own knowledge which both supports, and is integrated with, analysis of the presented source material. Knowledge will be well-selected, accurate and of appropriate range and depth. The selected material directly addresses the focus of the question. Candidates demonstrate explicit understanding of the key issues raised by the question, evaluating arguments and - as appropriate - interpretations. The analysis will be supported by an appropriate range and depth of accurate and well-selected factual material.</p> <p>The answer will be cogent and lucid in exposition. Occasional syntactical and/or spelling errors may be found but they will not impede coherent deployment of the material and argument. Overall, the answer will show mastery of essay-writing skills.</p> <p>Low Level 5: 14 marks The qualities of Level 5 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 5: 15 marks The qualities of Level 5 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 5: 16 marks The qualities of Level 5 are securely displayed.</p>

NB: The generic level descriptors may be subject to amendment in the light of operational experience.

Note on Descriptors Relating to Communication

Each level descriptor above concludes with a statement about written communication. These descriptors should be considered as indicative, rather than definitional, of a given level. Thus, most candidates whose historical understanding related to a given question suggests that they should sit in a particular level will express that understanding in ways which broadly conform to the communication descriptor appropriate to that level. However, there will be cases in which high-order thinking is expressed relatively poorly. It follows that the historical thinking should determine the level. Indicators of written communication are best considered normatively and may be used to help decide a specific mark to be awarded within a level. Quality of written communication which fails to conform to the descriptor for the level will depress the award of marks by a sub-band within the level. Similarly, though not commonly, generalised and unfocused answers may be expressed with cogency and even elegance. In that case, quality of written communication will raise the mark by a sub-band.

AO2b (24 marks)

Level	Mark	Descriptor
1	1-4	<p>Comprehends the surface features of sources and selects from them in order to identify points which support or differ from the view posed in the question. When reaching a decision in relation to the question the sources will be used singly and in the form of a summary of their information. Own knowledge of the issue under debate will be presented as information but not integrated with the provided material.</p> <p>Low Level 1: 1-2 marks The qualities of Level 1 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 1: 3-4 marks The qualities of Level 1 are securely displayed.</p>
2	5-9	<p>Comprehends the sources and notes points of challenge and support for the stated claim. Combines the information from the sources to illustrate points linked to the question.</p> <p>When supporting judgements made in relation to the question, relevant source content will be selected and summarised and relevant own knowledge of the issue will be added. The answer may lack balance but one aspect will be developed from the sources. Reaches an overall decision but with limited support.</p> <p>Low Level 2: 5-6 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 2: 7-9 marks The qualities of Level 2 are securely displayed.</p>
3	10-14	<p>Interprets the sources with confidence, showing the ability to analyse some key points of the arguments offered and to reason from the evidence of the sources. Develops points of challenge and support for the stated claim from the provided source material and deploys material gained from relevant reading and knowledge of the issues under discussion. Shows clear understanding that the issue is one of interpretation.</p> <p>Focuses directly on the question when structuring the response, although, in addressing the specific enquiry, there may be some lack of balance. Reaches a judgement in relation to the claim, supported by information and argument from the sources and from own knowledge of the issues under debate.</p> <p>Low Level 3: 10-11 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 3: 12-14 marks The qualities of Level 3 are securely displayed.</p>

4	15-19	<p>Interprets the sources with confidence showing the ability to understand the basis of the arguments offered by the authors and to relate these to wider knowledge of the issues under discussion. Discussion of the claim in the question proceeds from an exploration of the issues raised by the process of analysing the sources and the extension of these issues from other relevant reading and own knowledge of the points under debate.</p> <p>Presents an integrated response with developed reasoning and debating of the evidence in order to create judgements in relation to the stated claim, although not all the issues will be fully developed. Reaches and sustains a conclusion based on the discriminating use of the evidence.</p> <p>Low Level 4: 15-16 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 4: 17-19 marks The qualities of Level 4 are securely displayed.</p>
5	20-24	<p>Interprets the sources with confidence and discrimination, assimilating the author's arguments and displaying independence of thought in the ability to assess the presented views in the light of own knowledge and reading. Treatment of argument and discussion of evidence will show that the full demands of the question have been appreciated and addressed. Presents a sustained evaluative argument and reaches fully substantiated conclusions demonstrating an understanding of the nature of historical debate.</p> <p>Low Level 5: 20-21 marks The qualities of Level 5 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 5: 22-24 marks The qualities of Level 5 are securely displayed.</p>

NB: The generic level descriptors may be subject to amendment in the light of operational experience.

Unit 3 Assessment Grid

Question Number	AO1a and b Marks	AO2b Marks	Total marks for question
Section A Q	30	-	30
Section B Q	16	24	40
Total Marks	46	24	70
% weighting	20%	10%	30%

Section A

A1 Protest, Crisis and Rebellion in England, 1536-88

Question Number	Indicative content	Mark
1	<p>This question targets the issue of factional rivalry, and candidates are asked to assess the relative importance of two key factors, personal ambition and religion. Candidates may draw from a range of examples across the given period. It is likely many candidates may start with the downfall of Cromwell, and arguments may be found for either perspective. Candidates may argue that religion was at issue, with the conservative Howards opposed to the reformist influence of Cromwell, which may be examined in the context of issues surrounding the failed match with Anne of Cleves and Henry's subsequent marriage to Catherine Howard. With regards to Catherine's own downfall, it would be hard to argue Cranmer was personally ambitious in presenting evidence against her, although events were undoubtedly beneficial to the reformists. Accusations against Cranmer and Parr are also likely to feature. The Prebendaries' Plot (1543) against Cranmer is perhaps more likely to be interpreted as motivated by religious issues in Kent; with regards the latter (Parr, in 1546), whilst 'traditional' religious policy may be seen to have been in the ascendency at this time, candidates are likely to discern personal ambition in Norfolk's and Wriothesley's motives. The actions of Norfolk's son, the Earl of Surrey, may also be considered. Personal ambition may also be discerned in the power obtained by Denny and Paget through their proximity to Henry, and although both were associated with the reformists, religious motivation did not appear to be the driving force in their actions. Candidates may examine their actions alongside those of Edward Seymour over the issue of Henry's death. Somerset, and to some extent Northumberland's prominence may be argued to represent personal ambition, although debate may be livelier over the latter. Both Protectors can also be seen to have been motivated by reformist desire, particularly Somerset, although the ambiguous and seemingly flip-flopping position of Northumberland may mean many candidates argue he was more motivated by ambition, although this may be measured against his restoration of the Council. Again, candidates may qualify arguments with reference to the influence of the maturing Edward, particular with regard to the issue of religion. The issue of Edward's succession may also be hotly debated by some, which can be perceived as an attempt by Northumberland to retain power, although others may interpret the devise and attempt to place Lady Jane Grey on the throne as motivated by fears over Mary's religious outlook.</p> <p>At Level 5 look for sustained and well supported evaluation of the relative importance of personal ambition and religion, culminating in an impressive conclusion. At Level 4 there should be a real debate although this may not be fully balanced across both reigns. At Level 3 a range of arguments may be examined, although the response may be one-sided or lack balance across the period. At Level 2 and below a narrative of these years is likely to be on offer.</p>	30

Question Number	Indicative content	Mark
2	<p>Candidates are asked to give an assessment of the degree to which religious change was welcomed in the period 1547-66. Many candidates may base a response around the various acts and statutes throughout the period, such as Edward's two Acts of Uniformity (1549 and 1552), Mary's First and Second Statutes of Repeal (1553 and 1555) and the Acts of Supremacy and Uniformity (1559), which formed the basis for Elizabeth's religious settlement. Candidates may argue that under Somerset, religious policy was relatively cautious, suggesting fears of a reaction within wider Tudor society, perhaps arguing concessions were made in the First Prayer Book, such as that over transubstantiation. The Western Rebellion is likely to feature, although at the higher levels the extent to which this represented a reaction over religion may be questioned. That the First Prayer Book passed the Commons without opposition, and with relatively limited opposition in the Lords could also be used to suggest this was at least not unwelcome. Candidates may also point to the repeal of strict heresy laws and the relatively moderate Treason Act, which allowed an undercurrent of reform from an increasingly number of protestant clergy who effectively pushed the reformist movement. In countering, candidates could highlight how communities were divided in response to Cranmer's stricter enforcement of previous measures against the veneration of saints, and how some churches did not use the Book of Homilies. Candidates are likely to argue that Northumberland's rise was in part based on Catholic opposition to Somerset within the Council, although the extent to which this was widespread throughout society would be open to debate. There is little doubt though that Protestant reforms went further in this period, and issues such as the use of communion tables did provoke opposition, albeit isolated. With regards the more radical Second Prayer Book of 1552, there was little open opposition, and it may be argued that there was general acceptance of the basis for Protestantism by the time of Edward's death. However, candidates may equally argue that Mary's accession to the throne demonstrated popular support for a return to Catholicism, rather than just the restoration of the rightful heir after Northumberland's attempted coup. Candidates may indeed also argue that where opposition was seen, it was not on matters that were essentially religious, but on related issues such as the marriage to Philip or restoring monastic lands. The extent to which religious persecution was widespread under Mary is likely to be debated. With regards Elizabeth's reign, it may be argued that her policies were welcomed because she recognised that support for both Catholicism and Protestantism existed. Whilst candidates may argue Elizabeth faced difficulty even in passing the relatively moderate Act of Uniformity, this was in the Lords, where Marian Bishops still held sway. Around 400 of the clergy refused to take the Oath of Supremacy, although this only amounted to a small proportion of the total. It is likely many will argue that Elizabeth's settlement was welcomed to a fair degree, pointing to the (at least outward) conformity of Church papists, the limited number of fines for recusancy, and the hope of further reform in the long-term to appease more radical Protestants.</p> <p>At Level 5 look for sustained and well supported evaluation of the extent to which religious change was welcomed, culminating in an impressive conclusion. At Level 4 there should be a real debate although this may not be fully balanced across the three reigns. At Level 3 a range of arguments may be examined, although the response may be one-sided or lack balance across the period. At Level 2 and below a narrative of these years is likely to be on offer.</p>	30

A2 Revolution, Republic and Restoration: England, 1629-67

Question Number	Indicative content	Mark
3	<p>This question targets the period of the Civil War, and candidates are expected to offer an assessment of the extent to which events and issues up to and including 1643 were decisive in the eventual outcome of the civil war. In agreeing with the contention in the question, candidates may examine a range of events. It may be argued that Charles' decision to leave London and his failure to secure the arsenal at Hull undercut certain advantages he potentially held. Similarly, candidates may point to the fall of Portsmouth into Parliamentary hands in September 1642, which, alongside the support the Navy gave to Parliament, may be seen as a distinct advantage. However, it is unlikely candidates would argue that itself such issues would be seen as decisive, and candidates may point more towards Rupert's retirement against Parliamentary forces at Turnham Green, alongside the Parliamentary victory at Newbury later in 1643, as the last realistic hope of capturing London. It may even be argued that whilst such events did not mean defeat for Charles at that time, the survival of Parliament through the difficult early stages of the war laid the base for later victory, without which their longer-term advantages would have counted for little. In relation to these advantages, 1643 may also be seen as important in terms of the financial reforms Pym organised, such as the County Committees, excise ordinance, compulsory loans and fines of Royalists in Parliamentary areas. In terms of the reforms to the military, whilst candidates may point to later developments such as the Self-denying Ordinance and establishment of the New Model Army as being more important, the beginnings of Parliamentary recognition of the importance of improving the military may be seen in measures such as the Impressment Ordinance of August 1643. Perhaps more importantly, 1643 may be seen to have been decisive in terms of the alliances made by either side, with Pym's negotiation of the Solemn League and Covenant, whilst Charles' dealings with the Irish may even be argued to have been detrimental to his cause. In arguing against the question, candidates may elaborate on a range of issues: Parliament was by no means a unified force even after 1643, and the reforms to the military were still some way off. In terms of events on the battlefield, candidates may argue that Royalist forces had seen the arguably seen the better of the battles and skirmishes in the first two years, or that they were indecisive. Indeed, it may even be argued that whilst Marston Moor was saw a telling Parliamentary victory, Parliamentary forces failed to act upon events at the Second Battle of Newbury, with the subsequent indecisive outcome leading to the military reforms that were so telling in the defeat of the Royalists at Naseby.</p> <p>At Level 5 look for sustained and well supported evaluation of the extent to which the outcome of the war was effectively decided by the end of 1643, culminating in an impressive conclusion. At Level 4 there should be a real debate although this may not be fully balanced. At Level 3 a range of arguments may be examined, although the response may be one-sided or lack balance across the period. At Level 2 and below a narrative of these years is likely to be on offer.</p>	30

Question Number	Indicative content	Mark
4	<p>Candidates are expected to offer an assessment of the period upto and including 1653. Candidates may examine the role of republican leaders and their influence within the army leadership, examining their failure to come to terms with others such as religious radicals, or indeed more moderate influences in the house. The role of individual republicans may be examined, such as John Lilburne, who alongside other Levellers was influential in criticising the legitimacy of the Rump. Even notable servants of Cromwell such as Sir Arthur Haselrig disagreed with the legitimacy of the council of officers, opposing their dissolution of the Rump.</p> <p>Candidates may argue that it was the division between such leaders and those with other interests, such as godly reformers within the army, which made settled government difficult. Men such as Marten struggled to bring about the political and social reforms they desired because they were a minority in the house, and were also seen as suspect in terms of religion, with accusations of atheism. Ultimately it was Cromwell's decision to abandon the Rump, and it is likely to be argued this was because it was not as reforming as he hoped. Conflicting pressures may also be argued to have been behind the problems of the Nominated Assembly, with Major-General Thomas Harrison's proposal being of limited wider appeal, based as it was on Fifth Monarchist ideas. Candidates may argue that such experiments in government were more to blame, perhaps reflecting how this linked back to the initial lack of thought being given to what government should look like after the execution of Charles. Cromwell recognised the Barebones Parliament to be a 'weakness to my own folly', and it is perhaps likely that candidates will argue that the Rule of Saints failed as a result of division between religious radicals and social conservatism, which added to the overall view of the experiments being unfit to govern. Other factors that may be considered are the continued hostility from within the New Model Army towards the Commonwealth, the impact of the Anglo-Dutch War, the general unpopularity of the Rump, confusion over plans to hold new elections in 1653 and fears that further reform would alienate conservatives. The relationship between such issues is likely to be explored at the higher levels, such as how Cromwell's own actions in dismissing the Rump may be seen as due to their failure to enact godly reform, or the growing power of the army with the ongoing war to 1651, or indeed the continued dilemma that the Rump could live neither with the army nor without it, and neither could co-exist without Cromwell.</p> <p>At Level 5 look for sustained and well supported evaluation of the reasons for the failure to achieve settled government in the years 1649-53, culminating in an impressive conclusion. At Level 4 there should be a real debate about the factors behind this failure, although this may not be fully balanced. At Level 3 a range of arguments may be examined, although the response may be one-sided or lack consistent focus. At Level 2 and below a narrative of these years is likely to be on offer.</p>	30

Section B

A1 Protest, Crisis and Rebellion in England, 1536-88

Question Number	Indicative content	Mark
5	<p>This question clearly focuses upon the extent to which Henry VIII was threatened by the Pilgrimage of Grace, and the three sources offer differing perspectives. Source 1 suggests that the Pilgrimage was a serious insurrection, highlighting the scale and spread of the rebels, alongside their potency as an armed force, deriving from both popular support and the involvement of influential gentry, with varied grievances and concerns. Candidates may also explore the implications of the rebellion having taken place in the North and the implications of this for evaluating the threat. Source 1 also emphasises how, in being partly directed at the likes of Cromwell and other 'low born' advisers, it was a threat to Henry's government. This latter point may be linked to Source 2, although this suggests – that in the Pilgrims' eyes at least – this was not intended as a threat to Henry himself. In broader terms, Lockyer (Source 2) offers evidence that may be used alongside Source 1 to support the contention in the question, such as over the make up and ranging demands of the Pilgrims, although the emphasis is placed more on this being a protest of concerns that the rebels hoped Henry could assist with, rather than any real intention of threat. This latter point may be used in relation to Source 3, which also suggests that the rebel leaders did not set out to pose a military threat to Henry. Additionally, Source 3 points to various weaknesses within the pilgrims as a group, suggesting that ultimately this aided Henry in dealing with them. Candidates may also use the evidence Loades provides (Source 3) to support the contention in the question: as with Source 1, the size and nature of the groups is considered, whilst Henry's need to delay and offer concessions is also likely to feature in responses.</p> <p>In drawing on their own knowledge, candidates may examine a range of issues, such as the loyalty of the nobility and Henry's reliance on the likes of Norfolk to put down the rebellion, and even his willingness to offer the rebels a parliament. Whilst candidates may offer extensive knowledge of the differing stages of the events of late 1536-7 and the varying make-up of the forces involved, the focus should remain firmly on assessing the level of threat. Candidates may offer knowledge of Henry's concessions and the pardons offered, and many are likely to extend this to consider the reprisals that took place after Bigod's uprising was put down in January 1537.</p> <p>Responses at Level 5 will apply knowledge to offer a judgement on the relative strengths of the given views, and /or to resolve the conflicts between these, perhaps making critical distinctions concerning the nature and extent of different rebellions, both in terms of their motivations and the success in quelling these. At Level 4 they will both support and challenge the proposition and use contextual knowledge to evaluate the claims made in the sources and/or offer different hypotheses. At Level 3 candidates will be able to utilise both the texts and own knowledge to assess the extent to which the Pilgrimage was a threat, even if many points are not addressed or developed. At Level 2 the analytical focus will probably be weak, and there may be long descriptive passages of either the texts or historical events. Candidates who are drawing out the implications of the arguments and attempt to support and/or challenge them by both cross referencing the sources and/or applying contextual knowledge are likely to score above Level 2.</p>	40

Question Number	Indicative content	Mark
6	<p>The three sources offer differing perspectives on the extent to which the developments that took place over the period tended to make it more difficult for Elizabeth to control parliament. Candidates are likely to draw on Source 4 as the strongest evidence of such opposition. Cook (Source 4) set out the growing ability, desire and willingness of the 'new breed' within the Commons. Candidates are also likely to focus on some or all of the individuals mentioned, the issue of 'balance between Crown and Commons' and Elizabeth's attempts to manage parliament. Source 5 may be linked to this to some extent, as the latter part of the source refers to the 'development of... parliamentary procedure' in learning 'the art of successful opposition.' However, Gilkes (Source 5) also gives evidence that can be used to challenge the contention, highlighting the importance of management of parliament through Privy Councillors and patronage. Additionally, candidates may use Source 5 in drawing distinctions over what issues parliament was likely to cause difficulties for Elizabeth over, and where she would or wouldn't concede. Source 6 is likely to be used to examine the case against parliament becoming increasingly difficult to control, describing how the members of Elizabeth's Privy Council was able to manage Parliamentary business, both directly through their presence, and through representatives. Haigh (Source 6) also offers evidence that challenges earlier interpretations, suggesting that those who were previously assumed to have been opponents were in fact agents of the council. Thus Source 6 offers clearly opportunities for cross-referencing with both Sources 4 and 5.</p> <p>Candidates may draw on their own knowledge to examine these issues in a range of ways, such as examining the role of the Speaker or others in timetabling and controlling debates. The continued growth and changes to the 'quality' of MPs may be considered, with almost half of all MPs being university educated or possessing a legal education by 1584. The relative infrequency of sessions may also be considered, with only 13 sessions in Elizabeth's (full) reign. Candidates may also offer detailed knowledge on particular issues and events, such as dealings over Mary Queen of Scots from 1572 onwards, or the imprisonment of Wentworth in 1576. The importance of Elizabeth's councillors in parliament may also be explored in more depth, and indeed it may be argued that Elizabeth faced the greatest opposition when they orchestrated a challenge to policy through parliament – usually, as they saw it, to get her to see reason on a matter of government interest, where similar appeals to Elizabeth through Council had failed.</p> <p>Responses at Level 5 will apply knowledge to offer a judgement on the relative strengths of the given views, and /or to resolve the conflicts between these, perhaps making critical distinctions concerning the nature and extent of opposition with regard to the policy areas it was centred upon. At Level 4 they will both support and challenge the proposition and use contextual knowledge to evaluate the claims made in the sources and/or offer different hypotheses. At Level 3 candidates will be able to utilise both the texts and own knowledge to assess the extent to which developments meant parliament became increasingly difficult to control, even if many points are not addressed or developed. At Level 2 the analytical focus will probably be weak, and there may be long descriptive passages of either the texts or historical events. Candidates who are drawing out the implications of the arguments and attempt to support and/or challenge them by both cross referencing the sources and/or applying contextual knowledge are likely to score above level 2.</p>	40

A2 Revolution, Republic and Restoration: England, 1629-67

Question Number	Indicative content	Mark
7	<p>This question invites candidates either to agree with the proposition that social class was central to side-taking, as argued in Source 7, or to argue, as Sources 8 and 9 do, that other issues were of greater significance. Source 7 gives evidence of support for Parliament ‘from the middle ranks’ across the country, linking this to the cloth trade and also urban areas, which some candidates may also use as an opportunity to explore geographical factors. Source 7 also offers contemporary explanations for the importance of social class, and many candidates may explore the fears and tensions in the light of knowledge of Christopher Hill’s analysis. Source 9 may also be linked to the issue of social class, although it is important for candidates to recognise that Coward rejects the proposition in the question, citing a range of exceptions to illustrate the limitations of a class-based analysis of side-taking. Candidates are likely to bring in examples of their own to explore and evaluate the contradicting views. Source 9 may also be used to examine local issues, or indeed relate aspects of the source to the issue of geography as raised in Source 7, whilst also highlighting localism and indeed the fluid nature of side-taking. Source 8 is also likely to be used to counter the given proposition, emphasising the issues of ‘honour and duty’ and tradition, whilst also recognising Charles’ divisive character and policies. Candidates may relate some aspects of Source 8 to the issue of religion, perhaps in the light of references to ‘the established Church’ or even the reference to ‘beliefs’. Candidates may even argue that Sources 7 and 8 are not incompatible, using their own knowledge to explore the extent to which duty to Charles and the institution of the monarchy was a class issue, or even extending the concept to explore social duty in the recruitment of many at the behest of their local nobility or gentry. It may indeed be argued by some that duty would mean many men of lesser social standing would follow the ‘leading gentry’ (Source 9) in changing sides.</p> <p>Candidates may develop using contextual knowledge to explore the various class differences that existed and the different strands of loyalty to tradition and duty, and many are likely to raise the issue of geography, and may even explore the extent to which motivations were uniform with reference to notions of neutralism and other local factors. The nature of focus on tradition and duty may lead some candidates to concentrate more on Royalist support, with some justification, although some consideration should be given to Parliamentary support at the higher levels.</p> <p>Responses at Level 5 will apply knowledge to offer a judgement on the relative strengths of the given views, and /or to resolve the conflicts between these, perhaps making critical distinctions concerning the nature and extent of social, religious and cultural motivations for the different sides. At Level 4 they will both support and challenge the proposition and use contextual knowledge to evaluate the claims made in the sources and/or offer different hypotheses. At Level 3 candidates will be able to utilise both the texts and own knowledge to assess the extent to which social class was the strongest motivation, even if many points are not addressed or developed. At Level 2 the analytical focus will probably be weak, and there may be long descriptive passages. Candidates who are drawing out the implications of the arguments and attempt to support and/or challenge them by both cross referencing the sources and/or applying contextual knowledge are likely to score above Level 2.</p>	40

Question Number	Indicative content	Mark
8	<p>This addresses the issue of how far the Protectorate's limitations were a result of Cromwell, and Source 10 is likely to be the starting point for most candidates in examining evidence in favour of the argument that Cromwell was not to blame. Woolrych outlines both Cromwell's aims to create broad acceptance, and to some extent his success in achieving this, portraying the Protector as a leader who sought to move away from government dependent on the military. Whilst the reference to the rule of the major-generals may be seized on by some to challenge this argument, Source 10 clearly sees this as a temporary aberration, and candidates may draw on issues of finance and problems with the parliament of 1654-5 to examine the extent to which other factors meant Cromwell had limited options here, which may be explored alongside Source 12. Woolrych's suggestion that Cromwell's untimely death prevented a more stable government being established may also be explored further. Source 11 suggests that Cromwell's failure to manage parliament was at issue, and more importantly as far as Smith is concerned, the contradictions in the Protectorate that Cromwell could or would not address. Candidates may explore both of these issues alongside the evidence of Source 12, examining the extent to which the problems with parliament resulted from Cromwell's 'inadequate techniques of management' (Source 11), or the extent to which the contradictions were an inevitable result of the incompatibility of Cromwell's commitment to both godly reform and constitutional government (Source 12). Candidates may use Source 12 to examine the debate in a number of ways. Cromwell's 'sudden dissolutions' and 'departure from parliamentary rule' may be used as evidence of Cromwell being to blame for the movement towards a military dictatorship. Candidates may also explore the notion of this being a 'pragmatic' response.</p> <p>Candidates may develop using contextual knowledge to explore the issues. Candidates are likely to examine the issues relating to Cromwell's 'godly reformation' and the attempts to establish government, which was acceptable to the army, those within Parliament and the wider nation, considering the extent to which these issues were incompatible. Detail of the various attempts, from the Parliament of Saints, through to the Major Generals and the subsequent collapse of their rule and beyond.</p> <p>Responses at Level 5 will apply knowledge to offer a judgement on the relative strengths of the given views, and /or to resolve the conflicts between these, perhaps making critical distinctions concerning the different parliaments and the context in which Cromwell sought to govern. At Level 4 they will both support and challenge the proposition and use contextual knowledge to evaluate the claims made in the sources and/or offer different hypotheses. At Level 3 candidates will be able to utilise both the texts and own knowledge to assess the extent to which religion was the strongest motivation even if many points are not addressed or developed. At Level 2 the analytical focus will probably be weak, and there may be long descriptive passages. Candidates who are drawing out the implications of the arguments and attempt to support and/or challenge them by both cross referencing the sources and/or applying contextual knowledge are likely to score above Level 2.</p>	40