

Mark Scheme (Results)

Summer 2013

GCE History (6HI03)

Option A

Revolution and Conflict in England

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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.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:

i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear

ii) select and use a form and style of writing appropriate to purpose and to complex subject matter

iii) organise information clearly and coherently, using specialist vocabulary when appropriate.

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</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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: 17-18 marks</p> <p>The qualities of Level 3 are securely displayed.</p>
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</p>

		<p>essay will be mostly in place.</p> <p>Low Level 4: 19-20 marks</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p>

		<p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>The qualities of Level 5 are displayed, but material is less convincing in its</p>

		range/depth or the quality of written communication does not conform. High Level 5: 16 marks The qualities of Level 5 are securely displayed.
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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.</p> <p>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</p> <p>The qualities of Level 1 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 1: 3-4 marks</p> <p>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</p> <p>The qualities of Level 2 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 2: 7-9 marks</p> <p>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</p>

		<p>information and argument from the sources and from own knowledge of the issues under debate.</p> <p>Low Level 3: 10-11 marks</p> <p>The qualities of Level 3 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 3: 12-14 marks</p> <p>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</p> <p>The qualities of Level 4 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 4: 17-19 marks</p> <p>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.</p> <p>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</p> <p>The qualities of Level 5 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 5: 22-24 marks</p>

		The qualities of Level 5 are securely displayed.
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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 religious changes during the reigns of Henry's three children and the role of Parliament in bringing these changes about. Candidates are invited to assess the degree of compliance Parliaments showed in passing into legislative form the very varied agendas of their one royal master and two royal mistresses. Candidates will be able to support the proposition by reference to Edward's reign and the ease with which changes were made in 1547, removal of Heresy Laws and the Chantries Act, 1549, the Act of Uniformity imposing the First English Prayer Book and the Act legalising clerical marriage and 1552, the imposition of the Second Edwardian Prayer Book. There is likely to be more debate with regard to Mary's reign with initial compliance in sweeping away the legislation of Edward in the First Parliament but a delay in removing the legislation of the 1530s. The second Parliament in 1554 resisted attempts by Gardiner to restore the Act of Six Articles and the anti Lollard laws and these were only restored and much of Henry's legislation swept away by the third Parliament in November 1554. Even this most compliant of parliaments proved totally resistant to the restoration of Church Lands. The fourth Parliament again refused government proposals relating to the confiscation of the lands of religious exiles. With regard to Elizabeth there is again room for debate with the obvious resistance within the House of Lords and the Queen's concessions to get legislation through.</p> <p>At levels 1 and 2 a narrative of the events of one or more reigns is likely. For Level 3 there should be a clear address to the issue of compliance, probably with minimal debate, most at this level probably agreeing that Parliaments were compliant to the royal wills. At level 4 there should be debate with examples of compliance set against resistance. At Level 5 evaluative analysis will cover all three reigns.</p>	30

Question Number	Indicative content	Mark
2	<p>This question addresses the relationship of England and Spain during the reign of Elizabeth. At the lower levels there will probably be a narrative of events from the 1558-59 situation of alliance to the beginning of conflict following the Treaty of Nonsuch. At level 3 and above there will be some address to the issue of Elizabeth's desire to avoid confrontation with probable reference to her tolerably good relations with the first two Spanish Ambassadors, de Quadra and De Silva, the mending of relations in 1573-74 with the Treaty of Bristol and the use of indirect methods to support the Protestants in the Netherlands between 1577 and 1584. Candidates at this level are likely to agree with the proposition. At level 4 and above there will be a real attempt to debate the proposition with focus on the examples of confrontation as well as conciliation. Candidates might choose to emphasise the confrontation of 1569 partly engineered by Cecil and largely arising from the confiscation of treasure destined for the Netherlands but belonging to Genoese bankers. The treatment of De Spes might also be used as also the increasingly aggressive attempts to support the Protestant rebels in the Netherlands in the late 1570s and early 1580s. At Level 5 look for sophisticated evaluative debate possibly including Elizabeth's clear reluctance right to the end of this period to send military help to the Dutch and the frustration this caused for those of her counsellors, like Walsingham who preferred a more overtly Protestant and aggressive policy.</p>	30

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

Question Number	Indicative content	Mark
3	<p>This question targets the causes of parliamentary victory in the First Civil War. At the lower levels expect a narrative of the events of 1642-46 but at level 3 and above there should be preponderantly a causal analysis with some address to the stated factor of 'London' at the top of level 3. London was overwhelmingly the biggest city with just under a tenth of the entire country's population living there. At level 4 there will be a clear evaluation of how important London was to Parliament both in terms of its financial resources and the importance of the London trained bands, decisive in turning the King back at Turnham Green in 1642. The superior economic resources of Parliament as a factor in ultimate victory was very much associated with Parliament's control of London and its importance as a financial centre. It was the hub of resistance to royal power. At this level other factors such as general-ship, debilitating divisions and outside help, notably from the Scots should all be addressed. There may also be comment on the relative economic power bases of the two sides throughout the country with the King enjoying support in the less developed areas, the south west, Wales and the North, and Parliament controlling many of the important ports and manufacturing centres and the richer agricultural areas in particular populous East Anglia. Even within Yorkshire, the port of Hull and the cloth manufacturing areas of the West Riding rallied to Parliament compared to the poorer North Riding which tended to be for the King.</p>	30

Question Number	Indicative content	Mark
4	<p>This question is focused on the role of the Army between 1646 and 1653. Candidates may argue for or against the proposition but probably more for, being influenced by examples of dramatic Army intervention in politics such as the impeachment of Holles, the seizing of the king by Cornet Joyce, the occupation of London in August 1647, Pride's Purge in 1648, its role in the execution of the King and finally the overt coup of 1653. Against this much can be made of the reluctance shown by the Army and its deference to civilian authority. It required much provocation by Holles and his allies in the spring of 1647 to induce action. Again it required the exceptional duplicity of the King and the Second Civil War to produce Pride's Purge and the subsequent decision for Regicide. And yet again it required extraordinary provocations by the Rump to produce the coup of April 1653.</p> <p>At level 1 or 2 a partial or whole narrative of these years is likely. At Level 3 and above there should be explicit address to the proposition with no debate at the bottom of the level. At Level 4 there will be a real attempt to assess the proposition with examples of the Army's assertion of political power set against examples of its reluctance to act and the extreme provocations offered by its opponents such as Holles. At Level 5 look for a really effective weighing of the evidence on both sides of the debate before a clear conclusion is reached.</p>	30

Section B

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

Question Number	Indicative content	Mark
5	<p>The three sources include a range of points about the seriousness of the rising of 1569, with conflicting implications for a response to the question. Source 1 points up the contextual dimension which heightened the threat of a Catholic rising, the presence of Mary, the worsening relations with Spain in 1568-69 and the arrival of a more crusading Pope in the form of Pius V. Source 2, in contrast, lays emphasis on the domestic context and although the failure of Protestantism to penetrate the North is clear, the tenor of the extract is in contrast to Source 1, playing down the threat. Candidates will probably pick up on and develop the parallels that are offered with the events of the Pilgrimage of Grace in 1536. Source 3 can be used both to downplay the threat with its reference to numbers, and here again candidates may draw comparisons with the numbers involved in 1536 and also inferentially to see the severity of the repression as evidence of the fear the rebellion induced in the regime of Elizabeth. One again, as in Source 1, there is an implied reference to the importance of Mary, (the reference to Norfolk and the court plot), which will probably be developed with considerable own knowledge.</p> <p>Responses at level 1 may well take the sources at face value as simple sources of information to be put together into a narrative, but at level 2 and above candidates will draw 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. At level 2 the analytical focus will probably be weak, and there may be long descriptive passages of either the texts or historical events. At level 3 candidates will be able to utilise both the texts and own knowledge to assess the threat to Elizabeth. At level 4 they will both support and challenge the seriousness of the threat and use contextual knowledge of the historical debate and of the period itself, to evaluate the claims made in the sources and/or offer different hypotheses. Some may really develop the implications of Source 1 that the real threat lay in the foreign dimension and provide evidence with information on Alva's army in the Netherlands. At level 5 they will develop a really effective debate using all three sources and considerable supplementary knowledge to reach a convincing conclusion.</p>	40

Question Number	Indicative content	Mark
6	<p>This question clearly focuses upon the role and function of Parliament in these years and the three sources offer differing perspectives. Source 4 can be used to support the proposition, i.e. the control exercised by the Queen's Council over the appointment of the speaker and his very real power to control and guide the proceedings of the Commons. Source 5 is more ambivalent but the final section clearly indicates support for the proposition. Candidates are likely to be aware of the famous speech of Peter Wentworth and may develop the implications of it with supplementary knowledge. The source also points them to the issue of religion and the series of clashes that developed in the Commons in the 1570s and 80s over the 'further reformation' of the country. The failure of the reformers to make headway against the Queen's implacable hostility may be used to reinforce the proposition under debate. The final source clearly points in the opposite direction with an example of a Parliament, that of 1566-67, not being effectively controlled and the Queen's leading Councillor bemoaning the failure of the management of the Commons.</p> <p>Responses at level 1 may well take the sources at face value as simple sources of information to be put together into a narrative, but at level 2 and above candidates will draw 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. At level 2 the analytical focus will probably be weak, and there may be long descriptive passages of either the texts or historical events. At level 3 candidates will be able to utilise both the texts and own knowledge to assess the key issue of effective royal control. At level 4 they will both support and challenge the proposition and use contextual knowledge of the historical debate and of the period itself, to evaluate the claims made in the sources and/or offer different hypotheses. At level 5 they will be able to offer a sophisticated evaluative debate, deploying supplementary knowledge to support or contradict. Reward those who pick up on the possibility of distinguishing royal control from control by the Council who at times used the Commons to pressurise the Monarch on certain issues, e. g. Mary Queen of Scots.</p>	40

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

Question Number	Indicative content	Mark
7	<p>This question clearly invites candidates either to agree with the proposition that local issues and local rivalries were central to side-taking as argued in the first source (7) or to argue, as does Source 9, that other issues, such as religious beliefs were at issue. Source 8 offers another alternative to localised division, with its analysis of the behaviour of the House of Lords, raising the issue indirectly of Charles' personality and his unsuitability as King. However it does also acknowledge the importance of religion in the split in the House of Commons. Better candidates will use source 7 with some caution, appreciating that it refers to only one county, as does source 9, but source 9 also does qualify the proposition under debate by the crucial use of 'some'. In this manner candidates may thus also consider Source 9 in terms of the proposition of localised issues.</p> <p>Responses at level 1 may well take the sources at face value as simple sources of information to be put together into a narrative, but at level 2 and above candidates will draw 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. At level 2 the analytical focus will probably be weak, and there may be long descriptive passages of either the texts or historical events. At level 3 candidates will be able to utilise both the texts and own knowledge to assess the nature of side-taking. At level 4 they will both support and challenge the primacy of local issues in determining the division and use contextual knowledge of the historical debate and of the period itself, to evaluate the claims made in the sources and/or offer different hypotheses. At level 5 they will offer a sophisticated evaluative debate deploying supplementary knowledge to support or contradict. Reward those who develop the implications of Source 7's reference to the Irish revolt.</p>	40

Question Number	Indicative content	Mark
8	<p>This addresses the issue of how far Cromwell and the Protectorate were threatened. Source 10 can be used to support the notion of threat with its information on the large number of groups alienated by Cromwell's actions. Own knowledge can be deployed, pointing in the opposite direction with reference to Cromwell's hold on the Army and Thurloe's excellent spy network and source 10 can be used to point up the divisions between the opposed groups . Source 11 is more ambivalent, partly dismissing the royalist threat but with its description of the Protectorate's precautions clearly indicating that the threat was taken seriously. Source 12 can in part be used to minimise the threat from the royalists by reference to the divisions and incompetence of the royalist sympathisers. Candidates may use Cromwell's famous riposte to an opponent who declared 'Know ye not that nine out of ten men are against you' with the crushing answer -'What if I disarm the nine and put a sword in the tenth man's hand, will not that do the business?' Candidates may develop this point with reference to the crushing power of the army and the ease with which Penruddock and his followers were seen off and other opponents simply exiled or imprisoned.</p> <p>Responses at level 1 may well take the sources at face value as simple sources of information to be put together into a narrative, but at level 2 and above candidates will draw 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. At level 2 the analytical focus will probably be weak, and there may be long descriptive passages of either the texts or historical events. At level 3 candidates will be able to utilise both the texts and own knowledge to assess the degree of threat and the basis of Cromwell's power. At this level the debate is likely to be very limited with most candidates probably minimising the threats and using the ease with which the 1655 rising was put down. At level 4 they will really debate the nature and extent of the threats and use contextual knowledge of the historical debate and of the period itself, to evaluate the claims made in the sources and/or offer different hypotheses. At level 5 they will offer a sophisticated evaluative debate deploying supplementary knowledge to support or contradict.</p>	40

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