

Examiners' Report
June 2013

GCE History 6HI03 A

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Introduction

It was pleasing to see a good standard of responses from candidates in the fourth session of the 6HI03 A examination. Many candidates wrote insightful comments which placed them in the higher grade categories. The paper was divided into two sections: Section (A) was an In-Depth Study question, and Section (B) an Associated Historical Controversy question.

Examiners want to see candidates who can use the sources and their own material effectively to answer the questions set. Some candidates wrote too much generalised comment. As a consequence, their responses lacked precise analytical focus and detailed supporting evidence.

Although a few responses were quite brief, there was little evidence on this paper of candidates having insufficient time to answer both questions. The ability range of those entering was diverse but the design of the paper allowed all abilities to be catered for. There were also very few rubric errors. By a small majority, more entrants sat

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

than

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

One pleasing trend is that very few candidates produced essays which were devoid of analysis. The main weakness in responses which scored less well tended to be a lack of sufficient knowledge, rather than lengthy descriptive writing without analysis. The paper provided candidates with the opportunity to develop their essay writing and to include source material as and when necessary.

There appears to be an increasing tendency for candidates to analyse and produce judgements in the main body of the answer and have cursory conclusions. Candidates can indeed sustain arguments by these means and this approach does not, in itself, prevent access to the highest levels. However, in some cases, judgements on individual issues and factors tended to be somewhat isolated, and ultimate conclusions were either only partially stated or implicit. Consequently, candidates should be aware that considered introductions and conclusions often provide a solid framework for sustained argument and evaluation.

The answers of a minority of less successful candidates in Section A suggested that they lacked the detailed knowledge base required to tackle these questions and produced a catch-all commentary on the stipulated topic, with obvious repercussions. The best answers to Section A questions showed some impressive study of 16th and 17th century British history, with students producing incisive, scholarly analysis.

When attempting the Section (B) questions, a small number of candidates engaged more with the general debate of the set controversy, rather than the specific demands of the question and source package. This was most evident on Question 7, although it was still a small minority. The candidates' performance on individual questions is considered in the next section.

Question 1

Of the two questions available in Section A for candidates sitting A1, this was the less popular choice. At the higher end, there were some very effective answers where candidates displayed clear knowledge of both religious changes and the response of parliament, using this to develop a focused analysis. Many candidates recognised the increasing confidence of parliament but also their general willingness to respect the will of the monarch. Where there was clear resistance, such as with regards to Mary and monastic land, the point was well explained by many candidates. In the Elizabethan period, many candidates distinguished effectively between Lords and Commons. However, there were also examples of less successful responses. In some cases, this was a result of offering limited precise knowledge of legislation or the actions of parliament. In other cases, candidates attempted to broaden the question to include other opposition such as the Western Rising. Additionally, some candidates offered responses which were reasoned and focused as far as they went, but which only covered a narrow proportion of the period, usually omitting the early religious changes of Elizabeth's reign. Those students who did realise Elizabeth's reign should be included often wrote the best parts of their answers on the opposition Elizabeth faced, such as that from the Marian Bishops.

(Section A continued) again Northumberland intervened and Hooper accepted the la. diocese of Glouster. Parliamentary opposition was also 'little' because key Catholics Gardiner and Bonner ^{were rejected} were refused the protestant doctrine and were kept imprisoned.

The reign of Mary saw a another complete swing in religion from the most radical protestantism to Catholic Roman Catholicism. Parliamentary opposition allowed this swift change to occur in just five years so we can assume it was minor. In 1553 the first Act of Repeal brought England back to the 6 Articles of 1534 and the second Act of Repeal back to 1529. Furthermore parliament passed the royal injunctions, and ~~the~~ a renewal of the heresy laws. However it must be made clear that there was real opposition within parliament to the renewal of monastic land, the heresy laws of 1554 only passed because Mary assured parliament she wouldn't touch monastic land. Instead this opposition forced Mary to restore some of the crown land, losing around £60,000 a year. However parliament showed clear support for all other religious changes. Mary had essentially restored papal supremacy, a new book of articles and heresy laws by 1558 with the main issue arising over monastic land. This although more

so than Northumberland and Somerset reigns with Edward, opposition was still 'little'.

It is clear when looking at the difficulty Elizabeth faced passing her bills in 1559, parliamentary opposition:

(Section A continued) was much greater. On beginning her rule Elizabeth tried to pass the Act of Uniformity and Supremacy twice and was shocked by the clear opposition in the House of Lords, with the support of the House of Commons.

Eventually Elizabeth was forced to prorogue parliament ~~in~~ in Easter, and only because two bishops were arrested in the Easter disputations was Elizabeth able to pass the Act of Uniformity and Act of Supremacy.

Again Elizabeth faced resistance from the House of Lords when implementing the Oath of Supremacy, 25 out of 27 bishops refused and these were sacked. However Elizabeth the opposition was then reduced as Elizabeth ~~is~~ introduced

25 of her own Protestant Bishops. Again she was forced to compromise on her title ~~with~~ taking 'Supreme Governor' not supreme 'head' however its important to remember that

pleased all Catholics and Protestants, who could worship the Pope and not feel a woman held religious minister over men. Again there is an important distinction between

the House of Lords which contained Marian Bishops, meaning the Act of Uniformity only passed by three votes, and the House of Commons who like the house period supported the monarch.

For instance 96% percent of the lower clergy took the Oath.

It is fair to assess however that once Elizabeth removed the Marian Bishops, and forced the Oath upon them opposition was lesser. The royal injunctions, 1st fruit and Lenths, Act of Exchange were all passed imposing her settlement

(Section A continued) of *via media*. This although she Elizabeth clearly faced the greatest opposition it was reduced when ~~constitutional~~ ^{compositional} changes were made.

To conclude evidently in the whole period opposition from parliament in the House of Commons was (little).

The House of Lords, containing Bishops and thus more concerned about the key religious changes posed more of a threat.

The commoners had grown used to accepting swift changes back from Henry VIII. Under Somerset ~~the~~ parliament allowed

moderate protestant change, his 'negative reformation'. In a time of clear difficulty war with France, Scotland and

17 rebellions all in 1549 there was pockets of resistance more so from the commoners. Northumberland implementing the

most radical doctrine surprisingly only faced opposition from key bishops in the House of Lords, Gardiner. The radical

settlement highlights the little opposition Mary was forced with dominant opposition over marriage. Land which she

clear she was forced to compromise. However Mary's Roman Catholic settlement was quickly embraced by parliament

evident from the greater opposition Elizabeth forced. Evidently to conclude Elizabeth forced the most opposition in 1559,

clear from her shock when the two original bills were

not passed. Also evident from her tactics of impressing two bishops. When Bacon famously said Elizabeth did not

want to make windows into mens heads. This as a *via media* settlement mixing the words of the 49 and 52



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Examiner Comments

This extract highlights many of the features of a very strong response. It offers a clear focus, with developed analysis, strong support and considerable evaluation throughout the essay, building to overall judgement considering the extent to which there was opposition during the period. The response was marked at level 5.



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Examiner Tip

When making individual points, look for links to other points. This helps keep answers focused, and at the higher levels like this, highlights opportunities to explore the nature of these connections and give an ongoing relative evaluation of the points you raise.

Question 2

This was the more popular of the two questions within this sub-option, and most candidates seemed well prepared to deal with a question on Elizabeth's relations with Spain in the years 1559-1585. This question was generally answered well, with a fair spread either arguing for or against the contention, and some strong answers able to adopt a more balanced approach. Within this a relatively popular line of argument suggested that Elizabeth was generally not confrontational in the early period but was much more so in the later. Student knowledge of the importance of the Netherlands was generally well detailed and extensive, especially at the higher levels in illustrating the arguments on both sides and the changes of policy that took place over the period. The issue of religion was usually well dealt with, as were the issues of the raids on Spanish ships, developments in France, Mary Queen of Scots and the issue of trade sanctions. However, some candidates did stray from focus at times, particularly where Mary Queen of Scots and religion were concerned. A pleasing consideration of the varied sources of foreign policy decision making, such as Cecil and Walsingham, was apparent in many answers. However, some weaker answers tended to be more focused on why relations between England and Spain worsened. There was to some extent a lack of consideration of the wider strategic questions which made war unlikely such as England's relative financial and military weakness, the importance of trade with the Netherlands or even Spain's general difficulties fighting wars on many fronts. Many candidates though were able to access the higher levels by clearly focusing arguments on what appeared to be a clear issue for debate.

Elizabeth's relationship with Spain between 1559 and 1585 revolved primarily around the desire of both ^{England and Spain} ~~countries~~ to increase their power across the the New World. In some ways Elizabeth sought to avoid confrontation with Spain because of her reliance on good relations with the Netherlands which were under Spanish control and because of the lack of support across the globe for Elizabeth's Protestant religious views. In other ways however it appears that Elizabeth went out of her way to create conflict with ~~the Spanish Protestants~~ Catholic Spain openly supporting Protestantism in France, ~~and~~ Scotland and the Netherlands and authorising the deliberate attack of Spanish shipping throughout the new world.

During the early years of Elizabeth's reign ~~there~~ over three quarters of England's trade took place with the Netherlands which were aided by the Spanish. England's financial situation was ~~still in recovery~~ from Henry VIII's

(Section A continued)

~~extravagant spending and poor~~ ~~relations~~ heavily reliant on trade with the Netherlands forcing Elizabeth to maintain at least cordial relations with Spain. Religious conflict in the Netherlands however tested the limits of this relationship and the Spanish used the excuse of plague in London to put a stop to ~~the~~ the trade of cloth between ~~the~~ England and the Netherlands. It seemed however that Spain also needed ~~the~~ to maintain cordial relations with England for ~~the~~ reasons of trade although its dependency on trade through the Netherlands was not ~~as~~ comparable to ~~Elizabeth's~~ England's dependency on the Netherlands. This suggests that Elizabeth certainly did try and avoid confrontation with Spain.

There is further evidence centred around the Netherlands that Elizabeth ~~is~~ wanted to avoid confrontation with Spain when religious revolt broke out in the Netherlands, which it did twice ~~major~~ during Elizabeth's reign, instead of joining the Netherlands in war against Spain Elizabeth only provided mercenaries and loans. This reluctance to begin a war with Spain however could stem from England's

(Section A continued)

failed attempt to assist the French Huguenots in the wars of religion in France which led to the loss of Calais and English surrender which was considered national humiliation by many, rather than the ~~religious~~ necessity of trade with the Netherlands. This suggests that religion had a role to play in ~~keeping~~ avoiding confrontation with Spain. Elizabeth feared that France and Spain, the two powerful Catholic countries ~~with~~^{compared to} England would unite against Protestant England and this could have been the motivation to avoiding war with Spain over religious outbreaks in the Netherlands. Elizabeth's excommunication in 1570 put further pressure on avoiding religious confrontation.

Although Elizabeth sought to avoid direct confrontation over religious issues in the Netherlands she opted for ~~the~~^a policy of harassment against Spain instead. She authorized pirates such as Francis Drake, whom she later knighted for his attacks on important Spanish shipping, to attack Spanish ships across the New World. Although this was an avoidance of confrontation it does not give the impression that



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Examiner Comments

The response shows good knowledge and has an overall focus. There is a clear analytical structure, although sometimes the detailing of events gets the better of a really focused exploration of issues. It does, however, consider the stated issue in some depth. The response achieved a good level 4.



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Examiner Tip

To gain high marks on the Depth Study question, you must have sound subject knowledge. Check the specification for the key topics.

Question 3

This was the more popular of the two questions within this sub-option, and most candidates seemed well prepared to deal with a question on the factors deciding the outcome of the First Civil War. The stated factor of Parliament's control of London was generally well dealt with, with many strong responses exploring the varied advantages this control gave Parliament, or the extent to which these advantages increased as the war progressed. Higher level responses related the control of London to other issues such as providing the financial support to enable the development of the New Model Army. A small minority struggled to evidence the stated factor in the question and dealt with it quickly, though quite a number were able to consider not only London's financial importance but the advantages it gave parliament both militarily and strategically. Several had a real appreciation of Charles' blunder in abandoning the city in January 1642 and his failure to take it after Edgehill. As such, for many of the strongest answers, the importance of London was a thread which ran through the whole essay. The changing fortunes of the two sides were also largely considered in a successful manner. Other popular issues to consider were alliances with Scotland and Ireland or the respective leadership of the two sides. Whilst a significant number accessed the higher levels by thoroughly dealing with a range of issues, the strongest responses commonly explored the relationship between factors, weighing their relative significance throughout. In this sense, the impression was that whilst many candidates were well-prepared for and indeed happy to attempt a question on the general issue of why the King was defeated, it was those who were best able to apply their understanding of the reasons for victory to the demands of the specific question who did best.

(Section A continued)

During the first civil war it can be seen that Parliament's control of London placed them at a major advantage in terms of ^{both} finances ~~resources~~ and ~~men~~ and ~~ammunition~~ and resources including men and munitions. However, arguably here were several other factors that played a crucial role in contributing to Parliament's eventual victory over the King, including the formation of the New Model Army, ^{control of} other major resource bases such as Hull, and a propaganda advantage over the King which provided Parliamentarians with ~~and~~ a strong ideological as well as professional drive to win.

London, the capital and most densely

populated city of England in the 17th century, was a key factor that led to Parliament's defeat of the king in the First Civil War, as it provided Parliament with one quarter to one third of all the tax collected during the war. When looking at the financial ordinances enacted by

(Section A continued) ^{1642 and} Parliament during 1643, such as the £400,000 act, monthly assessments placed on counties and the sequestration ordinance, similarities can be drawn between these methods and those adopted by the King. Arguably the control of London was the factor that allowed ~~the~~ ^{Parliament} to maintain an efficient income throughout the period and therefore carry out these financial ordinances in a more efficient way than the King, whose population centres for tax were more sparsely spread throughout the century.

At the same time, the city of London, being the main trading port ~~and~~ and centre for economic activity at the time, contained the highest concentration of mercantile wealth.

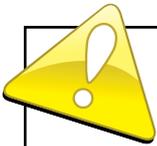
This provided Parliament with a much greater base for loans, ~~allowing~~ allowing them to bridge the gap between irregular income flows and expenditure. Arguably, this source of ~~income provided~~ revenue for



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Examiner Comments

This response was clearly analytical, exploring a range of interconnected factors whilst sustaining a strong evaluative focus. A thread of argument runs through the whole essay; key issues were explored, evaluation weighed the relative importance of factors and analysed the relationship between them, towards the ultimate judgement about the relative importance of the different reasons why. The response has a focus on the question and overall offers some analysis. Thus it achieved a good level 5.



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Examiner Tip

Returning to the focus of the question to make relative judgements – wherever possible – is a useful skill on this type of question. A greater depth of evaluation and / or ongoing weighing up of issues would be likely to make this a more secure level 5.

Question 4

This was a less popular option for candidates dealing with option A2. Nevertheless most candidates identified key issues such as the seizure of the King and Prides Purge and there was a real attempt to provide balance, although candidates tended to find it harder to develop points regarding reluctance. Whilst there was a range of responses, these tended to divide between the lower middle levels, where candidates either lacked sufficient knowledge or struggled to focus, and strong responses in the higher levels, where there was nuanced argument covering a range of issues. In these, there was often in-depth analysis of the Army's role, referencing Heads of the Proposals, Pride's Purge, the dismissal of the Rump, the Barebones Parliament and the Instrument of Government.

Plan.

	9.08 - 9.13	9.13 - 10.03
✓ Rump + Barebones - failures	- oxford ^{shire} mutinies	- reaction to denzil holles
- post civil war - no settlement	- pride's purge	
- fear of army	- cavaliers - snr v snr officers	
- execution	(self denying ordinance)	- rainsborough? - cromwell?

The period 1646-1653 was a time of political unrest in Britain. It is clear that the army was responsible in part for this unrest, and they did hold a significant degree of power and often used this power and the threat of a military coup to ensure that things they didn't want to happen did not. There doesn't appear to be a direct reluctance, instead it seems that the power they held over parliament was ~~more~~ ~~the~~ enough power - in essence ~~they~~ between themselves and the gentry they were the puppet masters of the parliaments during 1646-53.

¶ In the immediate follow up to the civil war the army fully discovered the power they held over the negotiations. This is ~~evident~~ evident from the fact it was a three party negotiation ~~and~~ (King, piment, army) and ~~there~~ no settlement was reached. During this period the King did hold a degree of power still but the main issue was finding ~~the~~ a settlement that would appease all parties. The army knew at this point that it held the power but also the power could be taken

(Section A continued)

away as they were still quite fledgling group. In this there is a degree of reluctance to take control but it's based on a knowledge of their comparable strength and the mood of the country.

However, shortly after with the mistakes made by Presbyterian Denis Holles to attempt to ~~reduce~~ rapidly reduce the army and not pay them the Army again is ~~not~~ notified by Piment's actions the power that they hold (if a quick reduction was wanted it meant they feared the power in numbers of the army). The army react with the Oxfordshire mutinies in 1649 to the arrears of pay and this suggested reduction. But they still do not appear to attempt to seize control of the country. There is now a definite reluctance because they know the power they hold ~~because~~ due to the obvious fear that they induce however it would appear that they do not want to take control whether this stems back to the ideas associated with absolutism and military control or whether due to the self-denying ordinance as there are very few men of status they do not see themselves as being able to take control and run the country.

Although the Army do not have sole control ~~of~~ over the country at any point, they very much have a degree of control this can be seen in the failures of the Rump and Barebones Piments. The fear of the army's power at this point led to them ~~being~~ being considered in politics the main issues that faced the Rump and Nominated Assembly (Barebones) were that of settling the country post civil war. In order to do this they had to please both the army and gentry and as there was never a ~~the~~ proper settlement in either of these parliaments the failure of them proves this, the control the



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Examiner Comments

This is an extract from a level 4 response. This candidate has produced a Level 4 answer by offering detailed knowledge within an analytical structure. However, whilst overall the willingness or reluctance of the Army to take control was examined, at times it did begin to stray, and there was a lack of depth. Thus the response scored lower in level 4.



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Examiner Tip

When planning points, think carefully to ensure these are arguments that directly answer the question. If not, you may wish to consider amending or leaving this out to concentrate on more focused points.

Question 5

A majority of candidates entered for option A1 attempted this question. Subject knowledge was generally strong and a many candidates offered detailed information about the Northern Rebellion, and were able to integrate this to some degree with the debate in the sources. Stronger responses were often structured around clear criteria to evaluate the degree of threat. There were also valid and reasoned comparisons to other rebellions, although in some cases candidates drifted away from the question in doing this. Most were able to comprehend the sources accurately and combine them to make an effective case, commonly using Source 7 and parts of Source 8 to argue that the rebellion was a threat, or at least a potential threat. Sources 8 and 9 tended to be used as evidence that it had considerable weaknesses and ultimately failed. Stronger answers tended to bring in a greater range and depth of own knowledge and were more confident in integrating this into argument to evaluate the given views. Less successful responses tended to drift from focus, treat sources sequentially with limited analysis, or add little to the information within the sources. One area which did cause issue for some candidates was confusion between gentry and nobility.

(Section B continued) Which is a correct assertion as Elizabeth had greatly reduced the Northern families power, for example by stripping the Duke of Northumberland of his title as Lieutenant General of the North. Guy supports the idea of a lack of leadership and power by stating that "the earls were outmanoeuvred regionally as Norfolk had been at court" which is a reference to the disorganisation of the rebellion, as Norfolk had confessed his involvement and been imprisoned, when the Northern Earls thought he had initially retired to his grounds to raise an army. This lack of leadership and organisation shows that the rebel leaders did not pose a serious threat to Elizabeth, and in fact had remarkably little power.

Both Macaffrey and Guy also mention a lack of support for the uprising, which made it considerably less of a threat. Macaffrey highlights the lack of gentry involvement, claiming that they "warily held back" or even rallied behind the Lord President of the Council of

the North. Similarly, Guy points out that "the rebels numbered 5,700 at most" which is underestimating the rebel forces, which were estimated to number around 6,000 with far more cavalry than the royal army. However, it still highlights the lack of support compared to other Tudor rebellions. Doran further proves this point by

(Section B continued) admitting that Catholics "numbers were probably diminishing" in England, although this is debatable as the majority of the population was still Catholic at the start of Elizabeth's reign. Nonetheless ~~the~~ the small numbers associated with the Northern Rebellion still show a clear support for Elizabeth over the rebels, which Macaffrey suggests is due to "strong royal Government, embodied in the Council of the North" which was set up under Henry VIII and then strengthened after the Northern Rebellion, which shows its effectiveness in reducing unrest in the North, and thus reducing the threat of the Northern Rebellion.

Overall, it is clear that the Northern Rebellion did not pose a serious threat to Elizabeth's reign. Despite Doran's notion of popular support for Catholic plots and potential foreign involvement ~~of~~ from the Pope and Spain; the fact that the leaders of the rebellion were disorganised and Norfolk was imprisoned meant that few people would support the uprising. Macaffrey is correct that the power of the Northern families had faded, which is why the rebellion lacked support both

domestically and from the likes of Spain. In conclusion*,
the Northern Rebellion of 1569 did not pose a serious
threat to Elizabeth's hold on the throne.
*having consulted the sources, it is clear that



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Examiner Comments

The response this extract came from offers mainly good analysis, clearly identifying the arguments within the sources and relating these to each other and the view in the question. Issues of debate are extended using own knowledge. Such responses are typical of level 4 for both assessment objectives.



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Examiner Tip

To achieve these levels, make sure that your answer is firmly focused on the debate in the question and that your use of the sources cross-references them in considering this debate. Using own knowledge and other sources more selectively to assess the given views would raise the mark even higher.

Question 6

This question was attempted by a smaller number of candidates from this option. Candidates produced a wide range of responses, from those able to confidently sustain argument based on a range of balanced and reasoned evidence, to the less successful. The latter tended to fall short due to either of a lack of knowledge of the subject or because of a lack of clear focus on the question, at times seeming to struggle with how the word 'effective' should be used in this context. The stronger responses tended to have the confidence and knowledge to explore the key issues arising from the sources, such as exploring the issue of the role of the Privy Council raised in Source 4, or exploring the case of Wentworth from Source 5, or examining further the session of 1566-7 (Source 6) in the light of their own knowledge and understanding of the disagreements concerning privilege and prerogative over the issue of succession. Where candidates misunderstood the significance of the Privy Council or lacked the knowledge to extend the debate in the sources, they were less successful. A small number of responses did drift into the historiography of related issues – usually relating to Neale and the "Puritan Choir" – without successfully relating this to the question. Candidates should be reminded that whilst historiographical knowledge can be valid and indeed rewarded, it isn't a requirement. More importantly, if used, it should be convincingly linked to the debate.

(Section B continued)

Renaiant, in contrast to Neale, who argues that Elizabethan parliaments were characterized by conflict, argue that royal management of parliament was effective. Neale's argument suggests a similar argument: he highlights the management of parliament through the use of the Privy Council. Collinson somewhat shares a similar view over the effectiveness of the management of parliament, but argues this is due to other factors, such as the common theme. Johnson, in contrast, notes times of ineffective management, suggesting that royal management was limited. Overall, we can conclude that royal management was in general effective, but not always. Hence the view that royal management was very effective is limited.

Nonetheless, Elizabeth's management of parliament highlights the effectiveness of royal

management. ~~de~~ Collinson notes were a notion:
"arrangements were... interpreted by the Queen",
highlighting royal interference in the Commons.
Furthermore, Jensen's sense that cooperation was
a premise: he mentions the parliament's "discontent"
for the "Queen's proposals", implying ~~the~~ royal interference.
~~Johnson~~ Arguably, therefore, royal management was

(Section B continued) effective due to the intervention of Elizabeth I
in the parliament of 1572, Elizabeth ⁻⁸¹ ~~disrupted~~ ^{protogued} parliament
after the Commons and Lords had introduced a motion
against Mary, Queen of Scots. Hence it is clear that
Elizabeth succeeded in imposing her desires in
the Commons, emphasising the effectiveness of
royal management, particularly management by
Elizabeth I. ~~Notwithstanding, however, former~~
depicts were a view: royal influence was "undisputed".
Yet arguably such a notion depicts royal control rather
than royal management, limiting the thesis that
royal management was very effective. Indeed Eton,
a revisionist, tend to such a view expressed by
Wetstein: Elizabeth's parliaments, according
to Eton, displayed 'extensive co-operation'.
Nonetheless, the view expressed by Eton and Wetstein
alike can be said to an exaggeration: parliament
at times did oppose Elizabeth and royal authority.
For example, in the disputes of the parliament of 1553-57,
noted by Johnson as being "not a happy" parliament,
Elizabeth was forced to compromise and relent on-

Mind of her subsidies, hence, the inevitable illustration of royal control; in contrast to Johnson, are clearly limited: management was needed as Elizabeth was forced to compromise. ~~the~~ subsequently, the idea of royal management is reiterated. Whether was

(Section B continued) management was very effective & questionable due to compromise ~~the~~ Elizabeth's compromise. ^{However,} ~~the~~ very nature of parliament ~~enforced~~ effective management: Elizabeth's ~~could~~ ~~was~~ ~~decisions~~ were almost always met (Parliament did not reject a request for supply) and opposition was limited. Thus it is clear that royal management was by and large effective, but not very effective: there were at times limitations to the management.

Rather than royal management consisting of management by Elizabeth, the management by the Privy Council, as denoted by the source, constituted effective royal management. Nettekain argues such an argument is wrong. The speaker, for example, was "groomed" by the government and in turn caused the "influence of the Privy Council". Johnson denotes the influence of the Privy Council through: "Cecil wrote a little memo to himself" in regards to parliament highlighting the at least attempted influence of the Privy Council in parliament. The arguments noted by Nettekain can be clearly sustained through the speaker Robert Bell (1572-81). It was Robert Bell

He initiated the debate on Norfolk and the
well known in the parliament of 1572-81.
Hence, the Privy Council clearly attempted to
manage parliament well, with management,
as noted by Nekestein, was successful - the management



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This high Level 5 response possesses several obvious strengths. The candidate (1) uses all three sources extensively and integrates detailed own knowledge effectively (2) develops a sustained analysis which targets the question throughout (3) adopts a structured approach to examine and evaluate several of the claims made in the sources.



ResultsPlus Examiner Tip

Be careful over trying to fit the views of any historian or 'school' you have studied to the specific sources or question in front of you. Study the sources carefully and critically, and work out exactly how these relate to the arguments you are considering.

Question 7

This was the more popular question of the two on this section for option A2 and the majority of the candidates seemed to have a good understanding of the views in the sources. Additionally, candidates in the main seem well-versed in the reasons for side-taking, and were thus able to demonstrate both understanding of the issues raised from the sources and add to the debate with their own choice examples. Indeed, the question produced a good proportion of strong responses. At the higher end, the factors that tended to discriminate were an ability to genuinely assimilate knowledge with the evidence in the sources in order to critically evaluate the given views, and an ability to deal thoroughly with the given issue of local quarrels and rivalries. Where some otherwise good responses fell down was in a tendency to move quickly from the views in the sources on to their own examples, without fully exploring issues, or a relatively brief dismissal of the given issue before examining their preferred factor – often religion – in greater depth. A minority of responses still seem determined to focus on Whigs, Marxists, Revisionist and Post-Revisionists and other schools, either through pigeon-holing the given extracts or offering their own review of the general historiography. Whilst this can add to the debate, in many cases it led to candidates drifting from the specific focus of the question, and as such, was otherwise good knowledge wasted.

The Civil War was a war that was fought on the grounds of many reasons. All three sources indicate a number of reasons, including religion, class and local quarrels and rivalries. This indicates how no one really knew the real cause for which they were fighting for. ~~But~~ There were ^{negative} reasons such as the ~~very~~ demand for a balance between fact both sides believed that their opponents were looking to assert absolutist powers. However, local quarrels and rivalries did, as ~~both sources~~ → R. N. Dore indicates in source 7, ~~was a decisive~~ factor become a decisive factor in side-taking. However, one must not forget that there were deeper and more conscious reasons for why these quarrels took place. Such as religious differences or resentment of social classes, shown in both source 8 and 9.

R. N. Dore is a post-revisionist historian who sees the factors of the Civil War as only English politics, instead of all three kingdoms. ~~She~~ This historian argues that "North-western issues and local quarrels certainly affected side-taking" which can be ~~set~~ taken as a valid and sound factor when backed up with the rivalry ~~of~~ between individuals in Chester such as ~~the~~ alderman

(Section B continued) Radcliffe and the Bishop William Edwards. The Civil War allowed the emergence of hatred and gave an opportunity for people to have their views take a forefront in the events that took place. It can be argued that ~~the~~ this was the cause as people did not join the King's side ~~due to~~ ^{due to reasons such as} respect and reverence as ~~the~~ ^{because of} the constant propaganda that Charles had had an understanding with the rebels" did not cause them to sway from their commitment ~~to~~ ^{they} even though he was being linked to a Popish plot. People either joined the side of King or Parliament based on the beliefs of their opponents.

However, it can be argued that neither were the decisive factor which can be indicated from R.N. Dore. This is because she makes reference to: "of the few pro-Parliament Chester aldermen, Radcliffe had an old feud with the Bishop... William Edwards". This highlights how decisive factors were deeper than simply just quarrels and that these quarrels were based on issues religion. The example of the Alderman and Bishop highlights this as Bishops were seen as a reminder and continuance of the unpopular policies Unpopularity policies of local Parliamentarians, such as Pym's Lunto were attempting to remove Bishops from all stations of Parliament and Government because of this. Both Russell and Jack Burns support this view of religion ~~to~~ being the decisive factor with areas such as Yorkshire, their allegiance



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Examiner Comments

This Level 5 response puts forward the nuanced view that whilst local quarrels were not the most significant issue, the relationship between such quarrels and other factors was in many respects intertwined. The candidate's effective introduction begins to outline the argument which is then pursued, with clear evaluation of the sources and knowledge that at times was excellent in its selection and application.



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Examiner Tip

Plan your answer around all the key issues raised by the sources and pick out useful quotations or examples from each extract. That way, you won't overlook, or oversimplify, any of the sources when writing your response.

Question 8

This question was attempted by a smaller number of candidates who were entered for option A2. A broad range of responses was found. At the lower end, some responses were limited by a failure to concentrate on the time frame of 1654-58. Others weak responses lacked knowledge of royalism in the period and thus were limited in their capacity to effectively examine Sources 11 and 12. A tendency to drift into narrative also hindered some responses which otherwise demonstrated sound own knowledge. At the higher levels, many candidates did confront the key theme effectively and were able to produce a range of evidence to examine the contention. Many candidates used Source 10 thoroughly to provide an agenda, and at the higher levels were able to consider the degree of threat to the regime from former supporters. There was some impressive own knowledge and some interesting arguments advanced, including some who argued that the root of the problem often lay with Cromwell himself. The strongest responses often had a very clear sense of context, although in general the Instrument, the Major Generals and Humble Petition were given greater treatment than the two Protectorate parliaments. A minority of very astute responses evaluated the degree of threat and within this, tried to examine why despite such lack of support, there was not more open opposition.

(Section B continued) Protectorate faced serious threats from Parliament and Royalists. Source 11 supports this, demonstrating the need for military imposition through the Rule of the Major Generals; in order to achieve godly rule and make ~~England~~ England a godly nation, Cromwell had no choice but to make it so "by the sword of its neck" and "give the people what's good for them", rather than what they ~~wanted~~^{claimed} to want instead. The unpopularity ~~of~~ of the Major Generals and the fact that Cromwell abandoned the project when Parliament expressed its dislike suggests that the Protectorate faced serious threats, as Cromwell was heavily reliant on the Army to achieve any of his aims yet also, due to his natural conservatism, desired to include Parliament in ruling the country. This balancing act between military dictatorship and traditional values raised a significant amount

of opposition, compromising the stability of the Protectorate and rendering it incapable of having any lasting Parliaments before Cromwell dissolved them in frustration at their lack of enthusiasm for godly rule.

Source 12 disagrees with the view that the Protectorate faced serious threats, pointing out that the perceived ~~was~~ threat from

(Section B continued) Royalists was rendered ~~as~~ insubstantial by Charles II's lack of support. Having fled to France after the execution of his father and predecessor, Charles I, it was highly unlikely that the monarchy would be restored as long as Cromwell was Protector. ~~While~~ The very fact that he had strong ties with the Army meant that any opposition, such as Penruddock's Rising and Booth's Rising, were easily suppressed. Furthermore, despite appearing prone to using military force to achieve his aims, Cromwell never wanted to be a military dictator - the thing MPs and gentry so feared - and his refusal of the Crown in the Humble petitions demonstrated this. The Protectorate was under no serious threat of becoming a monarchy again at this point, as Cromwell did not believe he should be king and instead focused on his duties as Protector. Source 12 highlights that there was no organised opposition towards the Protectorate ~~exercised~~ by Royalists

at this point, expressing that the Protectorate didn't face any serious threats.

Yet an alternate interpretation is shown in sources 11 and 12 - that the Protectorate did face serious threats, but only towards the



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Examiner Comments

The extract works the sources well, relating them to the debate and using knowledge to evaluate the issues raised. It sustains analysis, and whilst it could do a little more at times to develop the debate between the sources, it does overall demonstrate the skills for level 5 for both assessment objectives.



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Examiner Tip

Supporting knowledge is clearly important, but this shouldn't just be 'shown off' - it needs to be firmly linked to an analysis of the issues in the question and given sources.

Paper Summary

The following recommendations are divided into two parts:

In Depth Study question

- Candidates must provide more factual details. Candidates need to ensure their subject knowledge conforms to the specification. Weaker responses usually lacked range and/or depth of analysis.
- Stay within the specific boundaries of the question – for example, some candidates explored issues outside of the relevant time periods.
- More candidates would benefit from planning their answers more effectively.
- In order to address the question more effectively, candidates need to offer an analysis not provide a descriptive or chronological account. Many candidates produced answers, which were focused and developed appropriately. Some candidates need to analyse key phrases and concepts more carefully.
- Some candidates could have explored links and the interaction between issues more effectively.

Associated Historical Controversy question

- It is suggested that the students who perform best on Section B tended to be those who read the sources carefully, accurately and critically; recognised themes and issues arising from the sources, then used these to address the question. Some candidates potentially limited themselves by closing off potential areas of enquiry by seeking to make the evidence of the sources fit the contention in the question, without full thought to the issues within the sources, or by using the sources to illustrate arguments without relating evidence to other sources or own knowledge.
- Candidates need to treat the sources as a package to facilitate cross-referencing and advance a convincing line of argument. Many weaker candidates resorted to 'potted' summaries of each source which failed to develop a support/challenge approach.
- Candidates need to integrate the source material and their own knowledge more effectively to substantiate a particular view. Weaker responses were frequently too reliant on the sources provided and little or no own knowledge was included.
- Candidates should avoid memorised 'perspectives' essays and base their responses on the issues raised by the sources instead. The Associated Historical Controversy question is an exercise in interpretation not historiography.
- That said, there were very few really weak responses. The impression was that the substance of the source at least enabled candidates offer some development and supporting evidence. In such cases though, candidates often struggled to extend issues with own knowledge, or really analyse the given views.
- There was also a correlation between those candidates who reviewed all sources in their opening paragraph and high performance. Whilst a telling introduction is not essential, the process of carefully studying the sources to ascertain how they relate to the statement in the question, prior to writing the main analysis, allows candidates to clarify and structure their arguments.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

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