

Examiners' Report
June 2014

GCE History 6HI03 A

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk.

Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.



Giving you insight to inform next steps

ResultsPlus is Pearson's free online service giving instant and detailed analysis of your students' exam results.

- See students' scores for every exam question.
- Understand how your students' performance compares with class and national averages.
- Identify potential topics, skills and types of question where students may need to develop their learning further.

For more information on ResultsPlus, or to log in, visit www.edexcel.com/resultsplus. Your exams officer will be able to set up your ResultsPlus account in minutes via Edexcel Online.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. 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.

June 2014

Publications Code UA039090

All the material in this publication is copyright
© Pearson Education Ltd 2014

Introduction

The paper was divided into two sections: Section A was an In-Depth Study question, and Section B an Associated Historical Controversy question. By a small majority, more entrants sat A1 – *Protest, Crisis and Rebellion in England, 1536-88* than for A2 – *Revolution, Republic and Restoration: England, 1629-67*.

It was pleasing to see a good standard of responses in this examination series. Many candidates wrote insightful comments and very few candidates produced essays which were devoid of analysis. Unfortunately, some candidates continue to write too much generalised comment. As a consequence, their responses lacked precise analytical focus and detailed supporting evidence. Examiners want to see that candidates can use the sources and their own material effectively to answer the questions set.

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. 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.

Centres should note that the amount of space provided in the booklet for answers is more than enough for full marks.

Although a few responses were quite brief, there was little evidence on this paper of candidates having insufficient time to answer both questions.

Question 1

This was the slightly more popular question from the early period and was one, that in the main, candidates coped well with. There was evidence of students being informed about the factional activities in both reigns. The fall of Thomas Cromwell and episodes concerning Cranmer and Parr featured heavily, and there was some extensive coverage of events surrounding Henry's will and the dry stamp and figures such as Norfolk. Within Henry's reign, most candidates were secure in relating material to the issue of factional rivalry and thus avoiding digression and drift to a narrative of the characters involved. There was at times a tendency to over simplify factional rivalry into simply being two rival groups constantly battling to gain ascendancy for their personnel and religious preferences. Stronger responses were able to explore the nuances. Consideration of Edward's reign was stronger than when similar questions have featured previously, and it was expected that there was in some senses less material to work with. There was often sound discussion of Somerset and Northumberland, although some candidates were less secure in focusing this towards an analysis of factional rivalry.

(Section A continued) negotiations of Catherine Howard, ~~the~~ ¹⁵³⁴ ~~was~~ ~~the~~ ~~main~~ ~~reason~~ ~~for~~ ~~the~~ ~~fall~~ ~~of~~ ~~Cromwell~~, to me this may suggest that the conservatives may have been able to have more of an influence over the king, however through the marriage of Catherine Howard, it was evident that Henry did not put them in charge as such, but just seemed to listen to ~~their~~ ~~three~~ suggestions ~~as~~ ~~the~~ conservative faction provided guidance, ~~as~~

~~the~~ ~~fall~~ ~~of~~ ~~Cromwell~~ However, ~~the~~ the conservatives' faction's key aims were to remove Cromwell and remove some of his policies, ~~as~~ ~~the~~ ~~fall~~ ~~of~~ ~~Cromwell~~ After the failure of the Cleves marriage, Cromwell's ~~fall~~ execution took place in 1540, ~~the~~ the ~~removal~~ removal of Cromwell was indeed a main aim, so this could suggest that the conservative faction may have had more hand and might suggest that the conservative faction did manage to undermine the authority of the monarchy, but the influence the ~~conservative~~ conservative faction ~~had~~ had over the execution over Cromwell was not massive and Henry's decision to execute ~~the~~ Cromwell may have occurred regardless, however

(Section A continued) Steven godnier played a small
role in convincing Henry that ~~the~~ Cromwells
crims ~~were~~ were self driven, such as ~~the~~
~~the~~ Cromwells crims religiously.



ResultsPlus

Examiner Comments

This is a fairly typical section of a level 3 response. It demonstrates an awareness of what the question is asking, and is attempting analysis. However, it lacks secure knowledge, and the focus is not maintained. As a result, the development is at times rather limited.



ResultsPlus

Examiner Tip

To access the higher levels on the In-Depth Study question, you must have a secure subject knowledge and be able to apply this consistently to the demands of the question. Check the specification for the key topics.

Question 2

Question 2 was marginally less popular as a choice than question 1, but was still chosen by almost 40% of candidates. Most candidates agreed with the proposition to some degree, and were able to offer consideration of other factors, with Edward's minority, the impact of Mary's marriage to Philip and how religious policies were implemented frequently featuring. Many made effective use of referencing to the legacy of Henry's reign, although it was surprising that only a small minority used the establishment of the Elizabethan settlement based on Edward's reforms as a perspective on this. There was also some effective discussion of the significance of the rebellions faced by both monarchs, although in some cases such knowledge was not always convincingly linked to the question. Very strong responses often balanced their focus, with carefully selected detail of the religious policies and consideration of the role played by factors such as the lack of longevity in cementing these policies. Some less focused responses did fall back on producing an audit of the reigns at the expense of referring to the religious policies implemented. As with most responses calling for students to cover two reigns or distinct periods, there were instances of imbalance where the focus was either wholly or largely on Edward or Mary, although on the whole there was no noticeable preference for one or the other.

Edward: • time • Somerset / N • 1547-1552

↳ Guy, Elton, Lee = Somerset was bad

↳ Ed was minor ↳ Bush & Hoak = N was better

↳ ^MChristmas = Ed was v. involved. • second book of Common Prayer

Mary: • time • persecution • marriage / infidelity

↳ Guy - persecution followed failed permanent • 1553-1558.

↳ Rainbowe - M wasn't to know that she had little time but she did fail to restore Catholicism.

Both King Edward VI and ~~Queen~~ his half-sister Queen Mary I had limited success in enforcing their religious settlements. The main factor which affected inhibited their success was the lack of time that they had due to their brief reigns. Neither of the two monarchs were on the throne for more than 6 years which meant that they had to a very short space of time in which to pass religious legislation, persecution and Acts through parliament. However, there were other factors which contributed to their failure. For

(Section A continued) example, Edward was in his minority for the entirety of his reign meaning that he had a council to rule England on his behalf. ^{The Duke of} ~~These leaders~~ Somerset was the leader of this council for the first part of Edward's reign and his reforms were extremely unsuccessful. ~~This also contributed~~ A second factor which prevented Mary's religious settlement from being successful was the fact that neither she or Cardinal Pole recognised the effectiveness of ~~the printing press~~ spreading Catholic propaganda throughout the realm, meaning that Protestants had their leaflets and literature circulating instead. So although time and length of reign was the main problem that both of these monarchs had in enforcing their religious settlements, there were other factors which ~~heightened~~ increased the unsuccessful nature of their settlements.



ResultsPlus

Examiner Comments

This is a good example of an introduction and plan that formed part of a level 4 response to question 2. The candidate briefly sets out the key issues and factors limiting the religious policies of both monarchs. The introduction then outlines the line of argument they are going to take regarding these.



ResultsPlus

Examiner Tip

As with conclusions, it is rare that good introductions are not followed by fairly successful essays. Setting out the key issues and argument give a focus and line of argument for the essay to follow, and at the highest levels, forms part of sustained analysis and argument.

Question 3

Candidates taking Option A2 broadly divided between this and question 4. The question allowed students to make an assessment of the operation and nature of Charles I government in the period of personal rule. Less successful responses tended to present somewhat generic audits of personal rule, or make claims that Charles' actions and policies were tyrannical, or not, with limited understanding of what this actually meant. Thankfully, the vast majority seem to have reacted well to the questioning as to whether the rule was tyranny, and stronger responses began to explore the concept in context, moving beyond anything that was simply 'bad' or 'unpopular'. Some students showed a grounding in the historiography of the period and rightly ascribed the view to the 'Whig' historians, and a small number of candidates railed against the resurrection of this term; an approach deemed perfectly valid as long as the question is answered. However, on occasion candidates did resort to historiography at the expense of developing analysis, particularly along the lines of stating agreement with a given historian, without elaborating on why this is agreed with, or even what the argument is.

Regardless of this, the better responses weighed the right of the king to carry out his policies and made a balanced judgement as to the application of the term. Regarding material covered, issues surrounding finance, politics and religion featured heavily, often culminating in how issues came to a head over events in Ireland and Scotland. There was very good discussion regarding the association of Arminianism with Absolute monarchy and of the issue of extra parliamentary revenue and the Hampden case. A significant number of candidates took 1637 as the pivotal year, arguing that the term tyranny became applicable after that date.

[Section A continued] From customs revenue and prerogative rights, not from reducing waste, which could imply that such harsh taxes and fines (ship money, forest fines, wardship fines, knighthood fines) were necessary to keep the country afloat from severe debt.

On the other hand, Laud's reforms and the case of Pymme, Burton and Bastwick in 1637 could imply tyrannical nature of the personal rule. Laud had the altar railed off at the east end of the church and brought in other such reforms that were strongly opposed by men such as Pymme, Burton and Bastwick as well as the majority of the population. The three men were put on trial in

the prerogative Court of the Star chamber and had the ears cut off at the pillory as well as having to pay heavy fines and ~~the~~ getting life imprisonment for attacking Laudian reforms. The treatment of three gentlemen shocked the populace and adds further support to the theory of a tyrannical personal rule

■ A major turning point in the personal rule was the introduction of a ^{new} prayer book in Scotland. The King attempted to enforce uniformity between all three kingdoms - England, Scotland and Ireland (which was under Wentworth's iron fist,

(Section A continued) which caused so much resentment that there was an Irish rebellion in October 1641, two years after Wentworth had left Ireland). On the 23rd July 1637, there was a riot at St. Giles Cathedral, Edinburgh against the new prayer book. The fact that in February 1638 Charles proclaimed that opposition to the book is treason evidently shows the oppressive, tyrannical nature of his regime. This led to the Bishops War which caused invasion into Northampton and the truce at Ripon in October 1640, where the King had to pay the Scots £850 daily. This scenario eventually led to the ~~the~~ summoning of the Long Parliament on 4th November 1640 (the short Parliament of April 1640 was only in session for three weeks).

The fact that Charles' personal rule led to rebellion in one country (Ireland) and an invasion of the other (Scotland) just goes to show that the eleven years rule without parliament could be viewed as tyrannical.

To conclude, all evidence seems to suggest that the personal rule of Charles was indeed tyrannical, from the introduction of innovative ^{and} outdated fines and taxes (Ship Money, forest fines, Wardship fines, Knightship fines) to the prosecution of gentlemen for opposing religious reforms (Prynne, Burton, Bastwick) and finally

[Section A continued] to the oppressive treatment received in Ireland at the hands of Wentworth and the nature of forcible introduction of the new prayer book in Scotland leads ~~me~~ ^{me} to believe that the personal rule was indeed a tyrannical one.



ResultsPlus
Examiner Comments

This is a focused, analytical and well-informed response which gained a high level 4 for question 3. It covers several aspects of Charles' personal rule, and engages with the issue of tyranny.



ResultsPlus
Examiner Tip

For a level 5 response, sustained argument and evaluation would be expected. On a question like this, it would mean exploring every issue and weighing up the extent to which it was tyrannical throughout the essay.

Question 4

This question was attempted by roughly the same number as Question 3. The vast majority of candidates seemed able to produce a multifactorial analysis. A discriminating factor in the success of responses was the degree to which candidates focused on the specific question, rather than generally consider why Parliament won. A broader interpretation of the issue of strategic mistakes was accepted, although there were cases where candidates' claims regarding this were essentially asserted. Stronger responses gave clear and ranging exemplification in their analysis of strategic mistakes. There was good awareness of the actions of the king although for some responses this was confined to very early in the civil war. More successful responses tended to cover the wider period, such as the disagreements with Rupert and other Royalist commanders and decisions such as the Irish Cessation treaty or the Naseby campaign. The responses overall however still reflected an awareness of the range of factors and most were able to construct responses that placed the king's failures into perspective. Those that made a more balanced weighting and brought this to an evaluative summary were very evident this year.

By 1646, Charles had clearly lost the first civil war, and his last field army was defeated at Sturton the Wold in June. Historians fiercely debate what was the most significant factor in his defeat, with many arguing that it was his own strategic failures. On the balance of evidence however it is clear that parliament's superior economic and administrative policies and structures were decisive in the defeat of the Royalists in the first civil war.

There is strong evidence to suggest that Charles's strategic failures were the main reason for parliament's victory in the first civil war. Firstly, Charles's selection of the Irish as an ally was damning for the war effort. It indicated many's strong sentiments to side with parliament, as Charles was commonly linked with the Catholic Irish; both by Arthur O'Neill in 1641 and again by the execution Irish in 1646. As Simon Saigo explicitly wrote in the Minutes Book of Exeter, the Irish link motivated him to fight for parliament. Furthermore, the Irish were a much fighting force, particularly when compared to the Scottish covenanters who sided with

parliament. The covenanters outnumbered the Irish by 3 to 1, and only 7000 Irish were across by 1644. The Irish were also poorly motivated; 800 captured at Madin Moor deposited to the parliamentarian cause in 1644. Meanwhile, the 20000 strong Scottish covenanters under Leslie played a critical role in both parliament's victory at Madin Moor (1644), and driving the Royalists out of Newcastle and York by 1645. Hence, it is clear that Charles's strategic decisions to ally his cause with the Irish was a failure. Secondly, Charles shared himself to be inept tactically, both in his selection of commanders and his overall war strategy. Except for the fire, although proved after his exploits in 1629 in the ongoing 30 year war, was the Royalist's victory at Edgehill due to the ill-discipline of his cavalry. As Rootes argued, "By 1645... Rupert's cavalry were a poor shadow of the disciplined parliamentarian forces." Further, Charles and his 'War Council' based in New College Oxford clearly proved a poor overall strategy. By proving victory across the country as a whole, they failed to focus on the one strategic area of vital importance; London. The Earl of Rochester even argued that "although we may beat them 99 times, 1 victory for them and we shall all be hung" referring to this. Hence, Charles's failure to focus on London was a key reason why he lost the war, and clearly supports the statement in the question.

Section A continued)

false

Ultimately however, this view is false. Whilst Charles clearly made strategic mistakes, it required a clear and

dynastic advantage for parliament to win a 4 long year war. Many historians argue that parliament's superior resources were ultimately responsible for their victory. One of the reasons Charles was unable to take London, in contrast to the previous attempt is that London was extremely well equipped and defended. The London trained bands battered Charles at Turnham Green in December 1642, and London itself had a population of over 360,000; providing a rich base for manpower recruitment and tax revenue. On top of this control of London, parliament held both major arsenals (London and Hull), and 8 powder mills to the royalists too. They produced 113,000 pieces in 3 years, and 38,000 pikes; with an armaments production 3 times greater than that of the king. East Angles alone paid an £120,000 interest per month, at a rate 12x that of the 1630s. Hence, it is clear that the longer the war dragged on, the more likely a parliament victory would be given this resource superiority - as argued by Dodder. Thus this undermines the claim that Charles's strategic failures led to parliament's victory as fate, and shows alternative factors not be considered.

Many historians argue that it was parliament's superior economic and administrative structures which won the war.



ResultsPlus Examiner Comments

This response to question 4 is in many ways typical of a level 5 response. The candidate clearly has a strong grasp of the topic and the demands of the question. Detail is specific, and is being used to sustain an analysis of the issue of strategic failures. The candidate is also able to weigh this against other issues, and thus evaluate 'how far'.



ResultsPlus Examiner Tip

When a question proposes a given factor or issue and asks you to make a judgement on the relative importance of this, you need to deal with it thoroughly. Whilst there is no set amount for this, good responses tend to cover at least a page for a given reason like this.

Question 5

The majority of candidates entered for option A1 attempted this question. Subject knowledge was generally strong and a many candidates offered detailed information about the Pilgrimage of Grace and associated risings, and were able to integrate this to some degree with the debate in the sources. Stronger responses were often structured around clear issues or criteria to evaluate the degree of threat, such as the geographical location, size, make-up and indeed intentions of the rebels. There were many good examples which explored the distinction between the threat to Henry and his regime. There were also valid and reasoned comparisons to other rebellions, although in some cases candidates drifted away from the question in doing this.

The sources worked well, although a discriminating factor in success seemed to be candidates' ability and, perhaps, willingness to read them closely. For instance, it was not uncommon for candidates to claim that Palmer said violence was totally ruled out, neglecting the "except in the last resort" comment. That said, the majority of candidates seemed to take advantage of the clear opportunities that the sources provided to link them and introduced views as well as providing very good opportunities for students to explore points using their own knowledge. A minority did tend to focus on own knowledge at the expense of the debate in the sources to some degree, although integration and balance were generally good. One area which still caused some difficulties was confusion between gentry and nobility, although this was less evident than in previous years. Additionally, some candidates claimed that Yorkshire was distant from London, yet was right next to the Scottish border.

The pilgrimage of grace posed no threat to Henry VIII or his regime.

The pilgrimage originating as a rebellion in Lincolnshire in 1536 was a display of an organised protest, amassing 40,000 rebels all armed with weapons and armour paid for by their parish. Those who took part in the rebellion were to take an oath as a sign of no ill will towards the monarch, and coinciding with this marched under the banner of the five wounds of Christ. For these reasons I discount Palmer's initial belief that 'It ~~is~~ was fortunate for the king that the Pilgrims were (...) unwilling to use violence except in the last resort! The oath

required by Aske for a rebel to join nullifies the use of violence and therefore Hoyle's notion towards the tardiness of the Crown's military inferiority, Henry's army would not have to act because there would be no (Section B continued) violence on the part of the rebels.

Therefore the Pilgrimage had no intention of violence and thus could not have been a threat to Henry or his regime.

The rebels predictably blame 'more radical councillors' as stated by Palmer is source 1. The reason that this was predictable was because Henry as head of state and church could not be questioned, if his prerogative was questioned it constituted treason which was punishable by death. ^{It was earlier confirmed and source 3 confirms this and agrees with source 1.}

Aske and the rebels published for the king the posttreaty articles, their list of demands. Important was the way Henry responds. Both sources 2 & 3 dictate Henry's use of false promises to satisfy the rebels however I agree with McGurk's outcome. '[Henry] had neither ratified or ~~attacked~~ repudiated the terms agreed with the rebels.' Both sources therefore collaborate to produce the ^{idea} result.

that the pilgrimage was no threat and ultimately support the idea expressed by palmer that 'Neither the gentry nor the nobels intended to be disloyal to the king!'



ResultsPlus

Examiner Comments

This response to question 5 was given level 3 for both assessment objectives. It has an understanding of the debate and recognises the different views within the given sources. However, it was rather brief and lacked depth, with limited analytical development and no real evaluation.



ResultsPlus

Examiner Tip

Whilst the sources are there to be used on to answer the question, they shouldn't be relied upon as your only source of information. Good responses are able to bring in own knowledge which is used to analyse the issues. They integrate this with the sources, analysing and evaluating the validity of their views.

Question 6

Whilst this was again the less popular of the two controversy questions in Option A1, candidates appeared to find this an appropriate and effective question which provided opportunities to examine a range of material, both from the sources and own knowledge, with which to evaluate Elizabeth's control of Parliament. The sources seemed to work well in providing issues, with good cross-referencing of the differing opinions. The timeframe was adhered to by the vast majority of candidates. Key issues were understood and developed by most students, with informed discussion of Prerogative, Parliamentary privilege and Parliamentary management across a range of areas. Religion, marriage, succession, Mary and free speech featured regularly, with reference to episodes in specific parliaments. The views of Graves and Neale were well known, and whilst many candidates were drawing on rehearsed arguments, they were in the main able to apply these effectively to the specific debate. There was particularly well informed discussion about the role of the Privy Council and Thomas Norton, with several concluding that the Privy Council was the key factor in determining Elizabeth's control of Parliament.

~~Some~~ Morris' traditional interpretation of Elizabeth's control over Parliament in Source 4 is further disproved by the general lack of attendance and participations of MPs throughout the parliamentary sessions of her reign. Christopher High argues that "attendances at the House of Commons always declined as a session wore on", pointing specifically to the session of 1568 where "known ~~attendances~~ attendances varied from 64 per cent of the total down to 31 per cent". High also argues that "only 10 per cent of MPs are known to have spoken in each parliament." It is unlikely that the Commons capitalised and expanded upon the freedom of speech which Morris alludes to in Source 4 ~~with~~ when the majority of the MPs in the House of Commons ^{did} ~~not~~ not even attend.

Both Morris and Graves, in Sources 4 and 5 respectively point out the matter of freedom of speech in the Commons with the former stating that "MPs enjoyed such privileges as freedom to speak their minds on the matters put before them" and the latter arguing that "the only practical solution for now... ~~was~~

to remove the existing restraints on free speech, both formal and informal". Both sources fail to mention, however, that his freedom of speech was still limited in its scope. Haigh states that "freedom of speech was permitted, but only if it was exercised in discretion", further pointing out that Elizabeth had also formulated a restriction on the area

(Section B continued) of discussion, as Russell refers to in Source 6. Similarly to Russell, Haigh argues that Elizabeth "had formulated a new distinction between matters of State, those high politics which could only be discussed by parliament if she invited it to do so, and 'matters of the commonwealth', those social and economic issues which were the ordinary business of a parliament". This restriction on the manner, as well as the area, of debate was enforced rigorously by Elizabeth. There were ~~even~~ ^{even} instances in States where the House of Commons enforced this restriction independently of the monarch such as in 1576 when Peter Wentworth was stopped and excluded by the Commons before being sent to the Tower by them. Elizabeth remained in control even when she did not directly enforce her restrictions on the manner of debate in Parliament.

The exclusion of Peter Wentworth by the Commons also largely discredits Morris' argument in Source 4. The traditional interpretation of this event in 1576 is that Wentworth became the heroic figurehead of Parliament's struggle for its liberties and privileges against the Queen. In reality,

however, as supported in Source 6 and, to ~~some~~ ^a limited extent, ~~Source 5~~, Peter Webster's impact ~~was~~ ^{in terms} of disrupting Elizabeth's control of Parliament was minimal, perhaps even non-existent. ^{Outside of Source 5,} Graves argues that Webster was "foolhardy, impetuous and politically inept" ^{, concluding} that "he did little to enhance the efficiency of the Commons and was little more

(Section B continued) than a parliamentary nuisance". It is clear that Elizabeth remained in control of Parliament despite the protests of individuals such as Webster who were, according to Graves, "standstill bearers without an army".

In Source 5, Graves brings up a ~~factor~~ factor ignored by Morris in Source 4, the influence of the political elite in Parliament (especially those in the Privy Council). Graves highlights that these individuals "with their many lines of communication into the courts, had other ways of influencing the royal decision-making process". The 'man of business' was one of the primary ways in which these privy councillors influenced the Commons ~~to~~ against the Queen's policies, consequently lessening her control over Parliament. Morris argues that "the real difficulties arose when privy councillors permitted, or through their business managers organised, Commons' agitation to press the Queen to accept policies she disliked".

However, in Source 6 Russel highlights ~~that Elizabeth~~ ^{that Elizabeth} only failed twice in reasserting her control of the Commons. Both of these instances refer to events in which Elizabeth was forced to veto the Bills using her royal prerogative. Elizabeth's

lack of use of the royal veto completely discredits the more
broad liberal interpretations which Morris and Graves support in
Sources 4 and 5 respectively. Hagen argues that "it is a
measure of Elizabeth's parliamentary success that she rarely exercised
the veto on major issues; she did not need to." Throughout
the ^{reign} ~~years~~ 496 bills were put forward to Elizabeth for the



ResultsPlus

Examiner Comments

This response to question 6 was given level 4 for both assessment objectives. There is a clear focus on the question and a genuine engagement with the debate between the sources. The candidate is able to cross-reference and analyse the evidence they give, bringing in own knowledge to this, although overall this was not the strongest aspect of the response. There is some evaluation of argument.



ResultsPlus

Examiner Tip

A clear understanding of the issues and arguments within the controversy is needed for the exam, so this should be a priority in your exam preparation. This doesn't have to be learning the names and views of different historians; it is more important you understand the debate and can select information which helps you explore the given interpretations.

Question 7

This was the more popular question within Option A2 and the majority of the candidates seemed able to understand and deal with the views in the given sources. As in previous years, 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. Fewer candidates produced stock responses without real regard for the specific focus of the question and it would appear the focus being on the issue of neutralism helped discriminate in this manner. At the higher end, the factors that tended to discriminate were an ability to genuinely assimilate knowledge from the evidence in the sources in order to critically evaluate the given views, and an ability to deal thoroughly with the given issue of neutralism. Impressive analysis was offered over distinctions such as passive neutralism and the extent to which neutrality could be maintained beyond the start of the war. Higher level responses confidently used own knowledge to explore the interplay between neutrality and other factors, referencing a range of local cases from Devon through to Yorkshire via Gloucestershire, amongst others. Thankfully there was a reduction in responses who offer a historiographical overview with little regard to the question at hand, and few responses were seen which derived largely from own knowledge with limited reference to the sources. As with the other controversies, a careful reading of the sources made a real difference to the quality of responses offered.

The taking of sides in the civil war of 1642 was indeed a task that bore hardship on ~~the~~ many involved. Some did ~~or~~ wish to remain neutral throughout, yet this strategy worked more successfully in the early stages of the war and as a long term strategy, proved often short-lived. Religious inclinations saw a large line of division as well as local issues and class. Yet ~~more~~ no factor ~~was~~ had on a 100 per cent obedience rate, which has lead historians to carry the debate of why one took sides for centuries.

Barry Coward in source 7 clearly agrees with the statement in the question, that the commonest reaction to neutralism the civil war in 1642 was neutralism. Stating 'it is probable that the ~~most~~ commonest reaction to most countries to the coming of war and the war itself was non-commitment, neutralism.' Talking of neutrality pacts, Coward describes how countries agreed 'not to support either side'. Angela Anderson lends support for this as she explains how in Lincolnshire, a pact was drawn up in the county that stated they would not 'fight for or against the king'. Similarly,

Anderson describes how breakers were often drawn, for example the
break of Buxton, which prevented bloodshed and ~~the~~ recruitment
~~for~~ from taking place in their country, ~~holding~~ on remaining
~~neutral~~ neutral. More came across a total of 27 counties

Section B continued) That had stayed neutral during the First Civil
War, lending clear evidence to the statement in the question. Source
9, Trevor Royle, supports Coward by stating that 'there were also those
who tried... to stay neutral'. Clarendon states how there were indeed
those who desired to 'sit still' that there were he desired to join
either party'. Although Coward does state how the commonest response
was indeed 'passive neutralism', which ~~is~~ meant that it was not
announced actively. Indeed, Lucy Hutchinson gives the example
of the Earl of Kingston who 'divided his soldiers amongst the two sides
and collected himself' which supports this idea of hidden neutralism,
and fear. To this 'Everywhere, men sought to find an escape in
neutralism' suggesting that if the notion of remaining neutral was
indeed a common one.

Although Neutralism was common Royle ~~not~~ describes how
it was indeed localities that pushed the decision as to which side
one took. 'Neutralism was no longer an option' ~~however~~ those
who tried to stay neutral... frequently changing their minds
according to the situation in their localities. Certainly, to Anderson, 'in
many ways, seventeenth century ~~men~~ gentlemen were men of
county first and country second.' Coward also picks up on the
fact that neutralism was only a short lived path by stating that
those who did not put into operation either the Militia Ordinance

of the Commission of Array was ~~forced~~ later 'forced' to do so, providing evidence that neutrality could not be a way out.

Royle describes how soon after neutralising was no longer an option 'a pattern of regional support began to emerge.' Evers describes how

(Section B continued) 1640: England was much like Canada today, with many independent units being self-governing; and that 'crucially, as we all know, it's not a very simple or easy relationship.' Morris agrees with Royle as he states 'pre-existent power groups in each county' influenced many on which side to take. When talking of family feuds, Evers again states 'Local circumstances forced the gentry to choose sides', directly agreeing with Barns Leonard in source T. Clearly, this lends support for the view that although neutrality may have been the preferred option, local issues ~~was~~ ultimately decided which side should be taken.

Christopher Hibbert of source P, conversely, describes religious preferences as being the key factor for choice in sides. 'For men like Edmund Verney and Bevil Grenville... the King was the defender of the true church.' Wodden describes how many of the King's supporters were ~~in fact~~ active practicers of the Prayer Book, whilst much of Parliament's supporters wanted to see reform in religion, or the Prayer books expense. Wedgwood agrees with Wodden by stating 'Parliamentary reformers backed Parliament's demands for reformation in religion'. To Wodden 'the narrow line between either party was a religious one'. Certainly, Lawrence Stone states that in Yorkshire one-third of the gentry were Catholic, whilst almost half of the ~~former~~ Parliamentarian gentry

were provided. These statistics however are flawed in the sense that they are only taken from Yorkshire so cannot be generalised across the whole country. Additionally, despite the fact that the number of ~~the~~ gentry were 100 per cent, meaning that most



ResultsPlus

Examiner Comments

This was part of a very strong response to question 7, which was given full marks for both assessment objectives. The candidate confidently explores the views the sources take on the given debate, and there is structured and subtle analysis of the issue of neutralism from different aspects. This is examined in relation to other perspectives on side-taking, and the candidate is able to call upon precise own knowledge to evaluate arguments.



ResultsPlus

Examiner Tip

Read the sources carefully and identify any nuances within them. This will also help when relating the sources to each other. Sources may appear to agree or disagree with each other, but there is often likely to be more to it than that.

Question 8

This question provided the opportunity to examine the record of the Protectorate and to examine Cromwell's role and responsibility for outcomes. Most candidates, with varying degrees of success, grappled with the contradictions that make Cromwell such a fascinating but also frustrating character; as the "man of God" who believed in toleration yet dismissed parliaments and abandoned experiments. There was also discussion of his conduct in Ireland, although a small number of candidates risked losing both focus and balance when writing about this. There was some interesting discussion of the military aspect of the Protectorate. Several references were made to Hill's description of the regime "resting on bayonets", and many cited examples of the advantages and disadvantages of that situation. With this, there was sound discussion around the issue of the offer of the Crown and especially of the Humble Petition. The advance of radicalism and republicanism was dealt with well by many stronger responses, with specific evidence being cited and developed. Likewise, many picked up on comments in the sources regarding the complexity of the situation after the war. Some candidates missed opportunities to illustrate points in the sources. Others were exceptional in their deployment of specific evidence, including seemingly local references about the reaction to the Major General ruling their area, and in particular, his callous disregard for the local brewers and imbibers.

it 'prevented him taking his ~~case~~ case to court'. Therefore it is arguable that Cromwell's use of the army to pursue his religious goals was just as damaging to the Protectorate's success, ~~perhaps~~ although perhaps it was Parliament's own stubbornness that was the cause.

Roger Lachy argues that the Protectorate's 'limited success' was not Cromwell's responsibility, but the 'representatives of the people' i.e. Parliament. He asserts how the Protectorate government was 'weakened' by a 'hard core of republicans' who posed a major 'threat to order' leaving Cromwell no choice but to dissolve Parliament to maintain any kind of order at all. Even Peter

Cromwell conceded that Cromwell was 'able and willing' to manage the Parliament' meaning that he did try to cooperate, but to no avail. It is true that Republicans, who had sat in the purged Parliament, never saw Cromwell's rule as legitimate as they never approved of the Instrument of Government in 1653 and often attacked his (few) failures as they saw religious sects as a threat to their order. Prominent Republicans such as Bulstrode Whitelocke led opposition to Cromwell's rule as he encouraged the drafting of a petition calling for the abolition of the protectorate by 1658. Even parliament's own humble petition of Advice which Cromwell did eventually accept in 1657 arguably weakened Cromwell's power as he lost control of the ^{army} militia which was reduced to 10,000 from 30,000. This means that arguably parliament's actions and stubbornness led to 'limited success of the protectorate'. However, parliament did show numerous attempts to try and negotiate with Cromwell, who himself was blinded by his relentless pursuit for Godly Dominion -

the ultimate reason for the 'limited success' of the protectorate. On balance, ~~the~~ Cromwell was ultimately responsible for the 'limited success' of the ~~the~~ protectorate, ~~and~~ because, as John Guy and Peter Young both suggest, Cromwell's relentless pursuit of Godly reformation; to fulfill 'God's will' means that he could not ~~be~~ rationally negotiate with parliament, e.g. on his 'four fundamentals'. It also means as Young also argues that he used the army, in the role of the Major Generals, which caused a significant amount of damage etc. Although Roger Lockyer does strongly assert that it was parliament's own stubbornness that was the problem, it was ultimately Cromwell that was most responsible for the ~~the~~ 'limited success' of the protectorate.



ResultsPlus Examiner Comments

This response to question 8 was given level 5 for both assessment objectives. It offered a strong assessment of the debate over Cromwell and the success of the protectorate, making thorough use of the three sources and own knowledge. These last three pages demonstrate this; the candidate offers a balanced evaluation, which weighs issues and offers reasoned judgements, which are firmly linked to a detailed analysis of the evidence that the sources give.



ResultsPlus Examiner Tip

When planning your answer, read through the sources carefully, gathering all of the arguments, issues and evidence you can. This will help you to cross-reference and analyse effectively in your answer.

Paper Sumamry

Based on their performance on this paper, candidates are offered the following advice:

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.
- 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. However, 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.
- Conclusions were sometimes basic summaries rather than offering an explicit judgment linked to the analytical demands of the question. The importance of conclusions that are explicit rather than implicit is emphasised. Indeed, it was fairly rare to find an answer for Section A especially that was not of Level 4 quality overall if there were effective, considered introductions and conclusions.

Associated Historical Controversy question

- Candidates 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. Some candidates could have explored links and interaction more effectively between own knowledge and the sources. Weaker responses were frequently too reliant on the sources provided and little or no own knowledge was included.
- Some candidates needed to develop their points with more specific factual details.
- Some candidates explored issues outside of the relevant time periods, especially for Q6.
- Candidates would benefit from planning their answers more effectively.
- 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.
- Overall for the Associated Historical Controversy, there was not always enough use of sources in combination. Some answers are still following a source by source approach with some cross-referencing in places. Some other answers tend to be a quote from the source then relevant own knowledge with analysis. More candidates would benefit from planning their answers more effectively to produce responses which are analysis led. Evaluation of argument is also an area which could be developed in Part B, particularly in terms of relating judgements back to those in the given sources.

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>

Ofqual



Llywodraeth Cynulliad Cymru
Welsh Assembly Government



Pearson Education Limited. Registered company number 872828
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE