

Examiners' Report

June 2025

GCE History 9HI0 1B

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Introduction

It was pleasing to see candidates able to engage effectively across the ability range in this, Advanced Level, paper 1B.

The paper is divided into three sections. Section A comprises a choice of essays that assess understanding of the period in depth (AO1). Section B offers a further choice of essays, typically covering a longer time span. Both Sections A and B target any of the second-order concepts of cause, consequence, change and continuity, similarity and difference, and significance. Section C contains a compulsory question which is based on two given extracts. It assesses analysis and evaluation of historical interpretations in context (AO3).

Candidates in the main appeared to organise their time effectively, although there were a few cases of candidates not completing one of the three responses within the time allocated. This was most evident on Section C, as would be expected, although there seemed to be fewer instances of this than has been seen in some previous years. The responses that managed time most effectively planned time accordingly in the first place and offered more direct responses. Where responses indulged in lengthier contextual description, rather than an analysis and evaluation of precise demands of the question, they were both less likely to produce responses at the highest level, but also experience time pressure issues. Those who produced responses that focused sharply on arguing and analysing the given issue in the question, and on Question 5 the given views, were more likely to produce an effective response.

In sections A and B most candidates were well prepared to write, or to attempt, an analytical response. Stronger answers clearly understood the importance of identifying the appropriate second-order concept that was being targeted by the question. A minority of candidates offered substantial knowledge, but did not effectively direct this towards the conceptual demands of the question. In the main though, candidates were able to apply their knowledge and understanding in a manner suited to the different demands of questions in these two sections: in terms of the greater depth of knowledge required where section A questions targeted a shorter period, as compared to the more careful selection generally required for the section B questions covering a broader timespan. One of the central features of responses attaining the highest marks was an ability to consider and evaluate in relation to the specific demands of a particular question. For example, some candidates offered detailed explanation of changes, but the strongest responses tended to offer more consideration of the extent of change.

Candidates do need to formulate their planning so that there is an argument and a counter argument within their answer; some candidates lacked sufficient treatment of these. The generic mark scheme clearly indicates the four bullet-pointed strands which are the focus for awarding marks and centres should note how these strands progress through the levels. Candidates also need to be aware of key dates, as identified in the specification, and ensure that responses sufficiently cover the given period, and do not spend time detailing issues that are outside the timeframe of that particular question.

In Section C, the strongest answers demonstrated a clear focus on the need to discuss different arguments given within the two extracts, clearly recognising these as historical interpretations. Such responses tended to offer comparative analysis of the merits of the different views, exploring the validity of the arguments offered by the two historians in the light of the evidence,

both from the within the extracts, and candidates' own contextual knowledge. Such responses tended to avoid attempts to examine the extracts in a manner more suited to AO2, assertions of the inferiority of an extract on the basis of it offering less factual evidence, or a drift away from the specific demands of the question to the wider taught topic. A small minority did approach the question in a manner which would be more suited to an AO1 (i.e. Section A/B) response, engaging with the issue in the question and showing understanding, but tending to neglect the extracts, or treat them more as sources of information, rather than interpretations.

Question 1

Question 1 was the more popular question in Section A, and the vast majority of candidates demonstrated sufficient focus on the question's demands, along with knowledge and understanding of appropriate issues, to produce responses which were able to achieve the middle and higher levels. There were many outstanding answers, and whilst some perhaps indulged in the narrative at the expense of analysis, this didn't tend to impair responses significantly.

Most candidates identified the significance of the Break with Rome with its rejection of Papal Authority, and the importance of the dissolution of the monasteries with its implied rejection of Catholic practices and its irreversible nature. Most also referenced the Ten Articles with their apparent reduction of the number of sacraments, with many also commenting on the significance of Cromwell's injunctions with their attack on traditional Catholic features such as pilgrimages, shrines and relics, together with the promotion of the English Bible. A few answers noted that, despite the 'Catholic reaction' of the later period, key individuals such as Catherine Parr and Thomas Cranmer had a significant effect as far as the future was concerned, notably Edward's upbringing. On the counter argument, most answers identified Henry's essential conservatism, e.g. his insistence on clerical celibacy, the Act of Six Articles with its reinforcement of Catholic doctrines such as transubstantiation, and the King's book which rejected reformist beliefs such as salvation by faith alone. A number of responses discussed evidence of the survival of traditional Catholicism at a local level, e.g. belief in purgatory and masses for the dead, with some referencing Eamon Duffy's work on this. Many also referenced the Pilgrimage of Grace as evidence of popular Catholicism in the North. Some candidates showed a fair bit of nuance, e.g. by suggesting that, though the word 'transubstantiation' wasn't used in the Ten Articles, the belief in the Real Presence continued throughout the 1530s in official documents, and a fair few candidates referenced such things as the execution of John Lambert and/or Anne Askew, Cromwell's downfall, and the restrictions on access to the Bible to good effect in their answers. A number also effectively argued that the Break with Rome was essentially a political/dynastic act, and that the dissolution was primarily for financial gain.

What distinguished within these responses tended to be down to the extent to which they focused material on an analysis of change/transformation. Stronger responses were well-focused, and tended to develop criteria within their exploration, e.g. how permanent, how widespread, or how deep changes were. Some emphasised themes within religion, e.g. structural, doctrinal or more tangible changes in regular worship, and with these were well-placed to examine the relative extent of changes.

There has been a long standing debate as to whether ^{the} religion of England was transformed in the years 1509-47. While it is true that indeed aspects such as religious culture, doctrine, practice & appearance were transformed, it is more importantly true that this transformation was limited as a vast majority of the changes were either repealed or redressed.

On one hand, it is true that religious culture transformed to a significant extent in the years 1509-47. Indeed following Henry's accession to the throne in 1509 England was a devout & almost wholly Catholic country. Indeed, popular culture was dominated & driven by the church & its practice. However, during this period it went through a seminal transformation: changing the way people interacted with their faith. The dissolution of the monasteries in 1536 (closing 372 institutions) arguably represents the biggest transformation in religious culture: compounded

(Section A continued) In 1539 with the dissolution of the remaining monasteries. The dissolution changed religious culture as it eliminated an ancient Catholic institution that was central to faith. It also transformed religious culture as a lot of Catholic literature & works stored in the monasteries were burned & destroyed ~~which~~ which illustrates a permanent alteration to religious culture and approach to education. Furthermore, Cromwell's elimination of a majority of feast days in 1536 marked a transformation in popular religious culture as it displaced the Church from the centre of many days for celebration. This transformed religion as it limited the Church's influence on everyday people. Similarly, the implementation of the 1536 & 1538 injunctions transformed religious culture as it stressed ~~the~~ & ordered that children learn the Lord's Prayer & the 10 Commandments in English rather than Latin. This illustrates a very transformation in religious culture as the laity's interaction & relationship with religion changed: the use of English over Latin marks a more Protestant move as it reduced the laity's reliance on the clergy as it

(Section A continued) allowed them to personally understand & connect with religion. Nothing proves the ~~also~~ transformation in religious culture more than the 1539 promulgation of the English Bible which within 5 years every parish church had. Indeed, this ~~the~~ marked a landmark transformation in religious culture as the promotion of a vulgate Bible allowed the clergy to better understand their religion & further displaced the centrality & reliance of the clergy to personal faith. With that being said a lot of the changes to religious culture was mitigated. Indeed, despite the dissolution of the monasteries ~~then~~ many of the Catholic texts were ~~not~~ stored in institutions like Christ Church which illustrates the preservation of the religious culture. Similarly, despite the dissolution Henry founded 6 new bishoprics with the land & he even rebuilt/opened many of the closed Cathedral Churches such as in Canterbury. This demonstrates that while religion & religious culture undoubtedly changed & transformed, ~~the~~ it transformed to a lesser extent ~~than~~ as a lot of the key

(Section A continued) elements to religious culture was preserved.

It can also be argued that religious practice & doctrine also undoubtedly transformed in the years 1509-47. Indeed, the 1533 Act in Restraint of Appeals & the 1534 Act of Supremacy effectively removed papal supremacy while simultaneously placing Henry as head of the Church in England. This marks a significant doctrinal transformation as it moved England from a ~~more~~ more Catholic country with papal supremacy to one where a reformist view of doctrine was acceptable. Indeed, the 1536 10 Articles Act also demonstrated a ^{more reformist} doctrinal transformation as it dropped the number of sacraments required for salvation from 7 to 3. This represents an extremely significant transformation in religion as it altered how religion was viewed & the perspectives of the necessary practice needed for salvation. Furthermore, the wholesale destruction of relics, shrines etc. within this period also represented a ~~an~~ transformation in religious practice as by the end of

(Section A continued) Henry's reign practices like indulgences had almost completely stopped. The destruction of shrines of saints like at Canterbury (Becket) & Our Lady at Walsingham transformed, irreversibly, religious practice as it negatively impacted the practice of the veneration of saints. Nothing proves this more than the fact that following the destruction of Becket's shrine in Canterbury there was an economic decline. Illustration to how significant of an extent religion & religious practice was transformed. Even that being said, there are some ~~drawbacks~~ drawbacks that limited the complete transformation of religious ~~doctrines~~ doctrine & practice. Indeed, despite the Act of 10 Articles in '536 the exchanist was still left ambiguous making it so that Catholics too could accept it & representing a continuation rather than transformation of religious doctrine. Furthermore, the ~~to be~~ 4 Sacraments that were dropped were quickly reinstated one year later in the 1537 Bishop's Book & made official in the 1539 Act of 6 Articles. The transformation to religious practice was also limited as in the

(Section A continued) 1530's 85% of wills still made reference to prayers for the soul & reference to saints. Similarly, Catholic practices were reinforced by the 1543 Kings Book rejecting practices like faith alone & enforcing traditional prayers for the dead. This shows that religious doctrine & practices while initially transformed were largely reverted by 1547.

The appearance of religion can also be seen to have transformed in the period 1509-47. Indeed, the appearance of religion transformed & changed from the traditional Catholic to the more reformist Protestant. Indeed, the 1536 dissolution also involved the stripping of lead from monastical institutions & the removal of pictures from them. The permanence of this is seen by the fact that despite Mary's attempts in 1554 & 1555 she could not reverse these ~~changed~~ changes. Similarly Edwards 1547 dissolution of chantries changed the appearance of religion as chantries & many of the chapel houses attached to them were destroyed: 2374

(Section A continued) Chantier. Furthermore, changes to the appearance of ~~later~~ religious work was also observed as with the promulgation of the 1539 English Bible Henry was placed on the case showing a transformation of the appearance of religion & religious work.

All in all, while religion undoubtedly transformed in the period, the majority of these changes were either limited or reverted. While foundational transformations like the change to the appearance of religion & religious culture like the dissolution of the monasteries could not be reversed the majority of changes to religious doctrine were repealed. Furthermore, the transformation of religious work ~~did not~~ was not that significant to a large extent as work like Simon Fish's Supplication for Beggars & work like Tyndale's & More's already presented the existence of more reformist views at the beginning of 1509. This shows religion while transformed changed relatively little & by 1547 only 115 of London was Protestant.



This response demonstrates the qualities of level 5. There is a sustained focus on the demands of the question, with sufficient knowledge to explore these. Judgements are reasoned and substantiated, evaluating the extent of change. Arguments are well organised and coherent.

Question 2

This was the less popular choice of question within Section A, and produced a range of answers, the bulk of which were within levels three and above, with many very strong responses. There was a sound grasp of a range of issues, and most were able to ensure that material offered remained pertinent to the demands of the question.

Candidates were able to discuss a number of changes to the structure of society, with the majority focusing on the dissolution, population growth, the growth of the professional classes and the impact of enclosure on society. Urbanisation, problems such as vagrancy, and the impact of the growth of education also featured in many. On the counter argument, many identified such features as the fact that the vast majority continued to live in villages with a traditional rural lifestyle and thus a social structure in which the nobility and gentry were still dominant. As regards the dissolution, many argued that those employed or tenanted on monastic lands continued to do so, and a few answers demonstrated awareness that much of the monastic land was transferred to existing nobles, and therefore how there was no 'social revolution' as a result. Many answers suggested convincingly that land use also saw significant continuities, e.g. enclosure and its effects was well established in many areas by the beginning of the period, and that the professional classes were numerically small and largely limited to major towns.

Generally, most candidates were clearly able to focus the material they had on the demands of the question. Where responses were less successful, it tended to be down to not consistently relating material to the demands of the question, such as a lack of focus on how the material being considered related to changes to the social structure. There were a minority where knowledge was insufficient or lacking relevance, but these were rarely found.

During the years 1536-88, the structure of society did experience both demographic changes and changing classes, yet the extent of change can be debated. The question will be judged by comparing the similarities and differences in the structure of society throughout the time period, and evaluation of changes to the demographic, class structure, and aspects of negligible change. Yet overall, the structure of society did change to a significant extent.

Firstly, the demographic structure of society can be viewed as experiencing significant social change, as population growth and economic crises impacted this. The population increased by 82% between 1500-1600, which the country was unprepared for. This therefore led to rising prices of essentials (such as the price of wheat tripling) and more competition for work. This resulted in a significant number of people falling into poverty, especially due to increasing enclosure of common land (an essential aspect of agricultural lifestyles). Furthermore, increased focus of poor relief during Elizabeth's reign led to high fertility rates, and a rapidly increasing population. Therefore, a higher proportion of the country were younger than

(Section A continued) at the start of the time period - in 1530, 40% of the population were under the age of 16. So population growth and social factors can be seen as resulting in significant changes to social structure, as compared to 1536, the country had a higher proportion of young people, as well as increased people experiencing poverty and economic distress due to increased competition and inflation.

In addition, the structure of society can be viewed as having experienced developments, due to the changes in classes, and the differentiation and dependance between them. At the start of Henry's reign, there was clear distinction between the nobility and elite (who made up a very small percentage of the population) and the working class. Yet due to the developments of new markets and industries (such as through the arrival of the Dutch immigrants and the development of the linen and cloth industry), England experienced urbanisation. This resulted in changes to social structure as it led to the rise of the Yeomen and merchant classes, as well as increasing employment opportunities for those in urban areas or by coast (jobs at ports for trading). Also, the dissolution of the monasteries in 1536 removed a traditional source of support for the poor, which increased their dependance

(Section A continued) on charity from merchants and local initiatives. This is evident as in the 16th century, merchants provided 60% of all charitable donations, as well as being involved in the building of almshouses. Therefore, there ~~were~~ was also differences in the level of dependancy between classes throughout the time period, suggesting significant changes to the social structure ^{in Elizabeth's reign}. Furthermore, the growth of education, (such as the increasing number of grammar schools, and increasing numbers of students at universities) benefitted literacy rates, alongside the arrival of the printing press. The increase in literacy rates (down from roughly 80% to 70% between 1554-88) resulted in decreased poverty, which further impacted the growth of middle classes. Overall, it is clear that the structure of society did change over time, as there were significant changes to classes.

However, there is evidence to suggest that the overall structure of society remained fundamentally the same. Firstly, changes mainly affected urban areas (especially due to London growing to be the 2nd largest city in Europe by 1550). Yet changes in the countryside and remote regions were negligible. Also, the role of the nobility remained clear throughout. This is suggested by their role

(Section A continued) in maintaining social order - at the start of the time period, they were given control over remote regions, and in Elizabeth's reign, their power developed in their role as a first line of defence against rebellions, and their positions as Lord Lieutenants, who were key for military organisation. So not only are there similarities between the defined social classes, but the gap between the rich and the poor was continually evident too. This is clear as in Henry's reign, the church monastic lands were sold majoritively (2/3 of the land) to the nobility and gentry. Additionally, in Elizabeth's reign, the development of markets and urbanisation meant that in London, 5% of the population owned 80% of the wealth. This highlights how the gap between the rich and the poor also remained, suggesting that changes to social structure were limited.

In conclusion, the structure of society experienced change to a significant extent, as there were many differences between the demographic and class structure throughout the period. However, it should be considered that perceived social dominance of the upper class remained, yet wider changes still occurred.



This response shows the qualities of level 4. There is an overall analytical focus, and issues are explored to some degree. Argument is organised and largely clear. Sufficient knowledge is offered to develop arguments, although some areas could be developed further. Judgements show some reasoning, and the overall judgement is validated by the preceding analysis.

Question 3

Question 3 was the marginally less popular of the two within Section B. The vast majority of candidates were able to engage with the conceptual demands of the question sufficiently, and apply appropriate knowledge in order to allow them to access the middle to higher levels.

Many responses referenced such features as the growth in the number of MPs in the period, together with the growing confidence of parliament under Elizabeth, including attempts to discuss the succession. Candidates also emphasised the importance of parliamentary authority's extension to such matters as social legislation under Elizabeth, e.g. the Poor Laws. A number also drew attention to developments in the Privy Council, which became a smaller and arguably more efficient body under Elizabeth, and a small minority of these linked how parliament and the Privy Council, in how they united to pressure the monarch at key times, for example concerning the execution of Mary Queen of Scots. Regarding the counter argument, many were confident in describing the significance of developments in Henry's reign, notably the notion of 'king-in-parliament' as regards the Reformation legislation and the expansion of prerogative courts such as Star Chamber, with a few also giving effective analyses of innovations in government finance, such as the Court of Augmentations. Many also drew attention to developments relating to succession under Henry, Edward and Mary, or developments relating to Edward's minority. Only a small number explored Mary's reign in any depth. A good number were able to discuss the changes to government in the regions, such as the restoration of the Council of the North, or the legislation in regards to Wales from the 1530s.

The higher scoring candidates tended to focus carefully on the issue of significance, and explore this in a way leading to judgements over the relative importance of developments in Elizabeth's reign. Within this, a number were able to link the many factors that form this debate, e.g. discussing changes, the increase in the confidence of MPs in the reign of Elizabeth and the onset of these developments through Henry's Reformation Parliament and how this set the tone for Parliament's rising significance, and also show the limitations to Parliament's power. Similarly, some candidates examined the developments in bodies such as the Council of the North across reigns, and explored the relationship between these in the context of wider developments in Tudor England.

Less successful responses tended to be those which lacked a consistent focus on either or both of the issue of significance and the comparative demands related to this. Some responses struggled to deploy material of less relevance, e.g. knowledge of the religious history of the period. Some answers offered relatively limited material, although such responses were typically able to make an effective use of a narrow range of points by deploying this towards the demands of the question.

The statement can be disagreed with to a large extent that the most significant developments in the government of Tudor England were those under Elizabeth, as whilst her reign saw parliament's role significantly changed, ultimately the developments of her government were reliant upon those that had happened under Henry VIII. ~~As~~ the significance of a development can be measured through the transformation from previous reigns as well as the impact of the development. As a result the most significant developments in government were not under Elizabeth and the statement can be disagreed with.

Elizabeth's reign did see significant developments in the ^{Parliament's growing} role of parliament ~~as well as their~~ confidence, making the statement more convincing. As parliament began to meet more frequently, groups with an agenda began to emerge and parliamentary debates began to shift from the monarch's control. This is particularly seen through Peter Wentworth who, despite Elizabeth expressing a desire for parliament to only discuss matters of 'commonweal' continued to raise the succession for debate in 1573. Something such as this would never have been seen under Henry VIII whose presence in parliament was used to push through the Act of Annates in 1532 by intimidating MPs, suggesting it

⑤ Edwards parliament also had a significant say in the extremity of bills passed such as ^{book of common prayer 1529} ~~the~~ (Section B continued) was a significant development. However, parliament's growing confidence was not a direct result of Elizabeth's reign and had been seen in a similar capacity under Mary 1. As she attempted to pass the first fruits and Tenth's Act alongside the Exiles Bill she faced significant opposition, to the extent of MP Anthony Wingston barring the door in order to prevent the bills supporters entering. Therefore, whilst Elizabeth's parliament's growing confidence and changing role ~~development~~ had a significant impact on the later government of England as well as legislation within her own reign, it was not a significant transformation from the reigns before and as such cannot be considered the most significant development in government 1529-88.

~~The privy council and role of principal ministers saw change under~~

The role of parliament saw significant development under in 1529-88, however many of these were under Henry VIII, making the statement less convincing. Henry VIII's reign saw a significant development through the shift from 'King and parliament' to 'King in Parliament' that had a lasting impact. This was a result of 1534 Act of Supremacy in which, as he described in a 1530 letter to pope Clement VII, he utilised parliament to bypass

(Section B continued) the pope did grant himself ~~the~~ the position of 'Supreme head of the Church of England.' This meant parliament became crucial in giving the monarch power and their role shifted from simply a body to grant taxation towards a functioning governing body. This was a transformation from the government before and ~~demonstrated~~ held a lasting impact throughout the tudor period. The effects of this shift were seen in Elizabeth's reign as she attempted to pass her 1559 religious settlement and faced opposition from extremist MPs such as Anthony Cope, ~~where~~ ~~there~~ The lasting impact of this shift transformed the government of England suggesting it was the most significant development in government 1529-88, not developments under Elizabeth, making the statement less convincing.

The role of the privy council saw significant developments 1529-1588, particularly as it became a smaller more efficient governing body. Elizabeth's reign saw developments in the use of the privy council as she reduced it to 12 nobles whom she met with daily to discuss the governing of the country. This created a more efficient and organised council which enabled ~~for~~ better decisions ~~and~~ to be made. This was also a ~~signi~~ shift from the reign before as Mary had 50 councillors (but only 19 actively working) whom she met with 3-4 times a week. Smaller size councils and increased frequency of meeting impacted the

(Section B continued) efficiency of Elizabeth's government, demonstrating an important development in government. However, it was under Henry VIII this process initially started with ~~Henry~~ Cromwell cutting down the privy council from 277 to 20 and as a result increasing the amount of legislation passed by 127 from ~~the~~ the previous council. The extremity of this ~~from~~ development as well as the ~~very~~ evident impact it had on legislation passed as well as later reigns of Mary and Elizabeth demonstrates that under Henry the most significant developments in government took place, making the statement disagreeable to a large extent.

In conclusion the most significant developments in Tudor Government were not those under Elizabeth, as the developments under her government did not demonstrate a significant transformation from the reign before or have as significant of an impact as those under Henry. The growing confidence of Parliament was a significant development but ultimately influenced by parliament's shifting role and the smaller privy council which found their foundations in the reign of Henry VIII. Therefore it was the developments in government under Henry, not Elizabeth, that ~~resulted~~ were the most significant in 1529-88.



This response demonstrates many of the qualities of a level 5 response. There is a clear and effectively sustained focus on the question, with a real grasp of the need to compare the relative significance of developments in different reigns. One of the strengths of this response is the quality of specific exemplification, and the deployment of this. The response offers a range of detailed examples which are used to demonstrate and examine changes in government. Argument is logical and well organised, and there are attempts to offer relative evaluation, if not fully developed.

Question 4

Question 4 was the slightly more popular of the two within Section B. The vast majority of candidates attempting this question seemingly found it accessible and straightforward, and thus it was generally well answered. Most candidates were able to offer some evidence relating to a range of methods of control, as well as the given issue of Justices of the Peace, the nobility, the Council of the North and the Marcher Council, and the Lord Lieutenants commonly featured. A minority did make use of material relating to issues such as the printing press, portraits or Elizabeth's journeys, with at times some success in relating these to the demands of the question, although in some cases this was unconvincing.

On the given issue, commonly found areas of discussion included the increase in the number of JPs, how they represented a direct link between the government and the localities, their effectiveness at preventing disorder in times of hardship such as the 1580s, the increased desirability of the position owing to its status, and their administering and enforcing the increased range of statutes and royal proclamations. Many answers were also able to point out the limitations of the influence and thus construct an argument on this basis. Most candidates were able to offer sufficient material on other factors, with success often being more determined by how well focused towards the question this was.

The most successful were able to offer a focused and critical assessment of the relative significance of the different methods used by the monarch, e.g. through exploring the interconnection between the different means. Particular emphasis was placed by a good number of candidates on changes affecting their relative importance across the period, or considering issues such as their geographical reach, the scope of their authority (such as in political, social terms) and the extent to which they could be relied upon by the monarch. When such analysis was consistently applied, candidates scored very highly. Where responses were less successful, this tended to be limited depth of knowledge, or a failure to develop an exploration, i.e. having sound knowledge but not sufficiently exploring how this related to effectiveness in control of the kingdom.

In the years 1500-88, Tudors were able to maintain control of the country through many means such as ~~the~~ through the justices of the Peace, ~~as~~ as they were extremely beneficial in keeping law and order within the realm. However it is also important to note how Lord Lieutenants and the control of the Welsh and Northern marches also helped ~~the~~ the Tudors to maintain control. As well as the general nobility who were at times influential. ~~the~~

The justices of the Peace were given wider powers to deal with social order problems and became a key role of enforcing Tudor control of the country. They were given powers to hear ~~the~~ and decide on more serious cases, and were given the power of arrest. They also had to attend quarterly sessions attended by judges, ~~the~~ these judges would travel across the country to hear serious cases. The JP's ~~was~~ were also given an economic role, they were able to ~~to~~ supervise ~~the~~ prices and wages and also had to ~~reduce~~ prevent food from being mass stored during the difficult economic

(Section B continued) times. ~~The peace~~ Their increased importance can be seen by Cromwell in 1527 which ~~test~~ asked all the JP's to take a questionnaire on the state of the ~~rest~~ economy. This ~~meant~~ ~~it~~ ~~recog~~ therefore increased ~~govern~~ Tudor control as the JP's were often the linchpin from the realm to the government. ~~By~~ By the end of Henry's reign, there were to be 20-25 JP's in each county. Cromwell also ~~did~~ increasingly did checks on who ~~was~~ were appointed as JP's, which increased the efficiency of Tudor control, making it more secure. ~~JP's~~ JP's were also appointed for life, and was an unpaid role. ~~here~~ In Edward's reign the JP's were also used to oversee ~~the~~ local almshouses and enforce religious conformity. Whilst in Elizabeth's reign, more powers were given to ~~4~~ JP's ~~set~~ to hear more serious crimes such as recusancy, witchcraft, and destruction of property and crops. Overall, the role of the JP's actually became more prestigious, with higher powers that helped to further secure conformity to the Tudor regime.

However, the Lord Lieutenants were also important to ~~setting~~ maintaining Tudor control. The Lord Lieutenants were reintroduced under Elizabeth having previously been experimented in the 1530s and 40s. Their main priority was to oversee the war effort in

(Section B continued) the country. ~~They~~ The government also ~~but~~ beauchronised the raising of armies for the crown which was important due to the decline of armies raised by the traditional nobility. Their powers were increased to having the role of mustering all eligible citizens for the army. They had to train them, those were called 'trained bands'. All officials in the area had to ~~listen~~ listen to them, and Lord Lieutenants were often appointed by the monarch in the beginning, but as powers increased, they were appointed by high nobility or from privy councillors. Therefore Lord Lieutenants were particularly key in maintaining Tudor control within the country as they provided a military aspect to the crown, being a ~~mod~~ direct mouthpiece from the regions to the government.

The Welsh and Northern marches were also incredibly key in maintaining Tudor control. These were places that were often difficult for the government to control, as they were run by lords who developed a Quasi-king authority and often had difficult relations with the government. The Welsh marches ~~there~~ council was recognised by Cromwell, adding a Lord President (Rowland Lee) who ~~had~~ was given wide powers to enforce Tudor rule. The 1536 Act of Union also abolished the separate principality of ~~Wales~~ ^{the} Wales.

(Section B continued) Welsh marches and marcher lords. Wales was also incorporated into the English legal and parliamentary system, therefore increasing and maintaining Tudor rule. In the 1500s, the council was formally recognised with a Lord President and vice president appointed by the monarch. In 1535, Acts of parliament also gave Wales specific legal powers, ~~the~~ based on the notion of 'King in Parliament' ~~the~~ meaning their powers were no longer prerogative, but based on actual acts of parliament. Elizabeth also increased royal control in her reign by adding a Lord Lieutenant to the council, enforcing military power and further stabilising the realm.

The Northern marches were also recognised by Wolsey, who gave the council wider administrative powers working alongside nobles who acted as wardens, ~~therefore~~ with the role to enforce Tudor authority and rule. The president was either a high churchman, or a member of high nobility, often from the south or midlands. Cromwell also again ~~re~~ reorganised the council as in response to the Pilgrimage of Grace. In 1537 he gave the council powers to hear serious cases such as treason, murder, and felony. Therefore ~~the~~ the council had more legal power with an emphasis on prosecuting rebels. They were a direct mouthpiece from the regions to

(Section B continued) London government. They were able to further enforce authority through justices of the Peace and sheriffs. Elizabeth also strengthened the ~~the~~ council in the North by replacing the president with the earl of Huntingdon. Even though the previous president was efficient (earl of Sussex) ~~the~~ having defeated rebellions, ~~she~~ she wanted to strengthen Royal rule, ~~so~~ therefore appointing Huntingdon, her cousin, the regime ~~was~~ was made stronger and more stable especially after the rise of the Northern earls in 1568/1569. Therefore ~~the~~ by reorganising both councils ~~in the~~ in the North and the North allowed ~~another key~~ Tudor ~~for~~ for more control and security for the Tudor regime.

~~However, the no~~ Additionally, the nobility have always been an efficient way of maintaining Tudor ~~control~~ ^{Tudor} control throughout the period. They ~~are~~ were a monarch's first line of defense due to ~~them not~~ the monarch not having a standing army. They often made up the monarch's friends at court, ~~and~~ they were advisors at council, the nobility were often seen as political operatives. ~~their~~ their armies helped to defeat rebellions ^{and revolts} multiple times such as Suffolk and Norfolk peacefully ~~settling~~ settling the Amicable Grant failure in 1525. Local

(Section B continued) Nobles helped to defeat the Western rising in 1549, and Sussex putting down the rise of the Northern earls in 1569, having Northumberland actually executed as a leading member of the revolt. However you could argue they could sometimes be disruptive to Tudor control. Nobles' feuds and rivalries would disrupt peace in the realms. Sometimes they could use their local following to challenge a monarch's role or royal policy. Major rebellions actually started out of court conspiracy such as noble involvement in Wyatt's rebellion and again in the rise of the Northern earls. However after Henry VIII's reign the nobility was often reluctant on the crown, having to have to ~~protest~~ prioritise the crown's efforts rather than their own personal interests. Elizabeth also increasingly made them more dependent on royal patronage.

Therefore, overall the Justices of the Peace were the most responsible for maintaining Tudor control. Their role and wide powers helped to establish peace and security. However, recognising the wealth and Northern marches was also a substantial development in ~~control~~ maintaining control as it kept the peace in remote regions where monarchs ~~are~~ used to have a hard time governing. Lord Lieutenants

(Section B continued) helped to maintain control via military basis, and the mobilites was essential to raising armies however could sometimes be problematic.



This response demonstrates the qualities of level 5. There is a sustained focus on the demands of the question, with a good range of knowledge applied (going beyond in some senses, covering such a range of factors). Material is used to examine the role played by the various factors enabling the Tudors to maintain control. There was sufficient knowledge to explore these themes. Judgements are reasoned and substantiated. Arguments are well organised and coherent. More extensive exploration and evaluation may be found in other examples, but the strengths of this essay overall justify a secure L5.

Question 5

Most candidates were able to access the higher two levels, generally by recognising and explaining the arguments in the two extracts, and building on this with own knowledge. The strongest responses tended to offer a comparative analysis of the views, discussing and evaluating these in the light of contextual knowledge. Most candidates were able to identify the differences between Extract 1 and Extract 2, e.g. how Extract 1 offers argument to support the contention that Elizabeth's government coped well with problems posed by developments in Ireland, notably the government's ability to raise sufficient troops and funds to achieve its military objectives, the state's ability to support allies such as the Dutch, and the fact that Tudor England ultimately proved more able to bear the cost of the wider war than Spain, whereas Extract 2 emphasises how Elizabeth's government was forced to make concessions, or the emphasis on the difficulties of recruitment and the costs of war to the extent that the government was pushed to the edge of bankruptcy.

The more successful responses tended to be those whose careful reading of the extracts meant they identified the arguments and were able to discuss these in relation to the question. For example, many secure responses recognised that Extract 1 offered evidence which indicated the severity of the challenge faced, but also saw this in relation to arguments that Elizabeth's government coped well in the face of these challenges. Students who had the depth of knowledge were able to use it appropriately and in context. Candidates were able to argue for and against the view, the main conclusion being reached that Elizabeth coped well, with a significant number emphasising that she did because she did not go bankrupt like Spain, and ultimately succeeded in Ireland. Other candidates argued against, emphasising that it caused a significant strain over a long period when the country was suffering in other areas such as the problem with Spain directly, and poor harvests.

Less successful responses tended to be those which offered less knowledge with which to examine the arguments in the extracts and substantiate the debate, or offered valid knowledge, but were less clear in linking this to discussion of the views. In some cases lower scoring responses tended to describe and explain the extracts and see them more as sources of information, rather than attempt to discuss and assess the arguments they offered. Thankfully very few responses became sidetracked in an attempted analysis of the provenance of the extracts.

Candidates' knowledge and understanding of issues was varied, although it was generally stronger on the wider context, such as the social and economic problems in England, although many were able to reference issues specific to war in Ireland, e.g. Essex's involvement or O'Neill's actions, and to a lesser extent, events such as the victory at Yellow Ford, or Mountjoy's campaign.

A discriminating factor in success was to some extent the deployment and development of knowledge offered, i.e. how well responses related the knowledge offered to discussion. Thus, candidates who successfully drew upon knowledge of the wider war with Spain, were able to examine the potential threat that Ireland offered in relation to a Spanish invasion, given its Catholic majority and the quasi-independence of rulers such as Tyrone, or how ultimately, fears of significant Spanish involvement did not materialise.

Taken as a set, both extracts identify ^{issues} ~~burdens~~ faced by England as a result of war in Ireland, and imply that these burdened the country. However, Extract 2 asserts that these problems were ~~harder to overcome~~ ^{more significant} than Extract 1 does. Both extracts have merit in considering the impact of war with Ireland as in the context of war with Spain. However, Extract 2 has more depth in considering ~~the problems~~ ^{the} ~~such~~ & long-term factors such as war weariness, and consequences for James VI and his government. ~~Thus~~ Thus it is largely unconvincing to say Elizabeth's government coped well with the problems arising from war in Ireland.

Both extracts rightfully identify issues faced by England, as a result of the war. Extract 1 ~~mentions~~ and 2 both mention financial insecurity as an issue, including 'crippling' and 'bankruptcy'. This argument is convincing, and can be corroborated by the fact that Lord Mountjoy's campaign costed £5000 per month ~~just~~ to maintain. As well as this, ^{food} supplies were increasingly directed to troops

which was a heavy burden, ~~which~~ exacerbating the impact of harvest failures in 1594-97, which caused inflation. The price of wheat doubled from 23 shillings to 50 shillings. ~~Both extracts further their point~~ Extract 2 furthers the point that war burdened England in reinforcing war weariness and discontent at conscription. It states 'many sought to avoid being sent to Ireland,' which is evident in the occurrence of a mutiny in Chester in 1894, the staging post for troops in Ireland. Extract 1, less convincingly, states that England 'secured... as many troops as were required.' While it is true that a military success was achieved by Mountjoy at Kinsale in 1601, it is not to say there were not losses along the way. For example, ^{over} 830 troops were killed in the Battle of Yellow Ford in 1598. Here, Extract 1 overlooks the ~~burden of casualties on England~~ ~~both attesting the economic~~ ~~impact of a large number of casualties on England, both economically, and socially, which, even though 'military aims' were achieved, is not a mitigated fallout~~ is not a fallout that is ~~mitigated~~ mitigated through success in achieving 'military aims.' Thus Extract 1's view that ~~was~~ ^{sheer} ~~conscript~~ ^{the} number of troops required was a weakness is more convincing, and matches the shared view of the extracts in affirming the monetary consequences ~~was~~ of war were a burden on England, ~~Thus the statement is unconvincing.~~ That were not dealt with effectively.

Ireland is unconvinced.

Additionally, both extracts agree that the Irish War was a larger problem, and harder to cope with, in the context of 'war with Spain,' as referenced by Extract 1. Extract 2 notes the monetary ~~difficult~~ issues of the 'wider conflict in Spain,' implying the English's monetary stores to have been exhausted by war with Spain for 'eighteen years.' Extract 2, ~~sees this~~ perceives this as having not been handled successfully, in the notion that England was brought to the brink of bankruptcy.' This is convincing, considering Elizabeth ~~was in~~ was in debt by £350,000 upon her ~~death~~ and the Crown income was ~~death~~. However, Extract 1 ~~states~~ ^{implies} that the absence of popular revolt identifies a success in that the English economy was much less 'damaged' than were Philip's campaigns.' This shows the superior position England was left in after the war, and while it shows better handling than Spain, ~~then~~ it does not mitigate the fact that the English economy was damaged by the role of the government in handling war with ~~Spain~~ Ireland. For this reason, the statement that war was coped with well, is unconvincing to a large extent.

To conclude, both extracts rightfully agree give weight to ^{the} economic pallor of the war, ~~both domestically, and~~

and the impact of war in the context of war with Spain. However, Gehart 2 gives more consideration to the idea that, while England was successful in defeating itself, there were still issues with a long term impact, affecting England post Elizabeth's reign. Overall, it is to a large degree that the statement 'Elizabeth's government coped well with the problems posed by developments in Ireland' is unconvincing.



This Question 5 Level 5 response possesses several obvious strengths, namely (1) It offers a clear understanding of the extracts and uses this to develop a comparative analysis based on the two competing views. (2) It uses own knowledge effectively to examine the merits of these views. (3) It is focused on the precise issue (how well Elizabeth's government coped with problems resulting from Ireland) rather than the general controversy and (4) it offers a reasoned judgement on the given issue, which references the views given in the extracts.

Paper Summary

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

Section A/B responses:

Features commonly found in responses which were successful within the higher levels:

- Candidates paying close attention to the date ranges in the question
- Sufficient consideration given to the issue in the question (e.g. main factor), as well as some other factors
- Explaining their judgement fully—this need not be in an artificial or abstract way, but demonstrate their reasoning in relation to the concepts and topic they are writing about in order to justify their judgements
- Focusing carefully on the second-order concept targeted in the question
- Giving consideration to timing, to enable themselves to complete all three questions with approximately the same time given over to each one
- An appropriate level, in terms of depth of detail and analysis, as required by the question—e.g. a realistic amount to enable a balanced and rounded answer on breadth questions

Common issues which hindered performance:

- Answers which pay little heed to the precise demands of the question, e.g. write about the topic without focusing on the question, or attempt to give an answer to a question that hasn't been asked—most frequently, this meant treating questions which targeted other second-order concepts as causation questions
- Where a response does not give sufficient consideration to the given issue/proposition in the question (e.g. looking at other causes, consequences, etc, with only limited reference to that given in the question)
- Answers which only gave a partial response, e.g. a very limited span of the date range, or covered the stated cause/consequence with no real consideration of other issues
- Assertion of change, causation, sometimes with formulaic repetition of the words of the question, with limited explanation or analysis of how exactly this was a change or cause of the issue within the question.
- Judgement is not reached, or not explained
- A lack of detail

Section C responses:

Features commonly found in responses which were successful within the higher levels:

- Candidates paying close attention to the precise demands of the question, as opposed to seemingly pre-prepared material covering the more general controversy as outlined in the specification

- Thorough use of the extracts; this need not mean using every point they raise, but a strong focus on these as views on the question
- A confident attempt to use the two extracts together, e.g. consideration of their differences, attempts to compare their arguments, or evaluate their relative merits
- Careful use of own knowledge, e.g. clearly selected to relate to the issues raised within the sources, confidently using this to examine the arguments made, and reason through these in relation to the given question; at times, this meant selection over sheer amount of knowledge
- Careful reading of the extracts, to ensure the meaning of individual statements and evidence within these were used in the context of the broader arguments made by the authors
- Attempts to see beyond the stark differences between sources, e.g. consideration of the extent to which they disagreed, or attempts to reconcile their arguments.

Common issues which hindered performance:

- Limited use of the extracts, or an imbalance in this, e.g. extensive use of one, with limited consideration of the other
- Limited comparison or consideration of the differences between the given interpretations
- Using the extracts merely as sources of support
- Arguing one extract is superior to the other on the basis that it offers more factual evidence to back up the claims made, without genuinely analysing the arguments offered
- Heavy use of own knowledge, or even seemingly pre-prepared arguments, without real consideration of these related to the arguments in the sources
- Statements or evidence from the source being used in a manner contrary to that given in the sources, e.g. through misinterpretation of the meaning of the arguments, or lifting of detail without thought to the context of how it was applied within the extract
- A tendency to see the extracts as being polar opposites, again seemingly through expectation of this, without thought to where there may be degrees of difference, or even common ground.

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