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Examiners' Report January 2011

GCE History 6HI02 A

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Introduction

There were many good responses seen in this examination series, with many candidates achieving marks at Level 3 or above in all of the assessment objectives. Such candidates generally offered a considered analysis of the given source evidence, focused towards the demands of the questions, allied to strong contextual understanding and with effective deployment of well-selected own knowledge. Some of the issues raised in the summer report had been addressed. The purpose of these comments is to help to achieve further improvements in the levels of attainment.

1. There are three specific assessment objectives that are tested in this examination and it is important that candidates understand how these should be tackled in their responses to particular sections of the examination.

Question a requires the application of AO2a. This requires candidates to analyse, cross-reference and evaluate source material.

Question b requires the application of both AO1 (the selection and deployment of historical knowledge) and AO2b (the analysis and evaluation of how issues have been interpreted and represented, in relation to historical context).

An understanding of what each assessment objective tests would help candidates to focus their comments more securely. For example, candidates who spend considerable amounts of time exploring the provenance of sources in question b may very well be addressing AO2a which is not rewarded in this question.

2. Although there was a significant improvement in the understanding of the sources for question a, there remains a minority of candidates who would benefit from spending more time reading the sources to ensure that they understand both the content and the provenance fully. Many candidates have understood the requirement to cross reference, although they do not universally understand exactly how to do it. For some candidates it amounts to little more than merely asserting similarity or difference or matching up quotes from the sources.

3. In question b, many responses were characterised by a strong understanding of the sources and the issues that they related to. Examiners were impressed by the extent of own knowledge that a number of candidates brought to their arguments so that well argued responses were seen. It is important that candidates remember to integrate the sources and their knowledge and not to treat them discretely. There were however a number of scripts which demonstrated no knowledge beyond what was offered in the sources. Where this material was well used, it was possible to achieve top level 2 in AO1, but in many cases it was linked to limited understanding of the sources.

4. In both a and b questions, candidate should be encouraged not to approach their answers on a source by source basis. Where candidates take this approach in question a, they are unlikely to have engaged in substantial cross referencing throughout their answer. Where this approach is taken in part b, candidates may have addressed the key issues within the approach, but it is unlikely to be the most effective approach in enabling them to fully engage in an argumentative and analytical response, and thus is unlikely to achieve the top level.

Question 1

Question 1(a)

There were many good responses to this question from candidates. The strongest responses tended to engage well with both the issues of Scotland and France and were able to clearly examine the given evidence, with detailed cross-referencing used to examine the meaning of all three sources. There was some misinterpretation of source 3. However, whilst a small minority of candidates were seemingly unsure of the relationship between Cromwell and Wolsey in 1523 or attributed sinister motives to Cromwell without clear justification, many were able to suggest valid reasons for his statement, similarly exploring Catherine's motives in Source 2. As in previous series, close reading of the evidence was crucial, with better responses showing awareness of nuances such as the chronological relationship between the sources, often focusing carefully on the issue of 'remained'. Thankfully, the occurrence of candidates conducting a sequenced trawl through the sources was reduced, although a minority of responses did lack focus in offering an evaluation of the nature of the Scottish threat from their wider knowledge that went significantly away from the demands of the a) question.

(a) continued) Source 2 shows how the Scots are a non-continual threat was that their king is dead and the war successful. Source 2 corroborates sources 1 and 3, as it shows that the Scots were a continual threat to Henry whilst he was in France, and took advantage to invade in his absence. Luckily, Catherine, as the ruler of England in his absence, managed to stop the threat and have a great victory, sending Henry the king's bloody coat to prove this. Catherine says that this battle was "the greatest blessing that could be to you", showing how she feels that beating the Scottish threat has a lot more impact on whether he defeats France or not. Considering the provenance of this source, it was a victory letter in the time of fighting France, which Catherine would have sent to Henry. At face value, we could see this as a letter to inform the king of this victory, but another interpretation could be that Catherine wrote this letter to prove her strength and determination in his absence, and how she can be a successful ruler + decisions maker when the time came.

All 3 sources suggest that the Scottish imposed a serious threat whilst Henry was in France, source 2 showing how this threat has been ended with the death of King James IV, but source 1 corroborating source 3 in the continual threat ~~to~~ Scotland has on Henry VII. It could be said that source 2 corroborates source 3,



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Examiner Comments

The candidate offers a tightly focused cross-reference which demonstrates an understanding of the evidence provided by the sources in context, whilst also applying valid consideration of the provenance of the sources. The rest of the response was developed in a similar manner, reaching clear judgement on the extent of agreement. Thus the response achieved a level 4.

Question 1(b) (i)

Most responses were aware of and able to articulate arguments, with common views being along the lines of 'Wolsey was trusted and undertook all administration, which inevitably created enemies and thus difficulties with implications for Henry's authority' and 'Wolsey being purposely given a myriad of roles and titles to ensure strength and control of kingdom by Henry'. Many candidates offered a balanced response, aided by the three sources and drawing on clear knowledge of Wolsey's activities. However, a small minority did drift towards a more generalised assessment of Wolsey or focus too heavily on foreign policy without effectively relating this to the issue at hand. A small number of candidates still tend to write at length on the attributes of the sources with little real direction of this towards the debate at hand, although this issue does appear to have been reduced.

Firstly, Wolsey's servant George Cavendish believed that when Wolsey was the Cardinal he never saw the kingdom in better order. In source 4 he says Wolsey ~~was~~ ^{induced} 'obedience' and he said ~~that~~ "for justice better administered" meaning that no one could teach what Wolsey did to the justice system. Cavendish is saying that Wolsey kept everything in order for the benefit of everyone, Henry, the people and the kingdom. ~~This~~ Another reason was when Wolsey formed the Holy League with other leading European nations such as Spain

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Examiner Comments

The response demonstrates a broad understanding of the question and offers some relevant knowledge of Wolsey. Source 4 is used, with the response explaining what the evidence shows. However, this is not directed towards the demands of the question, more describing what Wolsey did. Thus, the response was awarded a level 2 for both assessment objectives, as material is mostly implicit and lacks analytical development.

Question 1(b)ii

There were many well developed responses to this question, with candidates seemingly well able to offer a good range of own knowledge on this issue. However, within this a minority did lose focus in deployment of this at times, largely through i) examining material more relevant to questions on the latter aspects of the course, such as the dissolution, or ii) focusing heavily on the annulment without fully connecting this to the stated argument. Most candidates did seem able to structure responses at level 3 or above, offering some engagement with the debate, identifying and analysing the views of the sources with some level of integration of own knowledge. The strongest responses were often well structured around clearly established factors for the reformation, often preceded by plans outlining these with indications of how the sources and contextual knowledge would be related through the response.

(b) continued) gained from the dissolution of the monasteries was used to build a string of coastal defences. The problem was that men like Cromwell, who enacted these policies on the king's behalf, also conducted their own such as the 1537 Bishops book and act of 10 articles. The ~~initial~~ ^{main} issues with the divorce provided the reformers with a ledge to enact change.

~~Overall, I believe that although the individual reformers such as Cromwell and Anne Boleyn definitely made a mark on the nature of the reformation that took place, Cromwell's financing of an English bible with £400 of his own money for example, the fact that a reformation took place at all was due to the failure to obtain a divorce. Henry's 1539 act of 6 articles shows clearly that whatever 'ecclesiastical revolution' he intended to enact, it did not include changes to catholic belief, with the exception of papal supremacy. The fact that the reformation remains 'predominantly a political process' shows further that it was not a problem with belief that motivated Henry, this is complimented by the 'last effort to appeal to Rome' ~~that~~ he made in 1532. Henry was a good catholic and wished to remain so, it was his need to obtain an heir for his kingdom ~~and~~ that forced his hand when the church failed to grant his divorce.~~



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Examiner Comments

The candidate clearly engages with the question and maintains this focus throughout. Issues are well developed, offering an analysis of what brought about the reformation which integrates own knowledge and evidence from the sources in a structured and effective manner. The candidate clearly appreciates the evidence provided offers views on the debate and confidently examines these towards reaching judgement in the section of the response that is shown. Thus the response achieved a level 4 mark in both A01 and A02b.

Question 2

Question 2(a)

This was a well balanced set of sources that seemed to allow students to utilise the sources to evaluate the degree to which there was a threat. The resultant answers were across the range of marks from those which offered understanding of the evidence, but with limited comparison between sources, through to excellent responses which were reasoned, selective, highly organised and well able to evaluate the sources as a set. The majority of candidates offered detailed cross-referencing and so achieved level 3 or above. Many strong responses were highly attuned to the question, discriminating over the relationship between economic difficulties and stability. An increasing number of candidates seem to effectively structure their answers to give weight to the status of the evidence in examining points of cross-reference and reaching judgement, with some thoughtful and reasonable consideration of the likes of the intent of the Privy Council or the extent to which their instructions for Oxfordshire (Source 11) or the significance of Elizabeth having to make the 'Golden Speech' (Source 12), although a very small minority did attempt to use words such as 'weight' without real development of this.

Indicate which question you are answering by marking a cross in the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question Number:

Question 1

Question 2

(a) Whilst there are elements within sources 10, 11 and 12 to suggest that economic problems posed a serious threat to stability in the last decade of Elizabeth's ~~reign~~ ~~reign~~ reign, there is also evidence to be found that supports the contradicting argument that economic issues did not pose a threat to stability.

The report from the house of commons debate states how the agreement to "three subsidies" ~~at~~ (source 10) would breed discontent. Considering the provenance of this source, as an official document speaking on the issue of finance, weight can be added to the idea of economic threats, as Sir Francis Bacon thought disorder would be the ~~ref~~ response to his increased taxes to pay for the subsidies. Further weight is added to ~~the~~ this view by source 11, as source 11 depicts the outcome that Bacon had produced in source 10, of "discontent". ~~The~~ ^{Privy Council} ~~Lord Lieutenant~~

states how "ill-disposed persons" were gathering "to pull down enclosures" and "siez^{ed} armour". In response to this action, the Lord Lieutenant ^{ed} ^{to send} was requesting "some justices of the peace" to ~~emanand~~ "apprehend the ngleaders" demonstrating that ~~8~~ the stability of society was at risk.

However, the provenance of source 11 takes weight away from the argument that there was wide unrest due to economic problems, as this source only ~~refer~~ refers to Oxfordshire, hence this could be an isolated



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Examiner Comments

The candidate clearly focuses on the debate over the impact of economic issues on stability. The evidence of the sources is carefully examined, cross-referencing Sources 10 and 11 to establish what they reveal regarding unrest. The candidate is clearly aware of the need to consider the weight of the evidence for the highest levels and does so effectively, so achieving a level 4 for A02a.

Question 2(b) (i)

There was a range of material presented in response to the weaknesses in James I's reign. Many candidates offered a range of policy areas and issues as a basis for structuring their arguments.

Candidates were evidently prompted by the sources and many were able to extend these issues with detailed knowledge of religion, foreign policy, finance and relations with Parliament, the majority were usually able to focus these on arguments concerning the relative weaknesses.

There was less attention made of James' predilections than on previously related questions, although many astute candidates offered valid analysis connecting these, such as extravagance and financial failure. Strong responses often focused their evaluation on the interrelationship between these issues, such as using Source 15 as an entry point to a debate on the issues of foreign policy, relations with parliament and religion.

James' failure to understand the attitudes of his subjects was not his only ~~weakness~~ weakness; although he inherited a weak financial situation from Elizabeth, his handling of it ~~did not improve~~ ^{only worsened} the situation. Source 13 points out that James 'over-estimated the wealth of his new kingdom, and judging from his handling of finance this was true. Towards the ~~end~~ end of her reign Elizabeth was forced to sell off crown lands to find the £4.5 million ~~worth of~~ ^{which was the cost} of war she was involved. This significantly reduced James' income, ~~as he did not receive~~ ~~money from~~ ^{due to} crown lands being rented on long leases and inflation the financial situation was further worsened. ~~After~~ ^{After} the first year of his reign she had a shortfall of £344 000.

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Examiner Comments

The response shows some focus on the question, examining here his handling of finances. Own knowledge is usually well selected and intergrated, although a consistent focus on developing argument is not maintained. Thus the response achieved a high level 3 for A01 and a low level 4 for A02b.

Question 2(b) (ii)

The majority of candidates found this an accessible debate, producing responses which offered a range of knowledge of the reign of Charles I and to consider his responsibility across a range of areas. A significant number of responses showed excellent awareness of the differing views of Charles, extending beyond the sources too offer reasoned and balanced assessments. Whilst a small minority of candidates wandered beyond the date range, the vast majority were in the main well focused. Many candidates seemed well prepared for a question on this issue; the best responses were flexible in adapting prepared arguments and applying contextual knowledge to the debate. Candidates generally seemed confident in examining the views of the sources and often analysing these in relation to each other and own knowledge, although the consistency of integration, along with the effectiveness of an overall conclusion, was often a discriminating factor in the higher levels.

Answer EITHER part (a) OR part (b) (ii) of your chosen question.

(b) There is considerable evidence in the sources that support the concept that the problems faced by Charles I in the years 1625-1628 were "largely of his own making". This "confident" character, unwillingness to compromise and line pursued in foreign policy, finance and religion all suggest that he was the ~~main~~ creator of his problems. However, he "cladly" (s. 16) circumstances which Charles interpreted must also be considered. The situation his father left behind with regards to foreign policy and finance were very difficult moreover, the parliament Charles I was working with, ~~was~~ incredibly demanding consisting of the "new gentry", empowered by the dissolution of the monasteries and education, was incredibly demanding. Whilst Charles clearly ~~increased~~ the ~~weight~~ worsened the situation, the sources also suggest clear evidence that other factors assisted in the difficulties.

Source 17, whilst stating it was "no easy time" to take the throne, Cleary suggests the problems Charles created, largely concerning foreign policy. The source states how "foreign policy" since his return from Spain had been, his rather, than his father's". Whilst the Parliament had liked his advocacy of war with Spain, ~~to~~ which is referred to in source 16 as "he is left engaged in a war with a powerful prince", Charles placed himself under enormous

(b) continued) pressure as the country was "unready for bearing arms" yet he took them to war. After doing so, ~~to~~ Charles I opened up the problem of finance which would ~~plague~~ plague him for his entire reign. This was especially because ~~of~~ of Charles I's choice not to willingly discuss foreign policy, as he had done in "his father's last parliament" which "had been ~~the~~ nicknamed "The prince's parliament", with parliament. The fact he had given them this privilege before his reign, raising expectations, only to take it away afterwards, suggests that Charles I was the architect of his own problems. Refusing to explain his choice of a continental war ~~and~~ instead of a naval one, followed by Buckingham's failure ~~of~~ at La Rochelle and ~~the~~ the Mansfield expedition ~~in~~ ⁱⁿ the parliament meant Charles created many problems for himself. Moreover, he felt that Charles elected to keep "his father's" ~~un~~ unpopular "favorite" as his ~~own~~ own also caused issues. The ~~role~~ role of Buckingham caused issues at several of the parliaments, with Charles dissolving the first to save Buckingham and signing the petition of rights. In signing the document to protect his favorite Charles of "his own making" created problems. Parliament used Buckingham as leverage with the king,

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The candidate clearly establishes both an understanding with the debate at hand and the views presented by the given evidence. Evidence is used with discrimination, with issues identified and selected evidence from the sources examined in exploring arguments raised. Own knowledge is also carefully selected across the range of issues, with sources cross-referenced in developing a consistently focused and structured response. This standard was maintained throughout to a well reasoned judgement and thus the response achieved full marks on both assessment objectives

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