

Examiners' Report
June 2015

GCE History 6HI02 A

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Introduction

Centres and candidates are once again to be congratulated for their performance this series as examiners reported that the majority of candidates understood the essential requirements of the Unit 2 examination with the different focus of the two parts of the question. Many scripts demonstrated an impressive knowledge base in the part B question which compared favourably with previous examination series. At the highest levels of attainment, these scripts were combined with well-developed analysis.

However, it is again disappointing to note that there remains a minority of candidates who perform poorly, both in terms of their skills set and their knowledge base.

In part A, a minority of candidates continue to work through the sources, largely in sequence, paraphrasing the content and with no attempt at cross referencing. Whilst it is the case that many candidates understand the language of cross referencing, not all actually engage fully in the processes, merely asserting that the sources either agree or disagree without explaining how they have arrived at this conclusion. Such responses are unlikely to move beyond level 2, even where they clearly understand the issues being raised by the sources. There also appeared to be a number of candidates who were using their own knowledge to develop points raised in the content of the sources in this question in this exam series. There is no credit for this in part A and thus, such candidates waste time that would be better spent developing those aspects of the answer that do gain credit – cross referencing, a consideration of provenance linked to the arguments and judgements. There seemed to be certain stock responses given to particular kinds of sources which could not be justified on the basis of the information that the provenance provided. For example, in those options where letters were used, there were a significant number of candidates who assumed that such letters were private, even where it would appear much more likely that they would be in the public domain.

In part B, there appeared to be fewer candidates this series who relied completely on the material in the sources. More candidates demonstrated some range and depth of knowledge that could be applied to the part B questions. The best answers used the sources to shape the argument and raise issues which were supported and developed with the use of detailed and specific own knowledge. It continues to be the case that despite comments in many previous examiners' reports regarding the focus of AO2b, candidates continue to comment to a greater or lesser extent on provenance in their responses to part B. Such comments are frequently very generic e.g. the historian can be trusted because they have the benefit of hindsight (or they cannot be trusted because they were not an eye witness to the event). In any event, such comments, even if well developed, generally do not contribute to AO2b, which is what is being tested in part B. Some candidates spend an excessive amount of time on this and they would do well to develop their arguments in relation to the question, rather than write whole paragraphs on provenance which can earn no credit under AO2b.

Candidates should take care that they can spell technical words and significant names correctly, especially when those words and names form part of the question or the sources. Where candidates have a few minutes left at the end of the exam, they would be well advised to check their work. Fewer candidates this series used the word 'infer' incorrectly, although there did appear to be some increase in the use of 'bias' often incorrectly spelled.

The candidates' performance on individual questions is considered in the next section.

Question 1 (a) (i)

Question 1 was significantly more popular than question 2.

Indicate which question you are answering by marking a cross . 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) The sources give both the impression that Henry was intent on making an example of the rebels and that he wanted to allow a pardon for those who had peaceful intentions, or now regret it.

Henry VIII demonstrates in Source 1 that he did 'not intend to treat harshly' the men who were regretful which shows a certain level of remorse and forgiveness from the King. This is supported by Edward Hall (Source 2) who writes that in 'December' a pardon was issued and that everyone 'went peaceably to their houses.' Again, at surface level, this appears to highlight the King's forgiveness and merciful attitude, however we could question that this was because Henry was in such a weak position that he had no choice but to let them go without harm.

This would suggest that Henry may have harboured true intentions of harm but suppressed them to ensure peace was maintained. Henry VIII's instructions to the Duke of Norfolk (Source 3) give a good account of the lengths Henry was willing to go to as he demanded a 'dreadful execution' of a 'good number of men in every town'. This source is likely to be the most objective in revealing Henry's true intentions because within this he orders the 'hanging' and 'quartering'. This horrific punishment

((a) continued) demonstrates the King's anger with the rebels.

Yet this view that Henry held intentions of harshly treating the rebels appear to be challenged by the ~~first sources~~ sources 1 and 2 where the 'rebels were promised their grievances would be gently heard'. The word 'gently' challenges Henry's harshness. One explanation could be that Sources 1 and 2 describe the events of 1536, yet Henry's instructions in Source 3 appear to have been triggered by 'further risings'. It is therefore implied that Henry had lost patience by this point, and didn't intend to treat the rebels harshly - but felt by '1537' he had to make an example of them.

This idea of wanting to prevent rebellions is supported by Henry VIII's idea in Source 1 of wanting the 'handing over of the ring leaders' but was pleased that 'quiet' had been restored without a 'blow being struck'. In Source 2, it should be remembered that Hall would have been unlikely to write critically of the King because of the fact that in 1542 he was still at Henry's mercy, particularly as an 'MP.' However the source supports the idea that Henry wanted things brought back to 'good order'. These place an emphasis on peaceful methods for the restoration of order over harsh treatments. Source 3 appears to contradict this, however by '1537' Henry may have felt creating a 'fearful spectacle to all others' may

((a) continued) have been the only way to prevent further rebellion

Overall I agree with the view that Henry never set out with the intention of treating the rebels harshly, yet after further uprisings after the 'pardon' and promises of the previous year Henry was left with no choice but to ^{impose} ~~execute~~ a ruthless treatment to prevent further threats to his power, as shown by his demands in Source 3 to Norfolk.



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Examiner Comments

There were very many competent answers to this question by candidates who identified the conflicting intentions of Henry VIII towards the rebels in 1536-7. The candidates understood the sources well and focused upon the key issues. However, there were surprisingly fewer really good answers to the question. The quality of cross referencing of content in some responses was excellent although across the cohort it was not as high as in previous years. Candidates were generally more aware of the need to consider the attributes of the sources and occasionally to cross reference provenance, not many however used their understanding of the attributes of the sources to weigh the evidence in addressing the question "How far?" It was apparent that some students had not read the sources as carefully as they might have done. There is a considerable difference between 'Henry's ambassador in France' and 'the French ambassador'. A number of students misunderstood Source 1, particularly the phrase "both shires are at our mercy" and the point about Henry's subjects in lines 3-5. Some candidates did not use the time frame between sources 1 and 3 accurately. Many claimed that 3 was written 'a year later' than Source 1, rather than three months at most. However many candidates made intelligent use of the chronology to help them focus on Henry's intent changing as the rebellions developed. A few candidates misused sources to give them a different sense; this tactic did not help them. Candidates still encounter difficulties in making a judgement and a significant number still summarise their findings at the end of the response rather than use the weight of the evidence to reach a judgement.



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Examiner Tip

This is a level 4 response. It begins by outlining the views in the sources, although there is no specific source reference in the introduction. The response proceeds to focus upon the task of cross referencing considering the evidence that agrees and challenges the view in the question. The candidate draws out good inferences from the sources to develop the analysis, arguing, for example that Henry's merciful attitude shown in sources 1 and 2 was no doubt driven by his weak position in 1536. The sources are treated as evidence and weighed effectively. A good example is shown on the second page where the candidate makes good use of the differences between sources 1 and 2 and source 3 to argue that Henry had lost patience by 1537 and therefore had to make an example of the rebels. The candidate provides a brief but focused judgement after considering the attributes of sources 2 and 3. Overall, the candidate has displayed the qualities of a level 4 response.

Question 1 (b) (i)

merit \rightarrow T Royal authority

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

(b) Throughout the period of Wolsey's domination of the running of England it can be said that the King & the country changed a lot. ^{understandably} However, the agreements and benefited different people. Therefore, the agreement presented by each source varies in the level of agreement with the question with source 4 presenting the clearest agreement with the question, source 5 and 6 both presenting a contrasting idea yet source 6 provides an idea of greater distance to the statement. Consequently, the ways in which Henry altered power positively will mainly ^{though would justify} seem ~~in~~ ^{to} ~~support~~ ^{and} ~~consequently~~ the controlling of the roads yet this is contradicted by the idea that Wolsey's goals will self deliver and therefore be without authority.

Therefore, the first point of agreement with the question is the Wolsey impact that he held in the justice system of England at the time. As mentioned by source 4 Wolsey increased the role of the 'Star Chamber' and provided 'common laws of evidence' which provided equal punishment for both the poor and the rich. This point is supported by source 5 which states, that Wolsey employed a regime of 'more effective administration' and can even be explained by his 'value to the king' (source 6). This improvement in the justice system went further than just improving the administration of the country, it improved the 'will of the people' (source 4), which consequently, would have contributed to the ~~rise in~~

(b) continued) ^{* Wolsey a strong support agreement is provided by source 4} increase in royal authority as Henry would ^{by source 4} have become more popular with the lower levels of society.

However, in contrast to this it can be argued that the influence created royal authority as well, as the will to this clause gave a decrease in the independence of the Nobles and other exercises such as the 'Elton codicilli' (source 5) would have increased Nobility's gratitude.

Nevertheless, though the ~~word~~ 'Elton codicilli' mention in source 5, Wolsey succeeded in curtailing the Nobles' influence on Henry or ~~the~~ 6 and it can be argued that this would have brought royal authority as the settlement of the Prag Sancti Leth de Light agreement with Henry and was ^{not} a ~~good~~ ^{good} as the king which could have led to worse decisions ~~of~~ ^{of} ~~the~~ ^{the} particularly upon foreign policy is lost with a high influence. Furthermore, though his curtailment of the Nobility, Wolsey played a large part in the death of the Duke of Buckingham who had a claim to the throne, and though it can be said that though his removal the Wolsey did strengthen the authority of Henry it is only slightly as the agreement presented by the rest of source 5 suggests that Wolsey's aims were more selfish, also seen in source 6. Furthermore, Wolsey's justice system presented by source 4 also suggests that the Nobles were curtailed as it states that 'no one in England was so powerful that he could ignore justice', yet there is a weaker case for support in this as it did not cause increased gratitude by the nobility, however, this was

((b) continued) targeted at Wolsey, not the King. Therefore not explaining his authority.

However, in contrast to this the ideas strongly presented by source 6 and to less an extent by source 5 Wolsey is seen to have ~~reduced~~ ~~been~~ ~~interested~~ ~~in~~ ~~curbing~~

his own influence and not that of the King. This is shown by source 5 as it states that 'Wolsey's main aim was to reduce the influence of others', which is shown through the 'Eltham Ordinances', of which presumably he maintained little control but after the Eltham Ordinances he reduced the number of the bedchamber. This point is supported by source 6 which states that Wolsey 'carried on all business or business as usual', however, this source is less reliable as it is written by Vesil who would have hated Wolsey as he had been imprisoned due to this. Furthermore, this point is presented by source 4 as it states that 'Parliament met for only two sessions', therefore implying that Wolsey reduced the royal patronage. This point is supported by the fact that it is stated that Wolsey was acting selfishly as he was deposed by parliament due to his high birth law bill, and the fact that he was a member of the clergy and used the influence of the House of Commons. This source is supported by the fact that parliament, when advised, had the power to remove Wolsey from his role in the eventual downfall of Wolsey. Consequently, this provides a strong argument that Wolsey was acting for his own self interest, shown by his view in (Turnover) 'Wolsey at Court' in source 6.

((b) continued) Furthermore, it can be argued that Wolsey's main aim was to increase the royal authority of the King, however he failed to increase it's economic capacity. This is shown particularly by source 5, which states that the 'Eltham Ordinances' were aimed at reducing the number

successes, however this and a combination of other cost
such as the expulsion of the morris only succeeded in
raising £106,000 pounds which in total was not enough
to compensate for the expanding foreign policy aims of
Henry. This economic guideline was furthered by the
amount of money that Wolsey spent on foreign policy
between 1511 and 1524 which totalled £1.4 million and
is England was a small country in comparison to the
European continent. This went some way to reducing the authority
of the King: ~~as money~~. This economic guideline led to
grievances such as the 'amiable general which decreased
'will of the people' (source 4) and Henry led to rebellions
especially in the North, decreasing Royal authority.

Overall, it can be said that ~~despite~~ ^{due to} Wolsey's ^{ambition} ~~opponent~~
~~self~~ self driven goals his main aim was to increase
Royal his role in the country as this view is strongly put
forward by source 5 and six and mentioned with in
source 4. The source 6 succeeds in destroying the argument
that Wolsey created a new legal system as it mentions that
the court was 'so much more (gull) into the hands of one man'
thereby implying that for all the positive aspects Wolsey
(b) continued led on authority there was a deeper, self driven
aim that guided his decision.



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Examiner Comments

This was the most popular question on Q A1 part b with the majority of the answers in the level 3 range on both objectives. The best responses were fully focused on the debate as to whether Wolsey's main aim was to increase royal authority or his own power and influence. The level of knowledge of Wolsey's work was reasonably high and candidates generally understood the sources although some struggled with the reference to "centralised government" in source 4. Some candidates' knowledge lacked precision and this undermined their responses. Some were unclear about the role of Star Chamber and claimed that the poor brought their cases to it for judgement. Many candidates were unclear about the role of parliament in the sixteenth century. The Eltham Ordinances were only understood in outline by some candidates and a number of answers contained more assertion and speculation than usual. There was, however, many examples of good integration of own knowledge with the source material, although in some weaker answers there was still a tendency to comment on the provenance of the secondary sources sometimes at length. Candidates tended to make greater use of source 5 and dismiss source 6 as unreliable without always explaining why. A number of candidates used foreign policy in their answer but were not always able to make it relevant to the question. Weaker answers were not always able to identify the debate between the sources and these responses tended to produce a general account of policies Wolsey pursued and actions that he took.



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Examiner Tip

This is a secure level 4 response on both assessment objectives. The response is driven by the sources with a clear understanding of the representation in each source demonstrated in the introduction. There is a real contextual understanding of the knowledge that underpins the issues raised in the sources and an attempt to debate them. The candidate makes good use of their understanding of the Eltham Ordinances and the execution of Buckingham to explore increasing royal authority and contrasts this view effectively with the representation in sources 5 and 6 that Wolsey's primary concern was his own power. The sources and knowledge are fully integrated throughout the response which maintains its focus on the debate. The final judgement is succinctly argued and clearly based on the issues raised in the sources.

Question 1 (b) (ii)

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

(b)(ii) During the years 1532-40, factions began to emerge in Henry's courts, which were divided into conservative factions who wished to stay loyal to Rome, and continue with the traditional Catholic faith, and the growing Protestant faction, which supported religious change. Both groups contained important figures, which was important in the Protestant faith becoming so important, as people like Thomas Cromwell were able to impose their ideas on Henry as a result, ultimately leading to religious changes that could never ~~be~~ be recovered, such as the dissolution of the monasteries.

The different religious ideas of the factions can be seen through the changes in the country's approach over time, through the different acts passed. For example, the position awarded to Thomas Cromwell as vice-gerent in spirituals meant he could impose his own reformist ideas on the country, and consequently the passing of the 10 articles, which included the belief that there were only 3 sacraments, and others including ~~transubstantiation~~ ~~signified~~ symbolised the extent the Protestant faction was influential at court, it would have the power to turn the country's religion towards its reformist ideas. This can be seen partly as a consequence of Anne Boleyn's influence on Henry too, as she was thought to have introduced him to English scripture, introduced him to reformist thinkers and helped to promote the idea of royal supremacy, ~~which~~ which made the idea of reform more appealing to Henry. Besides, the injunctions mentioned in Source 8 as being 'critical of many of the old church practices' can be seen as coming as a consequence of people like Cromwell and other Protestant thinkers having the most influential positions at court at that time, so had the most influence over Henry's thinking. Similarly, the use

((b) continued) → shift back towards traditional Catholicism that came with the Six Articles in 1539. This is mentioned in source 8, as 'the six articles of 1539 indicate a conservative reaction'. The source also goes on to state that Catholicism would have been more important than any theological new thoughts. Catholicism was part of the conservative faction at court through the father of the Duke of Norfolk being very conservative in his approach to religion. Despite the King receiving influence from Catholic ~~people~~ instead of Protestant thinkers like Anne Boleyn and Anne of Cleves, and the subsequent promotion of the Duke of Norfolk to one of Henry's closest advisors meant that Henry was now receiving more messages from the conservative faction, and therefore any changes made can be seen as being as a result of their influence going. Therefore, the 10 articles and subsequent backtracking later in the 6 articles of 1539 can be seen to show that Henry's religious policies were influenced by the people around him, and therefore which faction was more influential at the time was able to control the religious policies of the country.

Also, Henry can be seen as being controlled by the factions, leading to religious change through the ~~religious~~ religious changes that came as a consequence of the messages of factions, particularly the reformist faction. In source 7, the phrase 'Henry vigorously justified his royal supremacy' could be seen to show the extent to which the Protestant believers in his court like Thomas Cromwell who became Archbishop of Canterbury influenced him, as it was this group that originally suggested to Henry the possibility of taking control of the church in his country, rather than relying on the

((b) continued) influence of the pope, the fact that Henry later became so interested in the idea was important, but it can be seen as being a consequence of the influence of the factions advising him that the suggestion ever came about initially. Another idea proposed by the reformist faction that Henry took on was the idea of an English bible, shown in source 9 when Thomas Cromwell described how the 'Lay Scriptures' were all in their hands in a language which they understood. This is important because the Great Bible, which featured Henry on the cover and was in English, and required to be in all parish churches, was ~~promoted~~ promoted by Cromwell himself, and partly funded by him. Therefore, although the bible being in English promoted Henry's glory, and fitted in with the King's belief of royal supremacy, the idea that made him attracted to reform it can be seen as being the ideas of reformist factions carrying out the work in Henry's name but simply to fulfil the brief of men like Cromwell, and therefore the change can be seen as being due to the factions at court.

However, as source 7 suggests, the influence of Henry himself is crucial too. It believes that 'Henry was far more actively involved than this emphasis on personal influence would suggest', and this suggests that all of the changes that occurred were to suit himself and his aspirations as King, not the people around him. One reason for this could be the one mentioned in

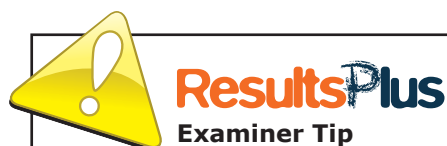
source 8 that supports this view, that 'Henry was considering an alliance with the Lutheran princes', and therefore to suit his own ~~ambitions~~ ambitions, in this case preventing an invasion and pope's help by France and Spain. Foreign support was needed, and therefore a shift towards Protestantism could have been an answer, so over time the great bible being commissioned ~~was~~ had to happen.

((b) continued) This can also be seen through the dissolution of the monasteries, as the money collected was used to build coastal defences against the potential Catholic invasion. The record examined in the Valor Ecclesiasticus of 1535 shows that it was a significant amount of wealth ~~that~~ that could be generated from the dissolution and therefore again religious change happened to suit Henry. Finally, the initial break from Rome can be seen to have benefited Henry more than anyone else, as it meant he could marry again and hopefully get on his throne to continue his dynasty. Therefore religious change can be seen to have happened because of Henry's desires and wanting his purposes rather than factions.

In conclusion, the sources present a picture that religious change happened because factors influenced Henry, parliament, James I and ~~the~~ of, who are Cromwell himself acknowledges the existence of two groups. Therefore, even if it benefited Henry to change, the ideas that led to change were factions.



The range of scripts was greater for this question with more level 2 and level 4 scripts than for the previous question. Some candidates did not know what is meant by 'political faction' and that did impact upon the quality of their answers. A minority of candidates did not read the question carefully and referred to 'political factors' throughout their answers. A number of candidates struggled with source 7 and some misunderstood Bernard's reference to the opinions of other historians that Henry's religion was "a ragbag of emotional prejudices and Henry being seen as "weak and dominated by faction". They misinterpreted these as Bernard's own views and then unable to reconcile them with his later comments ignored those and misinterpreted the view expressed by Bernard to be the opposite of what it actually was. Other candidates focused on the reference to Catherine Howard in Source 8 and over emphasised her personal role. A significant number of candidates did not know what to do with Source 9 and either ignored it or mentioned it only in passing. A number of candidates also focus on the role of Ann Boleyn and the Boleyn faction in general in some cases forgetting the time restrictions in the question and including much analysis based on pre 1532 events. There were however a number of extremely good answers to this question which integrated source analysis with own knowledge and addressed the question some going so far as to challenge the concept of faction as defined in the sources and identifying a number of alternative drivers for religious change which they were able to evidence and evaluate.



This response is a secure L4 for A01 and high L3 for A02b. It is mainly driven by knowledge and this is very strong with good range and depth. The candidate demonstrates depth of knowledge of the Great Bible and the role of the dissolution of the monasteries for example. Knowledge is effectively integrated with the sources. The candidate has a very clear understanding of the issues. There is a good assessment of both the reformist and conservative factions and their influence. The candidate does develop reasoning from the sources consistent with level 3. Source 7 is used well to consider both the influence of the protestant faction and the active involvement of Henry himself. Overall, however, the sources are used to support rather than drive the argument and this keeps the response in L3 for A02b. The sources are used to move towards a conclusion but this is not fully developed in the concluding paragraph.

Question 2 (a)

Indicate which question you are answering by marking a cross . 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) Source 11 in particular agrees with the view that it was the actions of Parliament itself that caused the division between the King and Parliament. S11 states that Parliament were trespassing "upon royal prerogative" and by yet protesting to the contrary. S11 is a direct response to a ~~par~~ petition presented to James by the House of Commons and therefore it provides weighty evidence to suggest that Parliament were infringing on James' rights by discussing his royal prerogative, and also felt comfortable in complaining when he tried to stop them. S10 corroborates this with the Petition by the House of Commons in 1671 whereby Parliament are defiant of James' attempts to prevent their discussion of royal prerogative by claiming freedom of speech is an "ancient and undoubted right of Parliament". James is furious at this impudence as is demonstrated in S11 by his aggressive response to the Protestation. S11 wholly blames Parliament for the breakdown of relations, further accusing them of deception and conducting themselves in

(a) continued) a ~~disorderly~~ disorderly manner. James claims Parliament are in fact meddling "in matters (which they themselves) confess (they) ought not to meddle. Surely S12 adds further weight to the claim that Parliament is to blame ~~with~~ as the source originates from Sir John Eliot who was "imprisoned in the Tower between 1629-32 for leading attacks on the crown." The term attacks implies that Parliament were aggressive, not defensive in their defence of their rights and so it can be inferred that it was this impudent attitude that largely led to the poor relations in 1621. However, overall weight must be subtracted from this view as S11 originates from James I himself, who's belief in Divine Right prevented him from recognising his own faults. And so perhaps Parliament were justified in their defence of their rights but James could not see this as he believed his word was law, as appear God's representative. Therefore perhaps James's obstinacy is more to blame than Parliament's petulance.

Source 12 certainly agrees with this view as Sir John Eliot claims that it was merely a "misunderstanding" that led to the breakdown of relations. Eliot asserts that ultimately the "rightful"

((a) continued) duties towards the King were prevented by these intent and deception." This implies that the King's untrustworthy advisers convinced James that Parliament were ~~disrupting~~ disrupting government proceedings and so tried James with "(reducing) and (locking) up the ancient privileges" of Parliament. S12 ~~adds weight to the claim~~ However some weight is subtracted from this claim as Clot was only an MP in the 1614 P^r and 1621st Parliament and so cannot provide evidence for the breakdown of relations in 1621. However S10 can add this adds weight to the claim that Parliament were not wholly responsible. S10 claims that the fault lies with James for "(reducing) the ancient liberty of Parliament for freedom of speech." Overall there is much weight to support the claim that Parliament are not wholly to blame as the combined evidence of S10 and S12 strongly suggests that James was too restrictive of Parliament's "freedom of speech" and this provided a resolution.

In conclusion it was James not Parliament who ~~was~~ ^{was} largely to blame for the breakdown of relations. James was for

((a) continued) too defensive of his royal prerogative and, as stated in SH, accused Parliament of "trespassing upon royal prerogative" for merely attempting to "give... advice", not orders, on matters of marriage and foreign policy. By 1621 Parliament were determined that James understand their rights and privileges; ~~including~~ trusting that a "just King will not intrude" on their "ancient and undoubted rights". However as a believer in divine right James was unable to see such petitions as anything other than "trespassing" on his royal prerogative and so ~~he~~ he kept relations hostile in 1621 by refusing to compromise.



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Examiner Comments

Candidates comprehended the sources well and cross referenced more effectively than on Q1a. Some did, however, choose to work through the sources sequentially and their limited their achievement to level 2. The sources in this question were generally well understood, and the candidates were able to draw inferences from the sources. Most candidates weighed up the evidence contained in a source in the light of its provenance. However many candidates relegated this to a discrete section of the response and did not integrate the consideration of provenance into the answer. This prevented a number of candidates from reaching the higher marks. The provenance of 12 was confusing for some candidates, but many understood well the provenance of sources 10 and 11. The best answers were able to use source 12 to reconcile the conflict in the sources and to reach a judgement.



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Examiner Tip

This is a level 4 response. It is fully focused upon the task of cross referencing. This can be seen very clearly on the first page where source 10 is used to corroborate the claims made in source 11 regarding parliament's role in causing division. The candidate draws strong inferences from the source material; for example on the second page of the answer where the 'impudent attitude' of parliament is raised. The weight of the sources is considered and used to make judgements about the relative blame that can be attributed to James and parliament. The conclusion is a weaker element in the response, in that it tends to summarise previous points rather than develop the judgement. However, the qualities of level 4 have been demonstrated throughout the answer and therefore it fully merits that level.

Question 2 (b) (i)

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

(b)(i). I partially agree that inflation was the greatest of Elizabeth's domestic problems, since the financial problems themselves went much further than just inflation of food prices throughout the last year of her reign. ^{Just as source 13} Equally, ~~political tensions~~ political tensions in both court and parliament were ^{both} sources of grievance for Elizabeth, and sources ~~of grievance~~ 13 and 14 suggest that the poor were also a source of problems for Elizabeth I.

Inflation had been a large problem for Elizabeth, ~~since it affected~~ since it affected ~~many~~ of the poor throughout the country. As Ragan opines in source 13, it was due to "the rapid growth in population" which affected "price rises". Certainly, the population growth, which went from 2.5 million in 1545, to 3.8 million in 1603, proved to not only affect price rises, but also meant there were more food shortages, unemployment and under employment, especially in the "dark corners of the land". Source 14 suggests that this was the case, since in Wiltshire ~~the~~ ^{some} "poor people" are "not able to buy the better grain". Corn prices doubled throughout the time of inflation during Elizabeth's reign, and as McGurk suggests, this led to "famine" in some

((b) continued) areas of the country.

However, there were also grievances in Parliament, since "finance was a constant source of conflict" as McGurk suggests in source 15. ~~Therefore~~ Between over thirty years of her reign, Elizabeth asked for ten subsidies, yet between ~~1587 and 1598~~ 1587 and 1598, she also asked for ten subsidies across over ten years. This was because Elizabeth's foreign policy which put a strain on her finances and was why also she had to resort "to Parliament for subsidies" as suggested by source 13. Source 13 also suggests that many blamed "the selfishness of monopolists" and ~~the~~ ~~monopolists~~ "monopolies" were also mentioned by source 15. However, this was not likely a big strain on Elizabeth's finances compared to the cost of funding^{ing} foreign policy and inflation, since Elizabeth easily took away monopolies, such as with the case of Essex in 1601. ~~Therefore~~, Equally, the Royal finances hadn't been updated since the reign of Mary I, and were outdated. The ~~reality~~ upper classes deliberately underdeclared their incomes which meant that the value of subsidies went down.

Elizabeth's foreign policy was also a source of financial

(b) continued) strain during her reign. It cost Elizabeth £ 320,000 per annum to fund defence against rebellions in Ireland, and as source 15 opines, there were four subsidies voted "in 1601 when the Irish War was at its height". Moreover, it had cost £1.5 million to deploy English troops in the Low Countries, and subsequent Armadas after the famous Spanish Armada in 1588, also drained finances. Particularly Ireland was a great source of frustration for Elizabeth, ~~as the French Ambassador observed she wished "Ireland would drown in the sea"~~ as the French Ambassador observed she wished "Ireland would drown in the sea"

The morale of the poor throughout Elizabeth's reign also caused concerns. This was ~~also~~ caused by inflation, among other causes such as "~~there~~ had harvests of the 1590s," as McGurk opines in source 15. There were numerous riots throughout these times of bad harvests in the "dark corners of the land", in the south-east and south-west and also in Norfolk and East Anglia in 1595. These clearly raised concerns for Elizabeth and Parliament since there were 5 Poor Relief Acts put in place between ~~1589~~¹⁵⁸⁹ and 1601, and there were fears ~~of~~ the supposed Oxfordshire Rising. However, since there were no large-scale popular rebellions throughout this time, the "many-headed monster"

((b) continued) of the poor was not quite as threatening to the Crown and parliament as it appeared to be.

To conclude, despite inflation being one of the many grievances, it was not overall the greatest of Elizabeth's domestic problems. Inflation did add to Elizabeth's financial burdens, which included her expensive foreign policy. ~~and~~ Inflation was the greatest cause of grievance for the poor however, since rising food prices and bad harvests affected some areas badly. This meant that Elizabeth also had concerns about the poor, and many local officials at the time feared them due to their anger about inflation in the Elizabeth's reign.



ResultsPlus

Examiner Comments

This appeared to be the least popular answer on A2 part b and was generally either answered extremely well or very poorly. Weaker answers struggled to comprehend the concept of inflation and occasionally misunderstood the sources finding it particularly difficult to place source 14 in context. Candidates at times often repeated evidence for different arguments as they were quite interlinked – inflation and rural poverty for example. They did however follow the instruction to discuss domestic policy only. However, those who understood the question performed well as the sources accessed lots of different arguments which were well capitalised on generally with good own knowledge.



ResultsPlus

Examiner Tip

This is a level 4 response for both assessment objectives. It begins with a well-focused introduction, identifying a range of problems, outlining the views in the sources and giving a hint of a judgement. The given factor, inflation, is effectively examined, both from the views in the sources and by testing with secure knowledge developing the impact of population growth and its relation to inflation. Alternative factors, including finances, monopolies and the impact of foreign policy expenses are considered and supported well. The impact of these issues, including inflation, upon the poor is discussed and judgements drawn about the level of the threat. The sources are used to develop reasoning and debated well in the paragraph on finances on page 2 of the answer. There is a clear judgement on the extent to which inflation was Elizabeth's greatest problem which emerges from the body of the answer. The sources could be used to greater effect in the conclusion and this limits progression within Ao2b. Overall merits level 4.

Question 2 (b) (ii)

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

(b) Source 16 largely agrees with the view that it was Charles's religious beliefs that caused the ~~breakdown~~ ^{breakdown} of his relations with Parliament in the years 1629-29. On the other hand Source 18 suggests that Parliament was also partly to blame. Finally Source 17 infers that it was Buckingham who was to blame.

Source 16 states that "Many members (of Parliament) were horrified by when the King appointed the Armanian Montagu royal chaplain". Parliament felt Armanianism was a ^{type} of Catholicism and that in promoting William Laud, Charles was allowing Catholicism to infiltrate the Church of England and, ~~undermine~~ as a result, it was undermining it from within. Source 18 corroborates this fear with the claim that ^{the promotion of} "Armanian Clerics within the Church", and so it can be inferred that Parliament were justified in their fear of a Catholic infiltration. Charles promotion of these Armanians raised "Parliament's suspicions" as is evidenced in 1636, and so they began to not trust their King, whom they suspected had Catholic "sympathies". The issue

((b) continued) was exacerbated when, following the 1626 dissolution Charles issued a royal proclamation stating his support of the Arminians as his natural allies. Then following his forced loan in 1627 Charles desired to print the Arminian minister Sillithopes sermons that preached "that subjects were bound to obey even an unjust King". Source 18 therefore adds further weight to the claim that Charles religious beliefs led to a breakdown of relations as Charles was openly supportive of a religion they feared. Overall Charles refused to acknowledge the genuine ~~the~~ fear of Catholicism and this obstinance culminated a hostility between Charles and Parliament, as Parliament began to view his court as Catholic and un-English. This rift certainly contributed to the breakdown of relations.

On the other hand S18 suggests that Parliament were partly to blame as their refusal to grant tonnage and poundage for more than one year was "not only financially embarrassing, it was also insulting". S16 adds weight to this claim as it reveals Parliament as would "ignore the King's request for further subsidies" and instead

((b) continued) present their grievances. Parliament were meant to serve their King and yet S16 and S18 together present rather a weighty evidence that suggest a growing power struggle. Parliament were determined to protect their rights and so they learnt to withhold subsidies until their grievances were addressed. As a believer in Divine Right, Charles was furious at their lack of cooperation, and although he could be pressured to give in, relations were no better for it. Finally S18 refers to Parliament's relentless attacks on Buckingham that forced "Charles to dissolve Parliament" to protect Buckingham from impeachment. Parliament's attacks on Buckingham worsened relations as Charles viewed Buckingham as a father figure and friend and therefore he would never betray him. But overall it was Charles' obstinate defence of Buckingham that largely contributed to the breakdown of relations. As Charles demonstrated a dangerous lack of political skill when he chose to defend his friend at the expense of his relationship with Parliament. Parliament The Parliaments of 1625 and 1626 were both dissolved because Charles wanted to protect his friend and therefore Parliament began to turn hostile towards him as a result of his obstinate and

((b) continued) uncompromising nature.

Finally source 17 suggests that it was Charles and Buckingham's foreign policy that paved the way for poor relations with Parliament. In 1625 Charles and Buckingham were "engaged in a war" with Spain, one of the most powerful European nations at the time. Since James I had stayed out of wars, given his desire to be a peacemaker, the "people's hearts were unready for bearing arms." Although this was something Charles and Buckingham chose to ignore. S13 adds weight to this claim as it refers to the "disastrous ~~the~~ Marston expedition" whereby 6000 troops were impressed into service with no training, little equipment and no provisions made for them. Around 6000 died of disease and starvation whilst the rest never even went into battle against Spain. And yet some weight must be subtracted from this view as S17 comes from 1625, the very start of J. Charles I reign. It is therefore not a very reliable view of the period 1625-29, just that one year. Ultimately ~~it becomes clear to Parliament~~ that Charles is to blame for

((b) continued) the breakdown of relations between himself and Parliament. Parliament initially blamed King Buckingham for all their troubles, including foreign policy as the expeditions were mostly Buckingham's doing. However following Buckingham's assassination in 1628 relations worsened rather than improved, and so that it can be inferred that Charles was at least the root of the problem all along.

In conclusion Charles is largely responsible for the breakdown of relations between himself and Parliament in the years 1625-29. This encompasses his religious views as his promotion of "Arminian views within the church" as evidenced in S18 and his "appointment (of) the Arminian" Laud referred to in S16 provoked Parliament. Yet ultimately Charles was obstinate and refused to acknowledge the genuine fears of his Parliament. S18 refers to the Commons attacks on Buckingham but Charles chose instead to "desire" Parliament, ~~rather than~~ and "protect Buckingham from impeachment". He lacked the political skill to cooperate with his Parliament and this led to hostile relations. S17 hints at Charles and Buckingham's disastrous foreign policy.

((b) continued) in 1628 and at this time, Parliament was willing to merely blame Buckingham. However the assassination of Buckingham in 1628 and subsequent worsening of relations in 1629 provides solid, weighty evidence to suggest that Charles, not Buckingham, was ultimately to blame.



ResultsPlus

Examiner Comments

There were many excellent answers to this question from candidates who engaged with the source material and who had an excellent knowledge of the topic. The majority of candidates were able to identify a range of own knowledge which they were able to integrate with the sources. Most candidates were at least able to arrive at a simple judgement and a number achieved a sustained conclusion generally based more on own knowledge than full source analysis. Candidates generally understood and were able to use sources 16 and 18 although a number of weaker candidates were unsure of how to use source 17.



ResultsPlus

Examiner Tip

This is a secure level 4 response for both assessment objectives. The nature of the debate and the position of the sources in it are made evident in the introduction. The response is fully analytical throughout and demonstrates both range and depth in A01. The knowledge deployed is relevant and used effectively to test the sources. The candidate maintains a sustained focus on the question throughout the answer. There is developed reasoning from the sources. For example, on the second page of the answer, the candidate uses Source 18 effectively to discuss the significance of Charles' religious beliefs in the breakdown of relations with parliament. The candidate makes sound judgements throughout the answer. There is a real sense of the representations being weighed. For example, on the fifth page of the response, the candidate is able to weigh up the importance of Buckingham's role by arguing it must have been of lesser importance in causing the divisions since the conflict continued after his assassination. There is a very well developed conclusion using both source material and knowledge to reach the final judgement. In this respect, this is a stronger response than the example for 2bi.

Paper Summary

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

All Questions

- Candidates should proof read their answers at the end of the examination, and correct any instances where they have incorrectly labelled a source, used the wrong names or the wrong dates.
- Too many candidates are using certain phrases, such as 'using the sources as a set', as a substitute for actually engaging in the task that they are claiming.
- Engaging with the sources needs to go beyond accepting the content at face value and to test it for validity considering provenance in part a and by testing the opinions in part b with knowledge set in the context of the period.

Part A

- Candidates should spend sufficient time reading the sources to ensure that they understand the nuances of the arguments presented.
- Candidates should treat the sources as a package in order to facilitate cross referencing. Weaker candidates work through sources sequentially. Such responses cannot go beyond level 2.
- Provenance should be integrated within the argument and decisions need to be made on the relative strengths and weaknesses of the sources. The attributes of the sources should be discussed, not described. This aids the use of provenance as part of the argument. Candidates should avoid making stereotypical comments about the provenance that could apply to any source and avoid labelling a source as both reliable and unreliable and thus negating any conclusions drawn. The key to a successful response is the ability to weigh the sources to reach a final judgement.
- The best responses cross reference not only the content of the sources, but also their provenance. This enables candidates to weigh the sources and reach supported judgements.
- There are no marks available for knowledge in part a. Candidates should avoid arguing from their knowledge since it cannot be credited and often impacts on the amount of time they have available to complete part b.

Part B

- Candidates need to ensure that their subject knowledge conforms to the specification. Weaker responses usually relied very heavily on information derived primarily from the sources.
- In order to address the question effectively, candidates need to offer an analysis driven by the arguments raised in the sources. Sources should be used to develop lines of argument and reasoning rather than used for information to develop a descriptive answer.
- Whilst it may be relevant to use the provenance of the contemporary source(s) to judge the weight that can be assigned to the argument, there is no such requirement for the secondary sources and it is not rewarded in A02b. Many candidates still engage in generalised comments that a particular historian is or is not reliable at the expense of developing argument and analysis tested by specific own knowledge.
- Candidates need to ensure that they are aware of the focus of the question and the time period specified and that they maintain the focus throughout their answer, to avoid straying into irrelevant areas that cannot be rewarded.

Grade Boundaries

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

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

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