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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, the first year of the reformed Advanced Level paper Option 1B: England, 1509–1603: Authority, Nation and Religion.

The paper is divided into three sections. Both Section A and B comprises a choice of essays – from two in each – that assess understanding of the period in depth (AO1) by targeting 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 some cases of candidates not completing one of the three responses within the time allocated. Examiners did note a number of scripts that posed some problems with the legibility of hand writing. Examiners can only give credit for what they can read.

Of the three sections of Paper 1, candidates are generally more familiar with the essay sections, and 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(s) that was being targeted by the question. A minority of candidates, often otherwise knowledgeable, wanted to focus on causes and engage in a main factor/other factors approach, even where this did not necessarily address the demands of the conceptual focus. Candidates in the main 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 time span.

Candidates do need to formulate their planning so that there is an argument and a counterargument 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 do need to be aware of key dates, as identified in the specification, and ensure that they draw their evidence in responses from the appropriate time period.

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 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.

Question 1

This question was a popular choice within Section A, and many candidates offered impressive knowledge of popular risings, which in the main provided a range of balanced evidence, and the vast majority of candidates produced responses which merited level 3 or above. The main discriminating factors in performance within these levels were (i) an ability to stay focused on the demands of the question, e.g. some less successful responses drifted to discussing the causes of the rebellions, without applying this to the question, or offered material on other problems faced by Tudor monarchs, at the expense to some degree of coverage of the risings of the 1530(s) and 1540(s), (ii) the ability to back up arguments with detailed material, and (iii) at the higher levels, an ability to explore and critically evaluate what exactly constituted a problem. With the latter, whilst many candidates were able to offer a range of valid arguments that particular risings were or weren't a 'threat', often structured around 'ways' or 'reasons' for, then against, it tended to be those who really examined these arguments, individually and collectively, who achieved the highest marks. An example would be the difference between arguments that the lack of direct challenge to the monarch's authority meant this wasn't a threat, as the pilgrims only desired removal of Henry's advisors, compared to a developed exploration of this, considering the implications of this with regards to Henry's authority, and beyond. One further observation is worth noting. It was pleasing to see candidates establish and apply critical judgement in assessing the risings, but at times this became mechanical, artificially separating out issues such as scale, proximity and leadership to the point that the bigger picture was lost. Candidates and centres should be reminded that it is the quality of reasoning to justify judgements that matters.

Chosen question number: **Question 1** **Question 2**

~~It is my opinion that the popular risings~~
To say that popular risings were a significant problem for Tudor ~~power~~ government suggests that popular risings were potentially a dangerous threat to government's rule. It could be suggested that popular risings such as the Pilgrimage of Grace and Lincolnshire rising (1536) and the Cornish rebellion of 1549 had the potential to cause significant problems for the Tudor monarchs and therefore their governments. ^{Popular risings therefore did present a significant problem for Tudor governments.} Criteria in which to judge the threat level of ~~the~~ the popular risings of the 1530s and 1540s include the legitimacy of the rebels' complaints and the ~~extent~~ ^{extent} how difficult it was to put down the uprisings.

the state of parliament at the time and the threat level felt by the government.

Under Henry VIII's government, Thomas Cromwell led the path for a new radical reformation in England. Cromwell rose to power in 1533 through manipulating English law into allowing Henry VIII to marry Anne Boleyn legally in the eyes of God. To raise royal revenues, Cromwell devised a ~~tax~~ market for the Dissolution of the smaller monasteries in 1536. In reaction to this, over 30,000 rebels

(Section A continued) gathered to voice their complaints in the northern part of the country. The Pilgrimage of Grace and the Lincolnshire rising began. This rebellion had the potential to cause significant problems for Cromwell's government because members of the nobility joined the revolt.

Government undoubtedly felt threatened as the Duke of Norfolk, who was sent to the rebel camp in Yorkshire, had no choice to negotiate with the rebels as he was outnumbered with only 8000 men. It could be suggested that the Pilgrimage of Grace and the Lincolnshire rising did cause a significant problem for Cromwell's government because it ~~led to~~ ~~contributed~~ contributed to Cromwell's downfall.

However, through intelligent negotiations with the rebels, ~~Henry was the~~ ~~first~~ Henry's government was able to force the rebels into submission as Henry inspired and executed their leaders. Henry VIII was forced to respond to

the uprising and therefore the popular risings of 1536 did cause ~~significant~~ a ~~problem~~ ^{a reaction} ~~for~~ ^{from} government. It is difficult to say that the rebellion caused a significant threat to Henry's position however. //

Geographical location of rebellion also caused significant issues within government. For example, the Cornish rebellion of 1549 was difficult to respond to because of how far away Cornwall is from central government. The Anglo-Cornish rebellion was sparked by the introduction of the English Bible to every church in England. Edward VI's reforms were like a tidal wave and fast. It could be

(Section A continued) suggested that the Cornish rebellion did cause problems within Edward's government because it meant that religious reforms, that were aimed in a more Protestant direction, had to slow down else England may not have responded well to their new, young king. The monarch and thus the government aimed to either remain in power or increase their power, not lose any. However, as the Cornish rebellion had been defeated by the Royal Army, this does suggest that the government had complete control and so popular risings weren't as ~~dangerous~~ ^{as} important as initially thought. The Cornish rebellion was difficult to put down because of the size and ~~extent~~ geographical isolation of the rebel stronghold. As it was defeated, it is therefore difficult to say that the uprising caused a long term problem in government.

The Pilgrimage of Grace and the Lincolnshire uprising may have caused long term problems for Thomas Cromwell because he was not able to recover afterwards. However it did not cause long term problems for Henry's government. This can be suggested because government passed a second act for the dissolution of the larger monasteries in 1539. This was met with no challenge and so this suggests that the Tudor rule and Henry's government was not in as much danger in 1536 during the 1st dissolution of the smaller monasteries. Edward VI also continued his

(Section A continued) Protestant reforms after 1549. This may suggest that the governments of both Henry and Edward did not feel significantly threatened. There was a clear need to undermine rebel behavior but not so much in that the structure of government felt significantly threatened.

To conclude, popular uprisings presented a challenge to Tudor governments rather than a significant problem. Tudor governments remained in power and so the uprisings of the 1530s and 1540s may merely have threatened to rather than caused the government to ~~lose~~ become genuinely fearful. Rebellions caused a response which suggests that they concerned Tudor government but as the rebel demands were never

met, this shows that popular uprisings did not cause a more significant problem to Tudor reign. The extent of popular uprisings was challenging rather than significant.



ResultsPlus

Examiner Comments

This demonstrates many of the qualities of a level 4 response. There is a clear grasp of the demands of the question, and whilst there are elements which are a little descriptive, there is analytical development exploring the extent to which risings presented a problem. There is sufficient selected knowledge of risings from both the 1530(s) and 1540(s), deployed to support arguments, and reasoned judgements regarding the extent to which these caused a problem.

Question 2

This was a popular choice of question within Section A, and produced a range of answers, the bulk of which were within levels 3-5. There was a sound grasp of the role played by the influx of foreign workers, and in the main convincing analysis in relating this to the question's demands, with most candidates demonstrating sufficient knowledge and understanding to discuss a range of factors contributing to change in the patterns of trade in the given period. The given factor of immigrant workers was largely understood and addressed with some depth, alongside other factors commonly covered, such as innovations in cloth production, developments resulting from the growth of London and other domestic developments, the role played by the Elizabethan authorities, overseas exploration and the consequences of broader developments in agriculture. There was also some good discussion of the significance of the decline of Antwerp, and a number of successful responses were convincing in seeing the Dutch revolt as a catalyst in terms of both the necessity of change, relating this to the development of new products, markets and exploration, as well as the influx of workers, bringing new skills which enabled the expansion of trade into new markets. Similarly, a number of candidates questioned the extent to which patterns of trade did change, seeing the developments relating to foreign workers as being limited when considered against the wider economy. Such responses tended to be explicitly critical throughout their responses, without being artificially so. Generally, most candidates were clearly able to focus the material they had towards 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, or a lack of range – usually in terms of focusing too much on the given issue, at the expense of other factors. There were a minority of responses where knowledge was insufficient or confused, but these were thankfully rarely found.

Chosen question number: Question 1 Question 2

PLAN: foreign workers -> this is because arrival of foreign workers brought along with them new skills and methods which led to diversity within English textile production. e.g. new draperies.

limitations other factors: role of London.
international trade & exploration. -> increasing pop higher demands increasing centre of commerce. e.g. domestic markets
-> led to the trade of more luxurious goods
international

There is no doubt that the influx of foreign workers was a main factor in bringing change to patterns of

trade in the years 1560-88. This is because the arrival of foreign workers brought along with them the introduction of new skills and methods which led to diversity within English textile production. This can especially be seen in the example of the new Draperies (1566). However, it is important to note that there are limitations to this argument as there were other factors which brought change within trade during this period. This includes the role of London as an increasingly important centre of commerce which led to improvements both in domestic and international trade. As well as this, the importance of exploration

(Section A continued) in bringing change to the patterns of trade is crucial, as it led to the establishment of new trading routes which gave England the access to luxurious and refined goods. On balance, it can be argued that the influx of foreign workers was ^{a significant factor} ~~the main factor~~ in bringing change to patterns of trade between 1560-88. However, it is important to note the limitations to this argument including the role of London as well as international trade, which suggest that it was not the main factor responsible.

It is certainly true that the influx of foreign workers was a significant factor in bringing change to patterns of trade in the years 1560-88. This is because the arrival of foreign workers such as the Dutch immigrants in 1566 allowed for the introduction of new skills and methods

which led to a diversity within English textile production.

This can be seen in the example of the New draperies which unlike English broadcloth were a combination of wool and worsted yarn / silk. They were a much lighter, cheaper and colourful material which appealed to new markets including those found in the Mediterranean.

Additionally, they required a large amount of labour to sustain therefore it provided new opportunities of work for the poor, simultaneously tackling issues of unemployment. By 1600, ~ 60% of all exports were new draperies, overall bringing the monarch a total of

(Section A continued) £25,000 per year. Additionally, whilst appealing to new markets and providing diversity to English textile production, the influx of foreign workers led to the tightening of government legislation regarding trade and therefore changing the patterns by which it was conducted. This can be seen in the weavers Act of 1555 which prevented factories from using big machines which required less labour, protecting poor textile workers. Another example is the woollen Cloth Act of 1557. On balance therefore it can be argued that the influx of foreign workers was a significant factor in bringing change to trade within this certain period as it allowed for production of new materials as well as opened up relationships with new markets such as the Mediterranean.

However, whilst it is important to note the importance of the influx of foreign workers in being responsible for a change in trade, it is also important to recognise the limitations to this factor. Not only was the English broadcloth still remaining in high demand selling 100,000 cloths per year with an average of £750,000 of income towards Elizabeth, but there were also other factors responsible. One of these factors include the changing role of London. This is because an increasing population led to higher demands which in turn enabled change to patterns of

(Section A continued) both domestic and international trade. London's role as an increasingly important centre of commerce enabled these changes to take place. This is evident through the increasing establishment of markets including Cornhill and Cheapside market selling vegetables, dairy and flowers, as well as Eastcheap market providing meat. Additionally, the increasing population growth of 60,000 in 1530 to 215,000 by the 1590s led to the importation of coal from Newcastle as well as butter and cheese from Suffolk. Improvement to the navigation of the Thames in 1540 additionally was significant in the importance of London, as it took over other ports such as those of Bristol and Southampton, by 1600, 90% of all exports travelling through London. The role of London also allowed for change in international

trade, as it provided a meeting place for multiple organisations and companies. This can be seen in the establishment of the Royal Exchange in 1565 by Thomas Gresham, which provided ~~new~~ the establishment of new trading relationships including with the transatlantic League. On balance therefore it is important to recognise the changing role of London as an increasing centre of commerce as being a main factor in bringing change to patterns of trade in the years 1560-88 as it allowed for changes to be made both domestically and internationally.

(Section A continued) whilst it is also important to consider the role of London as well as the influx of foreign workers as being significant factors in bringing about changes in trade, it is also important to recognise the role of exploration, and the impact it had on international trade. This is because voyages to new countries ~~allowed~~ ^{led} ~~for the~~ to the trade of more luxurious goods such as spices, Russian furs, and African ivory. This can be seen in the voyage of Richard Chancellor in 1553 to Russia, which led to the establishment of the Muscovy Company in 1555. Additionally, Thomas Lok in 1554 traded with the gold coast of Africa, establishing the new trade of gold and African elephant tusks. Privateers such as Francis Drake made voyages to Indonesia, establishing the East India Company in 1600, therefore signifying the importance of international

exploration in establishing new trading routes and relationships with foreign countries. Other companies that were similarly established include the Turkey Company in 1581 as well as the Africa Company in 1588, all of which used London as a central meeting place. However, there were limitations to the role of exploration as not all voyages were successful. This can be seen in the other voyages of Thomas Lok, suggesting that exploration was not always consistent in making positive changes to the patterns of trade within this

(Section A continued) period. On balance, it can ~~or~~ be seen that the role of exploration did bring about changes to patterns of trade in the years 1560-88, as although not all voyages were successful, they still led to a significant number of established companies as well as the introduction of luxurious goods increasing England's trading opportunities.

Overall, ~~it can~~ it is certainly true that the influx of foreign workers was a significant factor in bringing change to patterns of trade in the years 1560-88. This is because the arrival of immigrants not only allowed for new methods of production, but also provided new trading government legislation making changes to the ways in which trading was conducted. However, there were limitations to this argument as

there were other factors, such as the role of London as well as the increase in exploration which brought about other important changes to trade, including the establishment of new trading routes.



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Examiner Comments

This response demonstrates the qualities of a level 5 essay. The answer is clearly organised and focused, offering knowledge of a range of issues to inform argument. The response sustains analysis and reaches considered judgements.

Question 3

Question 3 was the more popular of the two within Section B, and produced a wide range of responses, the majority of which achieved levels 3-5. At the higher end, there was an impressive knowledge of the role of parliament in the years 1509-58, with candidates drawing upon relevant knowledge from across the course studied to explore the extent of change. Whilst the mainstay of developments stemmed from the reign of Henry VIII – as would be expected – most candidates were able to offer sufficient range and balance, and many were able to examine arguments for and against, and reach judgements which challenged or accepted the premise of the question to some degree.

Where candidates drew from material which was substantially relevant, but not primarily concerning parliament (such as the Reformation, and the impact this had on parliament's role, and relations with the monarch), their success depended upon keeping this firmly focused on the question. Factors limiting the success of responses were largely (i) limited material, and thus a lack of substance behind attempted arguments, (ii) potentially relevant material, not convincingly connected to the issue of parliament's role, and/or the second-order concept of change, and (iii) not addressing the chronological demands of the question, usually either by considering only the period of the 1520(s) and 1530(s), or offering extensive material relating to the reign of Elizabeth. Whilst some candidates were successful in framing an analysis of change and continuity within what was an essentially chronological structure, there was a clear correlation between those who took a more thematic approach, exploring the extent of change and continuity within these themes across the period. With regards to the second-order concept of change, some candidates seemed less familiar or confident with addressing questions on this. Whilst there is no ideal formula for such essays, stronger responses tended to ensure the essay is driven by argument over the extent of change, with detail selected to support and explore, rather than the other way around, risking lapsing into description. Candidates should also be reminded to address the full question, in terms of both the given date range, and the extent of change – in some otherwise well-argued responses, areas of continuity were at times given limited treatment, making it difficult to address the extent of change. A number of strong responses demonstrated a real grasp of the issue and historiography relating to this, exploring and challenging the view of the likes of Elton and Neale.

Chosen question number: **Question 3** **Question 4**

At the beginning of Henry's reign, parliament's role was mainly the issuing of taxes.

It was only summoned by Henry and he ~~was~~ could operate without parliament.

This suggests that their role was very limited and submissive towards the government and it is questioned how

much this changed over the period. There are aspects which indicate that the role changes were limited like in Elizabethan England during her succession disputes but the Reformation parliament in 1536 saw a new side to parliament. However, it is likely that their role changes in their role ~~was~~ ^{were} limited due to ~~the~~ ^{the} ~~still~~ ~~being~~ ~~extremely~~ ~~submissive~~ monarch still having the upper hand by the end of the period.

Elizabeth's ~~marriage~~ ^{marriage} and succession disputes show a limited change in the role of parliament; they would constantly protest

(Section B continued) that she name a successor even when she instructed that they didn't.

The fact that they thought they had the ability to question the ~~queen~~ Queen's prerogative indicates that a change in parliament's role may have occurred.

However, this is not a change in role but a change in confidence, they believed the Queen ~~needed~~ needed their help but in fact it was her ~~bottom~~ who used her ways of manipulation to stop them

asking ~~at~~ she controlled the way in parliament and could use patronage. Elizabeth refusing to discuss her succession shows men their role didn't change as they still had no right over the succession, it was just their confidence. This proving a limited change ^{in the role} ~~in the role~~ of parliament from that in 1509.

Elizabeth's religious settlement when she ascended the throne also shows the limited change in the role of parliament. ~~She~~ She took \pm advice from her parliament in her religious policies and even sought her approval. This

(Section B continued) could show that their role had changed as Elizabeth was involving them on a matter that wasn't taxation. However, it can be said that Elizabeth only wanted their approval as she needed them to agree to certain financial matters as well. Therefore, indicating that she ~~couldn't~~ ^{hadn't changed} their role ~~hasn't~~ changed as she could've done the religious policies on her own, but included them as she wanted

their help on taxation, which was their role at the start of the period. Further proving that their role hadn't changed as it was taxation at the start of the period and was still taxation by Elizabeth's era.

A key feature of the period that indicates a change in the role of parliament is Henry's Reformation parliament. With the Popeⁱⁿ Rome and his minister Wolsey failing to deliver an annulment ~~or~~ of his marriage to Catherine of Aragon, he turned to his parliament. They were able to successfully break from Rome, ~~and~~ establish the Act

(Section B continued) of Supremacy and create other religious policies. This was a huge change from granting taxes at the beginning as they were now helping ~~the~~ Henry with one of his biggest concerns of his era. After that, Henry moved his parliament with more important roles than just taxes. Because of their help ~~in~~ ^{was} the Greed matter, ~~parliament were~~ which ~~is~~ a major change. ~~from the start of the period.~~ This proves that ~~the~~ changes in parliament were not

limited during the period 1509-88 as Henry gave them much more serious roles which was not ~~too~~ just taxes like at the start.

After evaluating the key events ~~that~~ that Parliament were involved in during the period 1509-88, it can be said that the changes in parliament were limited to a fairly significant extent. That is that Elizabeth's era, they remained her loyal subjects even if their confidence's hinted a change in role, they still had no more of a role than just taxes, which is seen when she disregards their protests

(Section B continued) in succession disputes. Even though their roles did change in Henry's era due to the reformation, this was not ~~sustained~~ sustained through to Elizabeth so its impact is limited. Therefore indicating that even though ~~at~~ some changes did happen, because they weren't continued in can be argued that changes to parliament's role were limited.



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Examiner Comments

This demonstrates some of the qualities of a level 3 response. The answer has an understanding of what the question is asking, and is attempting an analysis of change, with points organised around the demands of the question. However, whilst the response does offer material relating to changes in the role of parliament, much of this is outside the period in question, considering developments during the reign of Elizabeth. Within this, there is some material of relevance, to some degree within the points referring to Elizabeth and parliament, as well as the points focused on changes under Henry. There are attempts to offer judgement, but these are not fully reasoned.

Question 4

Question 4 was the less popular of the two within Section B. At the higher end, there was an impressive coverage of issues, both in terms of candidates' knowledge, and their ability to explore this in the light of a consideration of the fortunes of Protestantism across the period. As well as the suggested turning point of the Elizabethan compromise, the range of alternatives considered were as expected: Henry's initial break from Rome and the subsequent Reformation, Edward's reforms, and Mary's attempts to revert to Catholicism. Whilst some issues were not as consistently well covered, such as the impact of Edward and Mary's policies, or the development of Puritan influence under Elizabeth, the range of arguments offered were impressive. Overall, judgement perhaps shaded against the proposition in the question, with the initial break being seen by many as the pivotal event. Equally, reasoned and nuanced offerings concluded that such a thing as a main turning point did not do justice to the issue, e.g. exploring the underlying moves towards Protestant thought that had begun before the reformation, appreciating the significance of the Reformation under Henry and Edward, yet recognising the fragile reversibility of this; some candidates even – with their own explicit caution regarding this – offered counterfactual propositions in relation to Mary's reign and her personal misfortune.

At the higher levels, it was pleasing to see responses explore the particular nature of the impact different developments had in shaping the fortunes of Protestantism over the period, such as the line that whilst the Elizabethan Settlement may not have had as dramatic impact as the earlier events, its apparently moderate implementation had effectively embedded moderate Protestantism amongst the masses within a generation in a manner that early changes could not manage, by virtue of the less perceptible, cumulative impact of providing services which were (largely) acceptable, recusancy fines sufficient to discourage most from Catholicism, the effective eradication of the bulk of clergy who objected, and ultimately tying Protestantism to a form of patriotic support. Where candidates were less successful, factors limiting the success of responses were largely (i) limited material, most likely lacking on the Elizabethan compromise itself, and/or (ii) potentially relevant material, not convincingly connected to the issue of the fortunes of Protestantism, and/or the second-order concept of change. With regards to the second-order concept of change, some candidates seemed less familiar or confident with addressing questions on this, particularly when framed as a question on 'turning points'. Whilst there is no single ideal formula for such essays, stronger responses tended to ensure the essay is driven by argument over the nature of change, with detail selected to support and explore, rather than the other way around, risking lapsing into description. Candidates should also be reminded to address the full question, in terms of both the given date range – this need not mean addressing specific issues at both extremes of the date range, but responses should give sufficient attention to the range, i.e. through consideration of the longer-term consequences, the differences events made.

PLAN:

- depend as - in leg., in pop., permanent
- ① Elizabethan compromise
 ↳ allowed
 ↳ not rest, but
- ② Break with Rome /
 ↳ gave it more permanent time
- ③ Edwardian Government + work of Cranmer
 ↳ Book of C.P. (1549/52)
 ↳ 42 Articles
 ↳ English w. for mass
 ↳ by 1547, only 1/5 of L. Protestant
 = liturgical / doctrinal but not among population
 Buffy-Bear study
- Turn of point
- decs of
 translation,
 Ten Articles,
 Shore
 destroyed
 = but
 each
 reversed /
 not point

It is accurate to say that, of all the important Protestant revolutions that took place during the period between 1529 and 1588, the Elizabethan Compromise could be considered as the 'main turning point' in the fortunes of Protestantism. While the break with Rome and Cranmer's work, and Cranmer's efforts during Edward's reign, established important aspects of the new order, they failed to remain either permanent (in Cranmer's case) or wide-reaching enough to end Catholicism in the population. The compromise, ~~was~~ however, did so, as well as paving the way for Puritan influence in law.

(Section B continued) An important event in the fortunes of Protestantism is most certainly the break with Rome, Act of Supremacy ⁽¹⁵³⁴⁾ and subsequent reformation, chiefly administered by Thomas Cromwell. For the first time, Protestantism was given doctrinal and legal significance, and was no longer merely an underground movement (the White Horse Group). Cromwell used Henry's break with the Catholic Church to initiate a doctrinal revolution; the Act of Ten Articles established the Protestant beliefs ^{through} ^{only} 3 sacraments and an ambiguous view of the Eucharist, important Catholic institutions and locations (like the monasteries in 1536/9 and Thomas Becket's shrine ⁱⁿ 1538) were destroyed as a result of the Protestant view of Catholic superstition and materialism, and the English Bible, authorised by Henry, propagated the Protestant belief that all shall understand the word of God. While ~~it~~ the initial reformation was clearly influential in making Protestantism ^{the} official religion of the country, it cannot be said to be the main 'turning point' in the fortunes of the religion. Once Cromwell

(Section B continued) had fallen from power, in 1539/40, the conservative faction at court gained the upper-hand. Not a reformer himself, Henry reverted back to a more Catholic doctrine through the Act of Six Articles in 1539 (celibacy for priests, transubstantiation) and the King's Book in 1543. For the break with Rome to have been a 'turning point', the Protestantism that emerged from it ~~should~~ should be permanent; given the ease with which Protestant policies were reversed by Henry, it seems that the ^{immediate} break with Rome caused only temporary, fortunate circumstances.

Another ~~important~~ factor that could be counted as the turning point in the fortunes of Protestantism could certainly be the actions of Thomas Cranmer and the Protestant emerging affairs in Edward's reign. Like Cromwell, Cranmer established institutional liturgical and doctrinal ~~structures~~ developments in the reformed Church of England. His Book of Common Prayer (both that passed in the 1549 Act of Uniformity and the more radical one of 1552) were made to be used by every parish in England, and

(Section B continued) detailed a much more Protestant doctrine (ambiguous, ^{about} transubstantiation)

Instructions issued by Cranmer additionally ordered the removal of images from Churches, he introduced an English form of worship for the mass, and priests were allowed to marry.

Cranmer's changes were much more permanent than Cromwell's; his Book of Common Prayer was re-instated by the 1559 Act of Uniformity in Elizabeth's reign, and his 42 Articles (which defined the English faith as Calvinist Protestant) were the basis of the 39 Articles passed ~~by~~, which were passed in 1571 and established a much more Protestant doctrine in Elizabeth's reign. Though Cranmer's work provided a greater turning point in the fortunes of Protestantism than Cromwell's, it cannot be described as the main turning point, because ~~the~~ Catholicism remained ~~prevalent~~ dominant in the population during Edward's reign. ~~By the late 1500s~~ The north and west, far removed from the reformative capital, remained largely Catholic, and even in London, only a 1/5 were estimated to be Protestant.

(Section B continued) Therefore, while Cranmer's work and Edward's government can be seen to be a turning point, its lack of influence over the population means it acts not as the 'main' one.

The Elizabethan compromise - or the Elizabethan Religious Settlement (in 1559) - can certainly be viewed as a main turning point in the fortunes of Protestantism. Elizabeth's agenda with the 'Device for the Alteration for Religion' was to create a Protestant settlement, but one moderate enough to allow moderate Catholics to remain. While she imposed Cranmer's radical 1552 Prayer Book in the Bill of Uniformity, 2 sentences from the more moderate version of 1549 were added, which meant Catholics could still believe transubstantiation had taken place. She also, in 1563, vetoed the seemingly Puritan (radically Protestant) Article 29 from the 39 Articles, unwilling to alienate moderate Catholics. While Elizabeth's changes weren't as radically Protestant as Cranmer's or Cromwell's, the Elizabethan Compromise was certainly the main

(Section B continued) turning part of Protestant fortunes. By allowing moderate Catholics to conform, Elizabeth emphasised her status as a politician, encourage obedience and loyalty to her. She was presented as just and fair, meaning more Catholics were willing to conform to the moderate settlement; unlike Cranmer's reforms, the compromise increased Protestant support within the population, as the changes made were less imposing. This increased tolerance for Protestantism additionally paved the way for the emergence of the Puritan voice in government, which eventually led Elizabeth to agree to the radical ~~2~~ Article 29 in 1571. Indeed, ~~the radical Puritan voice~~ Protestantism increased so much, that Elizabeth had to take steps to minimise it (1583 Three Articles). Therefore, the compromise can be seen as the main turning point for Protestantism, as not only did it lead to increased popular support, it paved the way for radical Protestantism later in the century. Though Elizabeth's compromise was based on the work of both Cromwell and Cranmer, it was Elizabeth's use of these

(Section B continued) works that provided a turning point.

In conclusion, it is accurate to say that the Elizabethan Compromise ~~is~~ provided the main turning point in the fortunes of Protestantism between 1529-88. While the break with Rome and Cranmer's work certainly aided the development of Protestantism's fortunes, their changes were neither permanent or wide-reaching enough to be classed as the 'main' turning point! Though ~~the~~ Elizabeth did not introduce as many ^{of} as radical a Protestant doctrine, her careful managing of the Catholic masses not only resulted in a growing popular appeal of Protestantism (by the end of her reign, only an estimated 50,000 actively practising Catholics remained), but aided its development into more radical branches, with upheld legislation (39 Articles).



ResultsPlus
Examiner Comments

This response demonstrates many of the qualities of a level 5 essay. The answer is clearly organised and focused, with a firm grasp of what the question is asking. The candidate is able to offer a range and depth of specific knowledge, and apply this to examine a range of turning points across the period. The response sustains argument and analysis, exploring different ways in which events were/were not so significant in changing the fortunes of Protestantism across the period, with nice touches of comparative analysis throughout the main body of the essay. The argument is logical and reasoned, and the candidate produces a well-developed judgement, which weighs the relative importance of the points considered, applying evaluative criteria.

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, recognise these as interpretations, and develop and analyse the arguments they offered.

There was a tendency for some candidates to anticipate the views as being polarised; more successful responses often recognised the common ground between the two, but saw that ultimately they took different positions with regards to the question at issue. More successful responses tended to identify the actual arguments made within these extracts early in their responses, often with the introduction acting as a map for the rest of the essay, following this with a developed analysis and evaluation. Many candidates also showed significant own knowledge; the integration of this was more of a discriminating factor in the success of responses. The best answers directly engaged with the interpretations and evaluated them well with use of contextual knowledge. They were able to summarise the key elements of the interpretations before assessing their validity.

The most common factors limiting the success of some responses were (i) relatively limited use of the extracts, or tending to use these as illustrative support for what then became an essay more akin to Section A/B, (ii) use of these in a manner not fully suited to Section C, e.g. through attempts to analyse provenance in a manner more suited to AO2, or assert an extract is 'more reliable' as it contained more information, and (iii) limited own knowledge, or a lack of integration of this in order to examine and evaluate the arguments. With regards to these, candidates should be minded that Section C is focused around A03. Responses which made consideration of the argument and evidence within the extracts central to their responses, applying their contextual knowledge to consider the validity of the arguments offered, were more successful. Responses tended to be more successful when they addressed the issues drawn from the specific question and extracts. Candidates' knowledge and understanding of issues was in the main good, although for some, attempts to bring in aspects of the wider controversy led them away from the specific question relating to faction. Stronger responses, when considering references to problems such as succession, war with Spain, or difficulties with parliament, were secure in relating this to the specific debate, and the arguments offered by the extracts. Beyond points already mentioned elsewhere, one issue candidates should consider is how they approach such questions with regard to their own opinion. Whilst it is perfectly valid for candidates to reach a judgement which comes down one way or the other, discussion and analysis requires some degree of balance. In short, taking a view without reasoned argument to explore what is offered by the given extracts is unlikely to produce successful responses.

5 In the light of differing interpretations, how convincing do you find the view that in the last years of Elizabeth's reign, factional struggle did not pose a serious problem for Elizabeth?

To explain your answer, analyse and evaluate the material in both extracts, using your own knowledge of the issues.

(20)

Factional struggle in Elizabeth's reign came from two ~~major~~ major sides, the Cecil family and the Earl of Essex, who aimed to control Elizabeth and seek the most power through patronage and securing local government titles for them and their followers. However as stated by both Robert Ashton and Ronald G. Asch, these factions became more difficult for Elizabeth to control and deal with. Mostly due to her increasing age and her refusal to name a successor to the throne. Asch argues that factional struggle did not pose a serious problem for Elizabeth, whilst in contrast, Ashton argues factional struggle did pose a serious problem to Elizabeth in the later years of her reign.

Factional struggle could be seen to pose a serious problem for Elizabeth. As

Ashton explains, Essex had 'alarming popularity both inside and outside the court'. This suggests that if a factional fight did occur, that Essex would have the support he would need to be successful. However, when Essex did revolt against the Cecilians and Elizabeth herself, he was met with very little support to overthrow the monarch, with only his close followers joining him. Therefore although he was popular, this did not pose a threat to Elizabeth as he quickly crossed the line to commit treason towards a monarch with a lot of popular support.

In addition, Ashton states that Essex for Essex, it became 'increasingly clear to him that their grip could be loosened only by force'. This could be seen as a serious problem to Elizabeth as force from somebody with that much power and influence could provide political instability and especially be a threat towards her. Although, when force was used, Elizabeth easily defeated Essex, who failed to even manage to march

to London. In addition, although Essex did have power and influence, without ~~it~~, Elizabeth he would have very little. After the ~~fact~~ failings by Essex to deal with the Tyrone Revolt in 1598, Essex was suspended from all offices and put under house arrest. He quickly fell into debt, showing how much control Elizabeth still had over her subjects, therefore factional struggle was not a problem as her key advisors could still be controlled and could not be a threat towards her rule.

On the other hand, Asch states that although factional struggle did become 'dreadful', Elizabeth was always able to manage it. As stated by Asch, Elizabeth was 'still largely able to control such faction fights' so they would not become a serious problem. The only one that did was Essex's ~~rev~~ revolt in 1601 which was quickly defeated, leading Essex to be executed for treason. In addition, after Essex, there was no more faction fighting and the Cecil family dominated.

Elizabethan government during the last years of her reign, leading them to be able to secure James VI of Scotland to become the next King of England.

Not only this, but as Asch explains, although there was discontent, they voiced their discontent in 'secret'. This shows that Elizabeth was still able to have full authority and respect from her government, and it was unlikely they would voice their discontent openly, for fear of being committed of treason. It also shows that although there was factional fighting, this fighting, apart from Essex's revolt, was aimed at each other and not Elizabeth and was therefore not a serious problem for her. In addition, although both factions had different views, Elizabeth did not necessarily have to listen to either of their views as overall she was the ruler and had complete control over what happened in England.

Factional struggle was also not a serious problem for Elizabeth, due to 'harsh punishment' she inflicted on those who went

against her or those who offered advice she did not ask for. The Tyrone Rebellion showed that harsh punishment would be given to those who failed to obey her. Therefore, through fear of punishment and fear of losing power, factions were careful to still obey Elizabeth and to not overstep the line. When they do, as in the case of Essex, severe consequences will occur.

In conclusion, ~~the~~ Ashton's view that factional struggle was a serious ~~threat~~ ^{problem} is unconvincing. The only real problem was the threat of Essex and his revolt, although this was not serious, he was easily put down and used as an example to ward off others from attempting the same thing. Asch's account is much more convincing, although factional struggle had become 'fiercer and deadlier'; Elizabeth still had the power and authority to control her subjects, who were often at the mercy of Elizabeth to secure their power and influence.



ResultsPlus

Examiner Comments

This response demonstrates some of the qualities of a level 4 essay. There is clear recognition of the different views, and the candidate has some success in analysing the arguments offered by the two historians. There is some comparison of the two views, although this is an aspect of the response that could be developed further. The candidate is able to situate some of the given arguments within their own contextual knowledge, and there is some discussion of issues raised from the extracts. A supported judgment is reached, which is related back to the views of the two authors – the latter being something that many otherwise strong responses neglect.

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 being given to the issue in the question (e.g. main factor), as well as some other factors.
- Candidates 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(s) 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.
- With regards to the level and quality of knowledge, candidates and centres should be mindful of the expectation of Advanced Level. In short, it is a combination of the knowledge candidates are able to bring to the essay, married with their ability to effectively marshal this towards the analytical demands of the question, that determines much of a candidate's success.
- It is fair to say that on Paper 1, where candidates are expected to study a range of themes across a broad chronological period, the expectations over the depth of knowledge will not necessarily be as great as in more in-depth periods studied. However, the depth and quality of knowledge still makes a considerable difference.
- As well as being able to offer more depth of knowledge, candidates who have engaged with wider reading tend to be more successful as they are able to select and deploy the most appropriate examples to support analysis and evaluation.

Common issues which hindered performance:

- Paying 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.
- Answering a question without giving sufficient consideration to the given issue 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.

- Failure to consider the date range as specified in the question. Greater examples of this can be when a candidate discusses the correct issue, but for a time span which differs from that in the question. Related to this, candidates should also use caution when referring to developments beyond the given time span 'x ultimately paved the way for y, but in this period its impact was relatively limited...!.
- 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/cause of the issue within the question.
- Judgement not being reached or explained.
- A lack of detail.
- Across the units, there was some evidence to suggest that, as might be expected, candidates were somewhat less confident when dealing with topics that were new to the reformed Advanced Level.

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.
- Confident handling of the extracts, seemingly from experience in reading and examining excerpts (and no doubt whole books), allied to a sharp focus on the arguments given, recognising the distinct skills demanded by A03.

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 those 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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