



Examiners' Report

June 2019

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 1B paper, England 1509-1603: authority, nation and religion.

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

Candidates in the main appeared to organise their time effectively. There were some cases of one of the three responses not being completed within the time allocated, as expected, this was most evident on section C. The responses that appeared to experience such timing issues, yet overcame them to some degree, were those who offered more direct responses. Those who wrote abbreviated Q5 responses that focused sharply on arguing and analysing the given views (rather than offering extensive explanations and quotes) were more likely to still produce a reasonably effective response, than those failing to reach any comparative analysis and evaluation. Finally, 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 sections A and B and were well prepared to write, or to attempt, an analytical response. Stronger answers clearly understood the importance of identifying the appropriate second order concept that was being targeted by the question. A minority of candidates, 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

Candidates do need to formulate their planning so that there is an argument and a counter argument within their answer; some candidates lacked sufficient treatment of these. The generic mark scheme clearly indicates the four bullet-pointed strands which are the focus for awarding marks and centres should note how these strands progress through the levels. Candidates 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, make 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 was the more popular question in Section A. The vast majority of candidates demonstrated sufficient focus on the question's demands, along with knowledge and understanding of appropriate issues, to produce responses which were able to achieve the middle and higher levels. The majority of candidates were able to include such themes as the Break with Rome and its impact, the dissolution and its religious significance, the Ten Articles, the Royal Injunctions, the Great Bible, and the growing influence of humanism. They balanced this evidence with the counter-argument relating to issues such as Henry's religious conservatism, the persistence of popular Catholicism, the downfall of Cromwell, the execution of 'protestants' such as Lambert or Askew, the Act of Six Articles, and the King's Book of 1543.

Whilst many responses offered valid development about the issue of Henry's marriage, some responses did drift from the focus of the question, e.g. towards an analysis of why changes took place; a similar loss of focus was seen in some cases with examinations of the changes to parliament and the downfall of Cromwell. A minority of responses also wrote a fairly extensive amount on the years after 1547. In general, responses offered more evidence and analysis of change than continuity, which was also reflected in the more extensive material on the years to 1539. For many – often in the higher levels – responses were broadly structured around arguments of change up to 1539 and a reversal of this, to some degree, thereafter. Some demonstrated a nuanced understanding of this having been a Henrician, rather than Lutheran reformation, and thus explored the extent to which the Protestantism of the early changes has at times been exaggerated, offering analysis of issues such as the ambiguity within the Ten Articles. Some candidates also had success in structuring responses around clear themes, e.g. the doctrine, practices and structure of religion and the church.

PLAN - 1 - 2nd order concept - change + continuity

Yes changed - monastic lands - service in Latin
- authority

No - continue - conservatism
- sacred music - mass

Between 1509 and 1547 there was some significant change in the religion of the English nation.

In 1509 England was a devoutly Catholic country with services in Latin, monasteries as a staple in every community and the authority of the Pope unquestioned. However, by 1547 the landscape of Tudor England had changed forever as the monasteries were dissolved, the king held both sacred and secular power and an English Bible was in circulation, so it is fair to say the religion of England had changed somewhat. Nevertheless, there was some continuity in the liturgy and doctrine over this period and it is certainly true that a move from Catholicism to Protestantism had not been fully realised by the end of Henry's reign.

Under the guidance of Cromwell, Vicegerent of Spirituals, the landscape of the Tudor nation regarding places of

(Section A continued) worship changed considerably and was irreversible in the long term which displays there was some significant change. The dissolution of the smaller monasteries in 1536 and Greater Monasteries 1539 eradicated centuries worth of religious ~~monastic~~ ^{artifacts and} infrastructure for the Catholic faith to thrive. Around $\frac{2}{3}$ of monastic land was sold off to gentry, who under Mary were unwilling to return the monastic property which demonstrates the long lasting change. ~~The way~~ Not only were the places where Catholics practised their faith removed, but so too were holy feast days, pilgrimages, and practices of superstition. ~~such as the~~ Cromwell saw it necessary to introduce preaching campaigns against such things and by the end of the reign the shrine to Thomas Beckett was pulled down, demonstrating again how the physical ~~religious~~ religious landscape of England had changed. So too did some of the liturgical and doctrinal religious aspects of Henry's reign. First and foremost the Act of Supremacy in 1534 declared the Break with Rome, replacing papal authority with the king over the church of England. This adoption of Erastian kingship was a significant change as the peoples' religious allegiance now lay with Henry rather than the Pope. This change can also ~~be~~ ^{be} recognised as significant because of the reaction of the 30,000 protesters as part of the Pilgrimage of Grace in 1536. This protest criticised figures of 'low birth' who had advised the

(Section A continued) King over the dissolution of the monasteries, and leading religious figures such as Elizabeth Barton the Holy Maid of Kent refused to take the oath of Henry's supremacy. This evident resistance to the religious change demonstrates how significant the change initially was. Furthermore, the doctrinal introduction of the Ten Articles in 1536 which had a Protestant slant in favour of 3 of the 7 sacraments, Baptism, Penance and the Eucharist demonstrates a highly significant change in the country's religion, as well as the king's, because in 1520 Henry had written 'In Defence of the Seven Sacraments'. This complete shift in doctrine demonstrates how under Henry, at first at least, there was significant religious change.

However, not all of this religious change was long lasting, and by the end of the king's reign many similarities with the Church of ~~East~~ England and the Catholic Church continued. Notably the 6 Articles Henry introduced in 1539 and the King's Book published in 1543 highlighted how Henry's religious conservatism restricted and indeed reversed the religious change in England. The Articles reinstated the validity of ^{all} the 7 sacraments and the King's Book emphasised clerical celibacy and transubstantiation, therefore showing the realignment and continuation of Catholic religious doctrine. Henry also liked Catholic traditions such as incense and Mass, ^{as well as} ~~both of~~ clerical celibacy which even after the

(Section A continued) Break with Rome and Dissolution of the Monasteries continued to be enforced as the nuns were ordered by the king to keep their vows of chastity. Moreover, the continuation of sacred Catholic music, such as the work of Thomas Tallis, strongly demonstrates that many Catholic traditions continued ~~on~~ throughout the reign and survived despite the Break with Rome. ~~Indeed, the~~

Overall, it is true that some aspects of religion in England changed under Henry, but some of these changes like the Ten Articles, were momentary and reversed by the end of his reign. Still, innovations such as the production of William Tyndale's English Bible, which was circulated in 1538, demonstrates some liturgical practices, like religious texts being written only in Latin, were changed. The most substantial and significant change of course was the Dissolution of the Monasteries as this caused the erosion of former religious infrastructure, ~~as~~ in the form of iconoclasm and selling of monastic land, which could not be undone. This shows some religious change was significant and permanent. However, this change is not ~~as~~ ^{extensive} over all aspects of society as doctrinally the English Church in 1547, with its belief in transubstantiation and the 7 sacraments, was the same as at the start of Henry's reign in 1509. ^{What's} ~~What~~ more, 85% of wills at the end of the king's reign, mentioned prayers for the dead and donations to the church ^{to} ~~for~~ the soul.

(Section A continued) *of the dead could escape purgatory, a highly Catholic belief. This continuation of aspects of Catholicism demonstrates that though the Break with Rome in 1534 had altered ~~the~~ who held sacred power of over the church, enforcing an Eristian sense of kingship, the religious change in England was not entirely extensive.*



ResultsPlus
Examiner Comments

This response demonstrates the qualities of level 5. There is a sustained focus on the demands of the question, with sufficient knowledge to explore these. Judgements are reasoned and substantiated, evaluating the relative significance of different changes in forming a considered overall judgement. Arguments are well organised and coherent.

Question 2

This was the least popular question in Section A. It produced a range of responses, although the vast majority were able to access the middle and higher levels. Where candidates were less successful, this tended to be down to difficulties in focusing on the demands of the question, and/or offering limited material. With regards to the former, this was more likely to take the form of difficulties in defining what constituted personal and political qualities, e.g. offering material which could have been considered as personal and political qualities, but with mixed success in explicitly demonstrating this. For the latter, some candidates did not sufficiently deal with the three monarchs for the given chronological period, or in some cases, discussed material outside of the time period.

Stronger responses were often those which reflected a more rounded view of the monarchs, e.g. saw past the limitations of Edward's youth, or recognised the positive qualities of Mary. Many answers stressed Elizabeth's ability to compromise, often contrasting this to Mary. That said, it was pleasing to see a number of responses offer a more balanced assessment, with, say, reference to Mary's successes over finance, or how she was capable of compromise when it mattered (the terms of the Spanish marriage, no restoration of religious houses), or again, by way of contrast, that Elizabeth could be indecisive (e.g. over Mary Queen of Scots). With regards to other factors, the role of advisers featured frequently, notably Somerset and Northumberland, Pole and Burghley, although detail on these varied. A range of other issues were seen, including what can be termed as 'luck' with regards to longevity or the lack thereof, social and economic circumstances such as bad harvest, and foreign intervention. Stronger responses kept these securely focused, and explored the relationship between these and the given factor. A number of candidates attempted to include material on issues such as rebellions, although at time focus was lost in these.

Personal and political qualities in the Tudor ~~era~~ era of a monarch were extremely significant in determining the success of their reign, it meant everything from what powers they could use and their influence and type of ^{governance} governing which ~~we~~ saw a special impact from the reigns of Mary and Elizabeth the first being women but also Edward being a minor, all respectively defined their ~~own~~ personal and political qualities and determined their success but additionally saw a huge decrease to that of Henry VIII's governance prior to this time. Significance is defined as whether their qualities politically and personally made a large impact on whether they were successful over that of say their advisors. Success is defined as the ability of a monarch to achieve their aims both politically and in court achieving to bend situations to their will. Although it can be seen that ~~that~~ their advisors and political support was the main factor in determining the success of a monarch's political aims, having need of the support of Parliament as well it was in fact the personal and political qualities ~~at that time~~ in the years 1547-88 at least in the progression of time.

It is accurate to say that, in the years 1547-88 personal and political qualities of the monarch were the most important factor in determining success in their reigns because without good

(Section A continued) governance which comes from this it would have been impossible to pass the significant changes of legislation in the time period such as Elizabeth's religious settlement 1559. Elizabeth's use of her promise of marriage was extremely significant in achieving her goals such as the thirty nine articles of 1563. Furthermore she played into the ~~past~~ role of her personal quality of being a woman, something which was seen by culture at that time as perverting the social order, as written in John Knox's sermons. Additionally society's attitudes towards women shown in both Mary and Elizabeth's reign (1553-1558) (1558-1603) was that women were feeble and could not manage the same duties a male king could such as those surrounding the military. However even here Elizabeth used her personal and political abilities to achieve success in this area of political stereotype by expressing the idea of her 'two bodies', one a physical fallible female body and the other a royal body capable of all duties defining her 'unique' royal blood. Additionally the decisive personal quality of Edward VI to achieve his ~~political~~ ^{religious} aims were shown even in his minority in the huge constitutional change of his 'device'. Consequently particularly in Elizabeth's reign the personal and political qualities of the monarch were essential as though ¹⁵⁶³ kings they could pass different legislation such as Edward's device and Elizabeth's religious settlement 1559. Although Mary I was seen to be governed more by her ministers although to dynastic loyalty revolved Phillip's ability to rule as king. Therefore personal and

(Section A continued) political qualities were the most important factor in determining a successful reign.

However arguably ~~this~~ personal and political qualities of the monarch alone were ^{not} enough to guarantee a successful reign, as the backing and support of their key advisors, in Edward's case protectors (Edward Seymour and John Dudley), were a more of a significant factor in determining the success of a monarch's reign. Firstly in Edward's reign his religious goals were only achieved by the determination and political skill of protector Somerset to push through acts such as that of the prayer book 1st and 2nd prayer books (1549), as Edward was a minor and his ability to sit and govern in parliament was not granted to him. Secondly in Mary's reign, due to her 'feminine weakness' she relied heavily upon advisors such as Reginald Pole to bring the re-Catholicism of England and restoring papal authority (1554). Finally Elizabeth although she ruled much more effectively due to her political and personal qualities than those mentioned above still relied heavily upon figures such as the Duke of Leicester and later Essex to drive policy and was affirmatively defeated against her wishes over the execution of Mary Queen of Scots (1587). Therefore ~~over~~ it could be said that in fact the monarch between 1547-1588 relied heavily upon their advisors and were even defeated against their wishes in examples such as Mary Queen of Scots' execution and Mary's revocation of appealing the royal supremacy in 1553. ~~The~~ ~~consequently~~ Consequently suggesting that personal and political qualities

(Section A continued) were not in fact the most important factor of achieving success of a monarch's reign.

Conclusively, the political and personal qualities varied throughout this time period to their significance of determining success. Arguably, it is Elizabeth's reign where these factors were the most significant factor as Edward the VI was a minor and ever 'wise' is arguably an invention of Northampton and Mary gave into the societal image of 'feminine weakness' comprised by her mental instability. Therefore although in Edward and Mary's reign they were not the most significant factor to their reign's success, Elizabeth through careful management succeeded in her own political goals through parliament most significantly by her personal and political qualities.



ResultsPlus
Examiner Comments

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

Question 3

Q3 was a popular choice in Section B. The vast majority of candidates were able to engage with the conceptual demands of the question sufficiently, and apply appropriate knowledge in order to allow them to access the middle to higher levels. What distinguished within these tended to be down to two, often related, issues.

Firstly, the extent to which candidates were able to go beyond basic explanations of how any particular reason may have caused poverty, in order to explore and assess the impact this actually had. The second issue was the quality of supporting knowledge. A number of candidates seemed to have some understanding of how certain factors worked to cause/contribute to the increase in poverty, but lacked the necessary detail to develop this very far. Those who were able to precisely examine and substantiate arguments as to the extent to which changes in the use of land, or other factors such as population growth, did actually contribute to increases in poverty, were best placed to reach the highest levels. With regards to the given factor, many strong responses had a real grasp of issues such as enclosure, rack-renting, increases in pastoral farming, and the changes in land use related to the dissolution, and were able to explore the relationship between these and other factors, or balance out the negatives and positives, e.g. arguments were put forward relating enclosure to progress in the woollen industry.

Other issues which featured regularly were the impact of the dissolution of the monasteries, population growth and urban migration, the debasement of the coinage and inflation, bad harvests and taxation. Many were able to give detailed knowledge on these issues; stronger responses were clearer in shaping this material towards poverty. For example, some candidates offered detailed explanations of the impact of the closure of the monasteries which lost sight of the issue of poverty. More successful responses focused the material around clear arguments such as the impact on the monks and nuns, or the loss of support given to the locality when a monastery closed. The strongest offered convincing attempts to ascertain the way in which such reasons contributed and their relative importance, e.g. placing the dissolution within the chronological time frame of the question and the extent to which it left a longer-term legacy, or exploring the relationship between factors, such as population growth, inflation and changes in the use of land.

Chosen question number: **Question 3** ☒

Question 4 ☒

increasing from 2-4%
in London and 13% in
Norwich

Poverty in the Tudor period increased as a result of several factors,

the most significant of which was an increase in population during the Tudor period, followed by the dissolution of monasteries and changes in the use of land. Enclosure was a new concept during the Tudor period and changed the use of agricultural land, however, ~~modern contemporary~~ it can be said that it made the problem of poverty worse rather than it being a side cause of poverty in the Tudor period. This answer will illustrate that poverty wasn't largely due to changes in the use of land but it was due to an increase in population.

^{under}
Introduced by Henry VIII enclosure took away common land and split it up, with an aim of increasing agricultural productivity. The idea was so the land could also be more utilised by cattle due to an increase in textile trade industry which caused sheep farming to increase as textile trade was highly profitable, bringing in 750,000 by Elizabeth's reign. The common land was used by landless peasants who relied on the land for an income, as it was taken away, it increased poverty as the poor farmers lost a living as they were allocated small patches and most of the land was used for cattle raising. This led to ~~two~~ ^{poverty} ~~problems~~. Many rural landless farmers lost a living and fell into poverty as they couldn't produce enough food to sell as income ~~this~~ resulting in rural poverty as many were even kicked off the land, ~~secondly~~ leading to unemployment and suffering. Therefore, enclosure did cause poverty as ~~poor~~ landless farmers lost land and couldn't grow enough ~~produce~~ to feed or raise enough animals

(Section B continued) to earn a living. This was particularly problematic in Devon, Cornwall, and the North of England. However, this only resulted in poverty amongst the poor ~~landless~~ landless that relied on common land - only a small proportion of the population in rural areas. So enclosure was not largely a cause of an increase in poverty as it wasn't widespread and many farmers coped. Enclosure also led to food shortages, as land was being used for sheep less could be used to grow food, leading to bad harvests as supply of food fell. This led to an increase in poverty as there wasn't enough food to feed the population. However, the extent of Kett's rebellion which had ~~12,000~~ 16,000 supporters ~~was~~ mainly due to enclosure shows that in some towns it led to discontent and poverty.

Furthermore, enclosure also led to food shortages, as land was split up and used for other purposes it meant England couldn't supply the country with enough food. The most significant of bad harvests coming in 1555-1559 when the total population fell by 6% as a result of food shortages. Food shortages led to an increase in poverty as ~~the~~ supply of food fell, prices inflated and so fewer people could afford food and were put into poverty. However, it can be said that enclosure only made the issue of poverty worse. An increasing population led to food shortages as demand outstripped supply for ~~food~~ food as farmers couldn't cope with the increasing population which led to poverty as if the population remained at 2 million instead of 4.2 million in 1600 then there would've been enough food to feed the population and reduce poverty. Therefore, ~~enclosure wasn't a main cause~~ an increase in poverty wasn't largely due to changes in the use of the land, it only made it worse.

Population increase was largely the cause of poverty in Tudor period. In England

The population increased on average 1% per year, leaving a population of 4 million by 1600 compared to 2 million in 1512. ~~This is significant~~

An increase in population meant food supply decreased as demand outstripped food supply leading to inflation as the price of salt increased by 11 times by ~~1580~~ 1600. Coupled with an increase in unemployment and demand pressure on wages ~~due to~~ as more people looked for jobs, especially in urban areas it caused poverty, as unemployment was high, real wages were low and food prices had increased so people couldn't afford food and became sturdy beggars/vagrants as they went in employment. This is largely the cause of poverty as ~~the~~ population increased uncontrollably as the country couldn't cope. However, ~~poverty~~ poverty only increased as poverty relief fell due to the dissolution of the monasteries so the poor weren't cared for and couldn't find jobs as there was no/limited support for the poor until 1570, but even poor law of 1572 didn't help reduce poverty, it only made people more aware of it.

Population increase also led to urbanisation which also exacerbated poverty.

During the Tudor period, population increased due to a rising birth rate coupled with an increase in migration, with 4,600 migrants in the city of Norwich alone by 1580. This led to urbanisation as people ~~searched~~ looked for jobs in cities. The extent of urbanisation can be illustrated by the fact that London increased in size (population) by 300%. Throughout the Tudor period. This led to urban poverty increasing due to a lack of jobs, fall in domestic trade of food and inflation, perhaps why urban poor increased from 2% - 19% in London alone. This illustrated that ~~the~~ population increase also led to urban poverty so poverty was widespread as it affected those in the countryside and cities all because more people were in the country and

There weren't enough resources available. ~~However~~

The dissolution of the monasteries led to an increase in poverty during the Tudor period. Although the dissolution occurred ~~in 1534-1538~~ between 1536-1547 it had long-term impacts. Monasteries provided relief for the poor as they gave them alms, shelter and work whilst it also provided care for the sick. Once all monasteries were destroyed it led to an increase in poverty in two ways. Relief for the poor was gone, and not sufficiently replaced as houses of correction introduced in 1572-76 weren't sufficient and the almshouses couldn't cope. This led to an increase in poverty as people couldn't never get out of poverty whilst the dissolution also led to unemployment as 9000 monks and nuns left their jobs and became vagabonds due to England turning Protestant so they couldn't conform to the Church of England. Therefore, this illustrates that the poverty was largely due to the dissolution of monasteries as 625 monasteries that provided relief for the poor had gone and not been replaced whilst monks and nuns became unemployed. It can also be said that they led to a further increase in poverty as towns that served the pilgrimages had no source of income as people stopped visiting them so these areas became deprived and people fell into poverty. Despite this, population increase led to a greater increase in poverty as it led to more widespread poverty and Poor Laws introduced in Elizabeth's reign actually did help ~~with~~ and replaced the monasteries.

Dated upon MS evidence, it can be said that the increase in poverty in the Tudor period was largely a result of an increase in population as it caused unemployment, an increase in food prices and a shortage of food. It can be said that enclosure made the problem worse whilst the dissolution provided support but did not completely cause poverty as ~~not~~ some males and nuns continued to work. Overall, all factors are significant and affect each other however, the main cause was an increase in the population, but was unsustainable.



This answer demonstrates many of the qualities of a level 5 response. There is a clear and sustained focus on the question. One of the strengths of this response is the quality of specific exemplification, and the deployment of this - the response offers a range of detailed examples which are used to demonstrate the increase in poverty across the period, demonstrating knowledge and understanding of issues such as enclosure. Thus, knowledge is made use of to explore the causes of poverty. Argument is logical and well organised, and there are attempts to offer relative evaluation, if not fully developed.

Question 4

Many candidates were well prepared for this popular Section B question, both in terms of their knowledge and understanding of the topic, but also their willingness and ability to tackle a question that allowed them scope to approach it as they wished (within reason.)

Many produced strong answers covering a wide variety of themes, such as changes in education, the impact of grammar schools, literacy rates, the printing press, the reformation & English nationalism, humanism, developments in art, literature, music, drama, architecture and so on, with a quite wonderful array of famous and not so famous names being brought in.

Stronger answers were able to focus on 'transformation' and be able to address the limitations of some of these changes, e.g. the restrictions of education to certain social groups and males, or arguments concerning the continued dominance of royal patronage and the resulting conservatism and government censorship. Less successful responses tended to focus on explaining the main areas of change, without offering much by way of an examination of the extent of this. There were also cases where candidates attempted to include material of varying degrees of relevance, e.g. the influence of overseas trade, or religious changes, but were less successful in relating this to cultural change. Thankfully, the majority were largely successful in doing so, and produced responses that were both varied and of good quality.

1. Noble Patronage
2. Religious change / language
3. Growth of grammar schools and universities

It is certainly accurate to say that in the years 1509-88 a cultural transformation took place in England. This was characterized by the cultural influence of noble patronage, the impact of religious changes and the ~~increase~~ of the use of the English language and the growth of grammar schools and universities. However, despite the transformation it is important to recognize where change was restricted or prevented.

A cultural transformation certainly took place in England with the influence of noble patronage. Noble patronage enabled the monarch to control their propaganda and their popular image. For example, after the 1580s when Elizabeth was past childbearing age, painters such as Hilliard

(Section B continued) Used the 'mark of youth' to display Elizabeth how she wanted to be displayed and project the correct image to England and Europe. In addition, often members of the nobility and gentry became patrons and sponsored individuals such as poets, painters and playwrights. An example of a common patron was the Earl of Leicester. Often, members of the nobility became patrons to show their wealth and influence. However, the influence of noble patronage was important because it allowed for the introduction of new techniques such as miniature painting which certainly contributed to the cultural transformation. Despite this, it is important to recognize that although ~~as to~~ England was in a period of cultural conservatism and isolation as some techniques were suppressed, suggesting that ~~the cultural~~ changes in culture were not significant enough to be labelled as a transformation.

A cultural transformation could certainly have been taking place in the years 1509-88 due to the extent

(Section B continued) and significance of religious changes that took place. For example the break with Rome and the act of Supremacy (1534) created a new sense of nationalism, a fear of foreigners and what it meant to be English. Indeed, the English language was becoming more valued and more widely used which ^{was} a consequence of the publication of William Tyndale's bible in 1526. In addition, the publication of grammars and dictionaries led to a wider English vocabulary and led to the developments of new poets such as William Shakespeare by the end of the period. Furthermore, anti-Catholic and anti-Spanish Propaganda under Elizabeth heightened the sense of England being 'god's country' and Elizabeth being the 'godly queen'. However, again, it is important to recognize the restrictions placed upon cultural changes such as the end of a religion which had lasted hundreds of years. For example, the cultural importance of monastic buildings was completely destroyed by the dissolution of the monasteries (1536-39) and famous

(Section B continued) shrines such as Thomas Becket's at Canterbury Cathedral ~~it~~ were also destroyed (1538). Therefore, despite the rapid ~~changes~~ cultural changes from a new Protestant religion, old parts of English culture were lost.

Moreover, the growth of the grammar schools and universities undoubtedly contributed to the cultural transformation that took place in the years 1509-88. There was certainly a growth in the amount of schools in England and the extent of education that was available. For example the first grammar school opened in 1509 and by 1530 there were 124 grammar schools. Also, a number of grammar schools were opened ~~or~~ during Edward's reign and were named after him. In addition, the growth of grammar schools and subjects taught were heavily influenced by new humanist ideas. This saw a move ~~towards~~ ~~to~~ away from traditional subjects to be taught such as Latin and towards new subjects such as Greek and arithmetic. Consequently, this led to a growth in literacy rates. Similarly,

(Section B continued) There was a growth in university education as they too saw an introduction of new subjects as well as new teaching methods and an increased number of students. However, despite the significant influence that the growth of grammar schools and universities had on culture, it is important to recognize that they, in some way, restricted this growth. For example, because only boys attended schools, girls did not benefit from this change and despite the growth in literacy rates, there was still a high level of illiteracy in some regions suggesting that cultural transformation was limited.

In Conclusion, it would be accurate to say that in the years 1509-88 a cultural transformation took place in England. This is apparent in that the influence of patronage brought new techniques to England and a move towards Protestantism influenced the significance of the English language.

Similarly, the growth of grammar schools introduced England to new ideas from Europe and impacted the education of the population. Despite the ways in which these factors

(Section B continued) sometimes hindered change, it would be correct to say that the new changes that took place transformed the culture of England between the years 1509-88.



ResultsPlus
Examiner Comments

This response demonstrates most of the qualities of level 4. There is a clear awareness of the demands of the question. Sufficient material is used to examine a range of relevant issues, and in doing so, the response explores key cultural changes, and there is some attempt to consider the extent to which there was a cultural transformation, although this could be developed further. The response is effectively organised, with logical argument.

Question 5

Most candidates were able to access the middle and higher levels, generally by recognising and explaining the arguments in the two extracts, and building on this with own knowledge. The strongest responses tended to offer a comparative analysis of the views, discussing and evaluating these in the light of contextual knowledge.

Most candidates were able to identify the differences between extract 1 and extract 2, e.g. identifying how the former emphasises Spanish intervention in Ireland and Tyrone's rising, Essex's conduct, the variety of problems at home such as debt, poor harvests, and parliamentary difficulties, and how extract 2 acknowledges some of these issues, but emphasises Elizabeth's strength in response to these, and how she was in some ways enhanced in this period, e.g. through such things as greater certainty over her inability to bear children, and her determination to be more interventionist.

It was pleasing to see that few responses became side-tracked in an attempted analysis of the origins of the extracts. Where candidates were less successful, this tended to be down to a failure to see the differences between extracts, or limited use of contextual knowledge. With regards to the former, a minority of candidates at times tended to select quotations from the extracts which were to some degree removed from the wider context of the argument offered, and thus in some cases suggested the extract argued something it didn't. A minority of responses focused largely, or even exclusively, on whether these were years of decline, and did not focus sufficiently on whether the government struggled to deal with this. As well as not answering the question securely, this also meant such responses struggled to see the distinctions between the two given views. One final issue was that a small number of responses had difficulties with the concept of Elizabeth's government, e.g. seeing this as an entirely separate entity from Elizabeth herself.

Candidates' knowledge and understanding of issues was in the main good, commonly featuring issues aside from those directly referenced in the extracts, such as real wage decreases, food riots, and factional tensions, as well as some astute knowledge to explore issues raised within the extracts, such as over succession. A discriminating factor in success was, to some extent, the deployment and development of knowledge offered, i.e. the difference between referencing an issue with contextual knowledge linked to the extract, and, at the higher levels, exploring this in relation to the precise focus of the question, and assessing the validity of argument.

With regards to judgement, some candidates appeared to come down too easily on one side or the other, without sufficient consideration of different views. Whilst it is perfectly valid to reach a judgement which is firmly one way or the other, candidates should seek to ensure they consider the merits of different views in the light of evidence. Examiners are looking for reasoned argument. Overall, conclusions may be forceful and come down one way or the other, but discussion and analysis requires some degree of balance.

~~The purposes~~ Historians have long debated whether the last years of Elizabeth's reign should be contributed as 'years of decline and decay'.

The purpose of analysing the differing interpretations is to reach a substantiated conclusion through the analysis of the historian's basis for arguments while integrating specific contextual knowledge.

The view of historians Cannon and Griffiths is that the last years of Elizabeth's reign did constitute

a crisis as they label them as being 'years of decline and decay'. In comparison, Guy argues that during

a period of 'national emergency' Elizabeth rose to the challenge of being a strong monarch. Overall, it

can be argued that the last years of Elizabeth's reign can be constituted as a crisis, due to the

combination of social distress such as a small country of only 4 million remaining at war for

18 years, this view can be more aligned to the

interpretation of Cannon and Griffiths within the wider debate.

Both historians discuss the theme of a strained relationship between Elizabeth and her councillors. Cannon and Griffiths mentioned Essex's revolt and characterised it as a 'feeble display of faction' which can be implied to mean the resistance posed by her councillors wasn't a contributory factor to the sense of crisis as the scale of the disagreements were limited. This can be corroborated by the fact that Essex's revolt of 1601 only comprised of 140 men marching to London as he was unable to raise troops in the localities as Elizabeth was in control of mustering the troops and Essex's power base within court relied upon his access to the Queen. In comparison, Oby states in relation to Elizabeth and Essex there were 'arguments between them' which implies there was a more significant divide between Elizabeth and Essex, however this can be challenged by the fact that Essex was always reliant on the Queen's patronage, such as the granting of the lucrative monopoly of sweet wines in 1588. In addition, after Essex's rebellion in 1601 Elizabeth withdrew her patronage which led to Essex's bankruptcy. In conclusion, Cannon and Griffiths' interpretation on the issue of strained relationships is more

persuasive as it highlights the continued reliance of the queen and the ultimate power she held.

Both historians also comment on the nature of the context in which these events occurred. Cannon and Griffiths term the last years of Elizabeth I as 'decline and decay' which can be taken to mean that the social and economic situation worsened and this led to a crisis within the last years of Elizabeth's reign. This interpretation can be supported by contextual factors of the time as in 1597 the death rate rose to 26% above the national average and it can be argued there was 'decay' within government such as the increasingly volatile atmosphere within parliament over the debate on monopolies such as in 1601 when 'commonwealth' men begged MPs to reform monopolies. Similarly, one states there was a 'period of national emergency' which can imply the crisis was highly severe as it affected the entire country and affected all aspects of life. This can be supported to an extent by contextual knowledge as the rate of real wages was the lowest in 1597 between the period of 1260 and 1950, however the death wasn't as widespread as it could've been.

Both historians also discuss the theme of foreign threats as a contributory issue. Cannon and Griffiths describe Tyrone's rising as a 'totally - previous risings' which can imply that it posed such a significant issue as the scale and nature of the rising would have a greater relative significance than previous risings of the period. This can be corroborated by the contextual factor that Spanish interventions such as the landing of siege guns and military men in Ireland in 1601 linked two foreign Catholic inter powers so posed a highly significant threat to Protestant England. In comparison, Guy takes the approach of Elizabeth and her council's disagreements over 'military and naval strategy' which can suggest that Elizabeth's defensive approach wasn't held by everyone and there was an increasing conflict in how to tackle the issue. This can be supported by contextual knowledge as in 1597 Essex went against Elizabeth's orders by going on the naval expedition to Cadiz. Also the joint-stock approach meant that personal profit was often prioritised over strategic advantage such as the capture of £100,000 worth of treasure in 1598 and only £80,000 was kept for personal profit.

and only £80,000 was taken to the government which wasn't sufficient to cover the increasing cost of war. In conclusion, the interpretation of Cannon and Griffiths is more convincing as the well organised, highly trained and funded nature of Tyrone's revolt alongside the joining of Spanish interests was a highly significant issue.

In conclusion, through the analysis of the extracts and integration of specific contextual knowledge the interpretation that the last years of Elizabeth's reign were 'years of decline and decay' is highly convincing. The basis of Cannon and Griffiths' argument is that the combined factors of 'poor harvests ... against Spain' led to a widespread feeling of crisis. This is a highly convincing interpretation and the best approach as it considers a range of factors that affected all levels of society, for example the succession of poor harvests between 1594-1597 led to deaths from starvation in some areas such as Newcastle and the growing cost of war, such as the cost of garrisoning troops in Ireland costing £5,000 per month led to discontent in both local and central government.

over the issue of taxation. In comparison, my⁴ bases his argument on one personal approach taken by Elizabeth to tackle the issues as opposed to the impact of the issues themselves and their impact. This is a less convincing approach as the application of contextual knowledge can challenge the interpretation she used more -- consistently! such as her mishandling the political situation of 1597 by failing to carry out her promise of investigating monopolies which created resentment, such as the price of salt being increased by seven times.



This answer demonstrates many of the qualities of a level 5 response. There is a clear grasp of the demands of the question, and a secure understanding of the views in the two given extracts. Arguments and issues raised are analysed, and contextual knowledge is clearly used to discuss the views. Whilst responses were seen which demonstrated greater discrimination and integration of material, this clearly discusses the interpretations, and reaches substantiated judgements.

Paper Summary

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

To score in the higher levels for sections A and B, candidates should:

- pay close attention to the date ranges in the question;
- give sufficient consideration to the issue in the question (e.g. main factor), as well as some other factors;
- explain their judgement fully; demonstrate their reasoning in relation to the concepts and topic they are writing about in order to justify their judgements;
- focus carefully on the second order concept targeted in the question;
- give consideration to timing to enable themselves to complete all three questions (with approximately the same time given over to each one);
- aim for an appropriate level, in terms of depth of detail and analysis, as required by the question, e.g. a realistic amount to enable a balanced and rounded answer on breadth questions.

Common issues which hindered performance in sections A and B:

- paying little heed to the precise demands of the question, e.g. writing about the topic without focusing on the question, or attempting 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;
- writing a response without giving sufficient consideration to the given issue in the question (e.g. looking at other causes/consequences 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;
- an 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;
- a judgement not being reached or not explained;
- a lack of detail.

To score in the higher levels for section C, candidates should:

- pay 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;
- make 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;
- make 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;

- make 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 (selection over sheer amount of knowledge);
- carefully read the extracts, to ensure the meaning of individual statements and evidence within these are used in the context of the broader arguments made by the authors;
- attempt to see beyond the stark differences between sources, e.g. consideration of the extent to which they disagreed, or attempts to reconcile their arguments.

Common issues which hindered performance in section C were:

- 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 pre-prepared arguments), without real consideration of these related to the arguments in the sources;
- statements or evidence from the source being used in a manner contrary to that given in the sources, e.g. through misinterpretation of the meaning of the arguments, or lifting of detail without thought to the context of how it was applied within the extract;
- a tendency to see the extracts as being polar opposites, again through expectation of this, without thought to where there may be degrees of difference, or even common ground.

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>

