

Mark Scheme (Results)

Summer 2014

GCE History (6HI03/A)

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:

i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear

ii) select and use a form and style of writing appropriate to purpose and to complex subject matter

iii) organise information clearly and coherently, using specialist vocabulary when appropriate.

GCE History Marking Guidance

Marking of Questions: Levels of Response

The mark scheme provides an indication of the sorts of answer that might be found at different levels. The exemplification of content within these levels is not complete. It is intended as a guide and it will be necessary, therefore, for examiners to use their professional judgement in deciding both at which level a question has been answered and how effectively points have been sustained. Candidates should always be rewarded according to the quality of thought expressed in their answer and not solely according to the amount of knowledge conveyed. However candidates with only a superficial knowledge will be unable to develop or sustain points sufficiently to move to higher levels.

In assessing the quality of thought, consider whether the answer:

- (i) is relevant to the question and is explicitly related to the question's terms
- (ii) argues a case, when requested to do so
- (iii) is able to make the various distinctions required by the question
- (iv) has responded to all the various elements in the question
- (v) where required, explains, analyses, discusses, assesses, and deploys knowledge of the syllabus content appropriately, rather than simply narrates.

Examiners should award marks both between and within levels according to the above criteria. This should be done in conjunction with the levels of response indicated in the mark schemes for particular questions.

At the end of each answer, examiners should look back on the answer as a whole in the light of these general criteria in order to ensure that the total mark reflects their overall impression of the answer's worth.

Deciding on the Mark Point Within a Level

The first stage is to decide the overall level and then whether the work represents high, mid or low performance within the level. The overall level will be determined by the candidate's ability to focus on the question set, displaying the appropriate conceptual grasp. Within any one piece of work there may well be evidence of work at two, or even three levels. One stronger passage at Level 4, would not by itself merit a Level 4 award - but it would be evidence to support a high Level 3 award - unless there were also substantial weaknesses in other areas.

Assessing Quality of Written Communication

QoWC will have a bearing if the QoWC is inconsistent with the communication descriptor for the level in which the candidate's answer falls. If, for example, a candidate's history response displays mid Level 3 criteria but fits the Level 2 QoWC descriptors, it will require a move down within the level.

Unit 3: Generic Level Descriptors

Section A

Target: AO1a and AO1b (13%)

(30 marks)

The essay questions in Part (a) will have an analytical focus, requiring candidates to reach a substantiated judgement on a historical issue or problem.

Level	Mark	Descriptor
1	1-6	<p>Candidates will produce a series of statements, some of which may be simplified. The statements will be supported by factual material which has some accuracy and relevance although not directed at the focus of the question. The material will be mostly generalised.</p> <p>The writing may have some coherence and it will be generally comprehensible, but passages will lack clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.</p> <p>Low Level 1: 1-2 marks The qualities of Level 1 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 1: 3-4 marks The qualities of Level 1 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 1: 5-6 marks The qualities of Level 1 are securely displayed.</p>
2	7-12	<p>Candidates will produce statements with some development in the form of mostly accurate and relevant factual material. There will be some analysis, but focus on the analytical demand of the question will be largely implicit. Candidates will attempt to make links between the statements and the material is unlikely to be developed very far.</p> <p>The writing will show elements of coherence but there are likely to be passages which lack clarity and/or proper organisation. The range of skills needed to produce a convincing essay is likely to be limited. Frequent syntactical and/or spelling errors are likely to be present.</p> <p>Low Level 2: 7-8 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 2: 9-10 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 2: 11-12 marks The qualities of Level 2 are securely displayed.</p>

3	13-18	<p>Candidates' answers will be broadly analytical and will show some understanding of the focus of the question. They may, however, include material which is either descriptive, and thus only implicitly relevant to the question's focus, or which strays from that focus in places. Factual material will be accurate, but it may not consistently display depth and/or relevance.</p> <p>The answer will show some degree of direction and control but these attributes will not normally be sustained throughout the answer. The candidate will demonstrate some of the skills needed to produce a convincing essay, but there may be passages which show deficiencies in organisation. The answer is likely to include some syntactical and/or spelling errors.</p> <p>Low Level 3: 13-14 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 3: 15-16 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 3: 17-18 marks The qualities of Level 3 are securely displayed.</p>
4	19-24	<p>Candidates offer an analytical response which relates well to the focus of the question and which shows some understanding of the key issues contained in it, with some evaluation of argument. The analysis will be supported by accurate factual material which will be mostly relevant to the question asked. The selection of material may lack balance in places.</p> <p>The exposition will be controlled and the deployment logical. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce a convincing and cogent essay will be mostly in place.</p> <p>Low Level 4: 19-20 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 4: 21-22 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 4: 23-24 marks The qualities of Level 4 are securely displayed.</p>

5	25-30	<p>Candidates offer a sustained analysis which directly addresses the focus of the question. They demonstrate explicit understanding of the key issues raised by the question, evaluating arguments and – as appropriate – interpretations. The analysis will be supported by an appropriate range and depth of accurate and well-selected factual material.</p> <p>The answer will be cogent and lucid in exposition. Occasional syntactical and/or spelling errors may be found but they will not impede coherent deployment of the material and argument. Overall, the answer will show mastery of essay-writing skills.</p> <p>Low Level 5: 25-26 marks The qualities of Level 5 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 5: 27-28 marks The qualities of Level 5 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 5: 29-30 marks The qualities of Level 5 are securely displayed.</p>
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NB: The generic level descriptors may be subject to amendment in the light of operational experience.

Note on Descriptors Relating to Communication

Each level descriptor above concludes with a statement about written communication. These descriptors should be considered as indicative, rather than definitional, of a given level. Thus, most candidates whose historical understanding related to a given question suggests that they should sit in a particular level will express that understanding in ways which broadly conform to the communication descriptor appropriate to that level. However, there will be cases in which high-order thinking is expressed relatively poorly. It follows that the historical thinking should determine the level. Indicators of written communication are best considered normatively and may be used to help decide a specific mark to be awarded within a level. Quality of written communication which fails to conform to the descriptor for the level will depress the award of marks by a sub-band within the level. Similarly, though not commonly, generalised and unfocused answers may be expressed with cogency and even elegance. In that case, quality of written communication will raise the mark by a sub-band.

Section B

Target: AO1a and AO1b (7% - 16 marks) AO2b (10% - 24 marks) (40 marks)

Candidates will be provided with two or three secondary sources totalling about 350-400 words. The question will require candidates to compare the provided source material in the process of exploring an issue of historical debate and reaching substantiated judgements in the light of their own knowledge and understanding of the issues of interpretation and controversy. Students must attempt the controversy question that is embedded within the period context.

AO1a and AO1b (16 marks)

Level	Mark	Descriptor
1	1-3	<p>Candidates will produce a series of statements, some of which may be simplified, on the basis of factual material which has some accuracy and relevance although not directed at the focus of the question. Links with the presented source material will be implicit at best. The factual material will be mostly generalised and there will be few, if any, links between the statements.</p> <p>The writing may have some coherence and it will be generally comprehensible but passages will lack clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.</p> <p>Low Level 1: 1 mark The qualities of Level 1 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 1: 2 marks The qualities of Level 1 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 1: 3 marks The qualities of Level 1 are securely displayed.</p>
2	4-6	<p>Candidates will produce statements deriving from their own knowledge and may attempt to link this with the presented source material. Knowledge will have some accuracy and relevance. There may be some analysis, but focus on the analytical demand of the question will be largely implicit. Candidates will attempt to make links between the statements and the material is unlikely to be developed very far.</p> <p>The writing will show elements of coherence but there are likely to be passages which lack clarity and/or proper organisation. The range of skills needed to produce a convincing essay is likely to be limited. Frequent syntactical and/or spelling errors are likely to be present.</p> <p>Low Level 2: 4 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 2: 5 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 2: 6 marks The qualities of Level 2 are securely displayed.</p>

3	7-10	<p>Candidates attempt a broadly analytical response from their own knowledge, which offers some support for the presented source material. Knowledge will be generally accurate and relevant. The answer will show some understanding of the focus of the question but may include material which is either descriptive and thus only implicitly relevant to the question's focus, or which strays from that focus in places. Attempts at analysis will be supported by generally accurate factual material which will lack balance in places.</p> <p>The answer will show some degree of direction and control but these attributes will not normally be sustained throughout the answer. The candidate will demonstrate some of the skills needed to produce a convincing essay, but there may be passages which show deficiencies in organisation. The answer is likely to include some syntactical and/or spelling errors.</p> <p>Low Level 3: 7 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 3: 8-9 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 3: 10 marks The qualities of Level 3 are securely displayed.</p>
4	11-13	<p>Candidates offer an analytical response from their own knowledge which supports analysis of presented source material and which attempts integration with it. Knowledge will be generally well-selected and accurate and will have some range and depth. The selected material will address the focus of the question and show some understanding of the key issues contained in it with some evaluation of argument and – as appropriate - interpretation. The analysis will be supported by accurate factual material which will be mostly relevant to the question asked although the selection of material may lack balance in places.</p> <p>The exposition will be controlled and the deployment logical. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing and cogent essay will be mostly in place.</p> <p>Low Level 4: 11 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 4: 12 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 4: 13 marks The qualities of Level 4 are securely displayed.</p>

5	14-16	<p>Candidates offer a sustained analysis from their own knowledge which both supports, and is integrated with, analysis of the presented source material. Knowledge will be well-selected, accurate and of appropriate range and depth. The selected material directly addresses the focus of the question. Candidates demonstrate explicit understanding of the key issues raised by the question, evaluating arguments and – as appropriate – interpretations. The analysis will be supported by an appropriate range and depth of accurate and well-selected factual material.</p> <p>The answer will be cogent and lucid in exposition. Occasional syntactical and/or spelling errors may be found but they will not impede coherent deployment of the material and argument. Overall, the answer will show mastery of essay-writing skills.</p> <p>Low Level 5: 14 marks The qualities of Level 5 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 5: 15 marks The qualities of Level 5 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 5: 16 marks The qualities of Level 5 are securely displayed.</p>
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NB: The generic level descriptors may be subject to amendment in the light of operational experience.

AO2b (24 marks)

Level	Mark	Descriptor
1	1-4	<p>Comprehends the surface features of sources and selects from them in order to identify points which support or differ from the view posed in the question. When reaching a decision in relation to the question the sources will be used singly and in the form of a summary of their information. Own knowledge of the issue under debate will be presented as information but not integrated with the provided material.</p> <p>Low Level 1: 1-2 marks The qualities of Level 1 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 1: 3-4 marks The qualities of Level 1 are securely displayed.</p>
2	5-9	<p>Comprehends the sources and notes points of challenge and support for the stated claim. Combines the information from the sources to illustrate points linked to the question.</p> <p>When supporting judgements made in relation to the question, relevant source content will be selected and summarised and relevant own knowledge of the issue will be added. The answer may lack balance but one aspect will be developed from the sources. Reaches an overall decision but with limited support.</p> <p>Low Level 2: 5-6 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 2: 7-9 marks The qualities of Level 2 are securely displayed.</p>
3	10-14	<p>Interprets the sources with confidence, showing the ability to analyse some key points of the arguments offered and to reason from the evidence of the sources. Develops points of challenge and support for the stated claim from the provided source material and deploys material gained from relevant reading and knowledge of the issues under discussion. Shows clear understanding that the issue is one of interpretation.</p> <p>Focuses directly on the question when structuring the response, although, in addressing the specific enquiry, there may be some lack of balance. Reaches a judgement in relation to the claim, supported by information and argument from the sources and from own knowledge of the issues under debate.</p> <p>Low Level 3: 10-11 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 3: 12-14 marks The qualities of Level 3 are securely displayed.</p>

4	15-19	<p>Interprets the sources with confidence showing the ability to understand the basis of the arguments offered by the authors and to relate these to wider knowledge of the issues under discussion. Discussion of the claim in the question proceeds from an exploration of the issues raised by the process of analysing the sources and the extension of these issues from other relevant reading and own knowledge of the points under debate.</p> <p>Presents an integrated response with developed reasoning and debating of the evidence in order to create judgements in relation to the stated claim, although not all the issues will be fully developed. Reaches and sustains a conclusion based on the discriminating use of the evidence.</p> <p>Low Level 4: 15-16 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 4: 17-19 marks The qualities of Level 4 are securely displayed.</p>
5	20-24	<p>Interprets the sources with confidence and discrimination, assimilating the author's arguments and displaying independence of thought in the ability to assess the presented views in the light of own knowledge and reading. Treatment of argument and discussion of evidence will show that the full demands of the question have been appreciated and addressed. Presents a sustained evaluative argument and reaches fully substantiated conclusions demonstrating an understanding of the nature of historical debate.</p> <p>Low Level 5: 20-21 marks The qualities of Level 5 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 5: 22-24 marks The qualities of Level 5 are securely displayed.</p>

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Unit 3 Assessment Grid

Question Number	AO1a and b Marks	AO2b Marks	Total marks for question
Section A Q	30	-	30
Section B Q	16	24	40
Total Marks	46	24	70
% weighting	20%	10%	30%

Section A

A1 Protest, Crisis and Rebellion in England, 1536-88

Question Number	Indicative content	Mark
1	<p>This question targets the last years of Henry VIII's reign and that of Edward VI and in particular the issue of factional rivalry at the Tudor Court. At the lower levels expect a narrative of the events of 1539-53. At level 3 and above there will be a clear address to the issue of 'Faction' and at the higher part of this level and above, a clear focus on the extent to which it impacted upon the authority of Henry and Edward. At level 3 there may be a far greater focus on one monarch or imbalance in argument. Candidates may well offer extensive comment on the downfall of Cromwell and the plots against Cranmer and Catherine Parr. However, candidates may argue that these posed a limited threat to Henry's authority. Candidates are likely to examine the dominance of Edward Seymour after the downfall of the Howards and Gardiner in 1546 and consider the extent to which as Lord Protector, Somerset worked in the interests of royal authority. The factional struggles that occurred during Edward VI's reign will doubtless be covered, such as the fall of Thomas Seymour in 1548-9, the downfall of Edward Seymour as Lord Protector from 1549 and the subsequent struggle between John Dudley, Duke of Northumberland from 1551, and Wriothesley. Further struggles between Dudley and Seymour and possibly Dudley's final attempt to deny Mary her throne may also be examined. Candidates may nevertheless argue that Edward VI did exert increasing influence in affairs of government, particularly from 1551.</p> <p>Candidates who do produce an analysis addressing both monarchs will gain at least level 4. Possibly at level 5, candidates will also address the very particular circumstances that encouraged faction at this time, although the focus of evaluation should be firmly on the extent to which the authority of the monarch was undermined. It can be argued that Henry was increasingly open to manipulation and this produced dangerous rivalries in both court and government. The ascent of a young boy enhanced this tendency, but there was nothing new in having factional struggles and religious differences merely added a new dimension of bitterness.</p>	30

Question Number	Indicative content	Mark
2	<p>This question addresses the religious settlements of the reigns of Edward and Mary and asks candidates to assess why their success was limited. In agreeing with the contention, candidates may argue that the Protestant reforms during Edward's reign – which they may note were largely moderate at first, although increasingly so under the Duke of Northumberland's time - were in large part embedded by the time of Edward's death in 1553, considering issues such as doctrine and the organisation of the Church. Whilst this was by no means even across England, candidates may point to the apparent willingness of most subjects to accept the will of their monarch over religious reform as evidence that time alone was not a barrier to success. Nevertheless, candidates may point to resistance to individual issues such as the removal of Catholic altars in 1550 and the Second Act of Uniformity in 1552 to consider the extent to which resistance was overcome within Edward's brief reign. Candidates may indeed argue that the roots of Protestantism were firm by the time of Mary's accession, and in this sense explore the extent to which it was the brevity of the reign or the dramatic reversal in policy under Mary which created difficulties. The implications of this for Mary's reign may be considered in examining the difficulties she faced in restoring the Catholic faith. The duration of her reign and lack of an heir was undoubtedly significant in the ultimate failure; Cardinal Pole's reforms were not fully implemented by the time of Mary's death. However, other factors were significant. In many ways Protestantism was established, and there was a lack of sufficient finance to reverse the changes made under Edward. Additionally, the repressive methods used and the perceived influence of Philip created associations which limited the acceptance of Catholicism. On the other hand, candidates may argue that the resistance was limited, with relatively few bishops or clergy removed.</p> <p>At level 5, there will be clear argument and balanced coverage, and candidates are likely to make clear critical distinctions between the two reigns, possibly challenging the assumption that either settlement was not successful. At level 4 there will be a real debate with reference to both reigns, and candidates should begin to explore the relationship between the different factors. At level 3 there may be some imbalances or less convincing focus on the reasons behind the limited success of the religious settlements. At level 2, responses may tend to a narrative of the reforms under Edward and/or Mary.</p>	30

A2 Revolution, Republic and Restoration: England, 1629-67

Question Number	Indicative content	Mark
3	<p>This question targets the period from 1629 to 1640 and asks candidates to assess the nature of this. Whilst candidates are not expected to offer knowledge of a Whiggish view of Charles I, many may be familiar with the contention in the question. In arguing for the claim, candidates may examine Charles' use of prerogative powers to raise funding, with the use of such measures - testing relations with the King's subjects - being considered with reference to ship money and the Hampden Case in England. The marked resistance in Scotland from July 1637 towards the attempt to introduce the prayer book is also likely to feature. The work of the Privy Council, which met over 1,000 times in the period, the detached nature of Charles' court and Charles' reliance on a narrow set of advisers such as Laud and Wentworth may all be examined by candidates. Punishments such as ear-cropping, issued by the Star Chamber to outspoken Puritan critics, may also be examined, and whilst these were not widespread, more general measures such as the 1631 Book of Orders may be considered as a broader attempt to impose what can be argued as authoritarian control. In countering the contention, candidates may argue the work of the Privy Council and attempts to regulate the royal Court as measures to bring greater efficiency to Stuart government. Similarly, whilst the length of the rule within Parliament was unusual, the frequency of Parliaments in the 1620s by no means set a precedent Charles was obliged to follow. Whilst candidates are not expected to draw on knowledge of this period, candidates may reason from the experience of the period up to 1629 in considering Charles' actions. It may also be argued that Charles' policies were more divisive than universally resented. Candidates may draw from a range of financial, political and religious themes in examining the question, although for higher levels the focus should be firmly maintained. At level 5 there will be a focused evaluation of the nature and extent to which there was tyranny. At level 4 there will be an attempt to evaluate Charles' rule which will be broadly balanced. At level 3 there should be a focus on the issue, although this may be imbalanced. At the lower levels expect a narrative of the events of these eleven years with minimal address to the issue of 'tyranny', such as a description of royal policies over the period.</p>	30

Question Number	Indicative content	Mark
4	<p>This question is focused on the first civil war and asks candidates to assess the reasons for parliamentary victory in this. In addressing the given factor, candidates may argue that Charles began with certain advantages, despite effectively conceding London, and that a failure to utilise these advantages in the early stages of the war was ultimately costly, although this in itself was by no means solely a result of strategy. Whilst Charles had the upper hand in 1642-3, he did not win a decisive victory, during which time Parliament was able to begin to overcome its own divisions and shortcomings. Charles' council of war may be argued to have been a divisive body, with Charles failing to develop a clear approach from this. Candidates may also examine the extent to which Royal troops were disorganised or indeed provoked hostility to their cause through lawless behaviour, and whilst this may be seen to be down to Charles' senior commanders, the King's control can be questioned here. Charles' failure to adapt may also be considered, with his attempts to maintain ordinary administration of government contrasting with Parliament's implementation of new forms of taxation and the introduction of the New Model Army. Such issues may be explored with reference to a range of events and/or battles, and candidates may take varied approaches to examining the issue of strategic failures, although the focus should be clearly on the question. In challenging the claim in the question, a range of other factors explaining parliamentary victory may be considered, such as financing, the role of individuals such as Pym, the organisation and training of Parliamentary forces and outside help concerning both sides.</p> <p>At level 5 there will be a focused evaluation of the relative significance of the different factors, with broad and full treatment. At level 4 there will be a structured analysis of a range of reasons for Parliamentary victory. At level 3 there should be a focus on the issue, although this may be imbalanced. At the lower levels expect a narrative of the civil wars, which whilst it may be detailed, will be largely implicit.</p>	30

Section B

A1 Protest, Crisis and Rebellion in England, 1536-88

Question Number	Indicative content	Mark
5	<p>This question clearly focuses upon the extent to which Henry VIII was threatened by the Pilgrimage of Grace, and the three sources offer differing perspectives. Source 2 suggests that the Pilgrims were a threat, arguing that in the early stages of the rebellion, much of the north was beyond the control of the Crown. The emphasis is placed on the relative inferiority of the crown in military terms, also highlighting a willingness to use war on the part of the rebels. Source 1 can be used to argue that the threat was limited, emphasising their conservative nature, opposing religious change but being disinclined to challenge the King with violence. That said, the range and scale of involvement suggested can be used to present arguments of a threat. Source 3 presents a view which is largely in contrast to Source 2. Considering the aftermath of the rebellions, McGurk emphasises Henry's victory and the force used to put down the rebellion of 1537. On the other hand, the reference to the 'greatest crisis of Henry's reign' and the concessions made may be used as evidence of threat. In drawing on their own knowledge, candidates may examine a range of issues, such as the loyalty of the nobility and Henry's reliance upon the likes of Norfolk to put down the rebellion. Whilst candidates may offer extensive knowledge of the differing stages of the event of late 1536-7 and the varying make up of those involved, the focus should remain firmly on assessing the level of threat. Candidates may argue that the scale of the rebellion meant it was a threat despite its deferential nature. Candidates may also explore the implications of the rebellion having taken place in the North and the implications of this for evaluating the threat.</p> <p>Responses at level 5 will apply knowledge to offer a judgement on the relative strengths of the differing views and /or to resolve the conflicts and offer an alternative hypothesis that successfully combines elements from different standpoints. At level 4 they will both support and challenge the degree of threat and use contextual knowledge of the historical debate and of the period itself to evaluate the claims made in the sources and/or offer different hypotheses. At level 3 candidates will be able to utilise both the texts and own knowledge to assess the seriousness of the threat even if many points are not addressed or developed. At level 2 the analytical focus will probably be weak, and there may be long descriptive passages of either the texts or historical events. At level 1 responses may well take the sources at face value as simple sources of information to be assembled into a narrative. Candidates who are drawing out the implications of the arguments and attempt to support and/or challenge them by cross referencing the sources and/or applying contextual knowledge are likely to score above level 2.</p>	40

Question Number	Indicative content	Mark
6	<p>The three sources include a range of points about Elizabeth's control of her Parliaments, with conflicting implications for a response to the question. Source 4 can be used to support the proposition, highlighting the difficulties Elizabeth faced early on over matters of religion. Students may use the passage of the religious settlement to counter the claim to some extent, although this may be developed further with consideration of the implications of this concerning the behaviour of the Commons that Source 5 highlights, or the failure concerning religion that Source 6 references. Source 5 can be used to counter the proposition, examining Graves' view of the strength of royal government. On the other hand candidates may consider the consequences of this in countering the proposition. Source 6 can also be used to present both cases: on the one hand stressing Elizabeth's successes on a range of matters, and the agreement between Queen and Parliament, on the other, highlighting disagreements over free speech and the 'conspicuous failures' over religion and royal administration. Candidates will explore these issues using own knowledge, and may draw on issues such as Neale's 'Puritan Choir' thesis, or with reference to individual cases such as Peter Wentworth's demands in the 1576 Parliament, which were censured by the House of Commons itself, the actions and imprisonment of Anthony Cope and Wentworth during the Parliament of 1584-5 or the debates on issues such as how to deal with Mary Queen of Scots.</p> <p>Responses at level 5 will apply knowledge to offer a judgement on the relative strengths of the views and /or to resolve the conflicts and offer an alternative hypothesis that successfully combines elements from different standpoints. At level 4 they will both support and challenge the degree of control and use contextual knowledge of the historical debate and of the period itself to evaluate the claims made in the sources and/or offer different hypotheses. At level 3 candidates will be able to utilise both the texts and own knowledge to assess the extent to which Elizabeth struggled to control Parliament even if many points are not addressed or developed. At level 2 the analytical focus will probably be weak, and there may be long descriptive passages of either the texts or historical events. At level 1 responses may well take the sources at face value as simple sources of information to be assembled into a narrative. Candidates who are drawing out the implications of the arguments and attempt to support and/or challenge them by cross referencing the sources and/or applying contextual knowledge are likely to score above level 2.</p>	40

A2 Revolution, Republic and Restoration: England, 1629-67

Question Number	Indicative content	Mark
7	<p>This question clearly invites candidates to examine the proposition that neutralism was the most common reaction, as argued in Source 7, in both a passive and activist form. Source 9 offers some support to Source 7 with its emphasis on the desire of those who tried to remain neutral, although the difficulty in doing so, hinted at in 7, is examined here, with emphasis on local factors and their impact upon support. Candidates may offer contextual knowledge of Lucy Hutchinson's circumstances in developing these issues. Source 8 opens up the debate to consider more positive motivations and allegiances, emphasising the issues of religion, class and Parliamentary ideals. Candidates may explore this by considering the motivations amongst the different sides, such as arguing that the majority of the aristocracy supported the King and that in part, he appealed to a distaste for the religious zeal amongst those in the lower orders whose actions were deemed beyond their status. Candidates will develop these issues with own knowledge of the period and illustrate the issues and variation concerning individual and local circumstances.</p> <p>Responses at level 5 will apply knowledge to offer a judgement on the relative strengths of the differing views and /or to resolve the conflicts and offer an alternative hypothesis that successfully combines elements from different standpoints, perhaps making critical distinctions concerning the different forms neutralism took. At level 4 they will both support and challenge the proposition and use contextual knowledge of the historical debate and of the period itself to evaluate the claims made in the sources and/or offer different hypotheses. At level 3 candidates will be able to utilise both the texts and own knowledge to assess the extent to which neutralism was the most common reaction even if many points are not addressed or developed. At level 2 the analytical focus will probably be weak, and there may be long descriptive passages of either the texts or historical events. At level 1 responses may well take the sources at face value as simple sources of information to be assembled into a narrative. Candidates who are drawing out the implications of the arguments and attempt to support and/or challenge them by cross referencing the sources and/or applying contextual knowledge are likely to score above level 2.</p>	40

Question Number	Indicative content	Mark
8	<p>This question clearly focuses upon the extent to which Cromwell was responsible for the limitations of the Protectorate and the three sources offer differing perspectives. Source 10 highlights how Cromwell's beliefs shaped his actions, drawing attention to various examples of various issues which candidates may develop in considering limited success. Candidates may also use own knowledge to explore whether his decision to reject the offer of the crown further contributed to these problems. Source 11 can be used to counter the proposition in the question to some extent, as the actions of Parliament and the difficult context the Protectorate operated in are emphasised, although candidates may examine the extent to which Cromwell's approach exacerbated these or even bore primary responsibility. Source 12 can in part be used to refute the proposition with its emphasis on the problematic circumstances both Cromwell and the Parliaments operated in, although candidates may develop support for the proposition, such as through reference to the beliefs which, whilst being ascribed as due to optimism, may be seen to be too intransigent in the context. Candidates can draw on their own knowledge of events to develop an analysis of Cromwell's beliefs, such as his radical religious views and his defence of toleration in examining the extent to which it explains the limited success of the Protectorate, considering the Naylor case or the reaction to the Barebones Parliament. Candidates may also explore the significance of other issues which impacted upon the Protectorate, such as the unpopularity of military rule, possibly with reference to the role of the Major Generals in 1655, or may even offer an analysis of the role of the traditional elites, considering Cromwell's role in terms of his desire to work with these.</p> <p>Responses at level 5 will apply knowledge to offer a judgement on their relative strengths and /or to resolve the conflicts and offer an alternative hypothesis that successfully combines elements from different standpoints. At level 4 they will both support and challenge the proposition and use contextual knowledge of the historical debate and of the period itself to evaluate the claims made in the sources and/or offer different hypotheses. At level 3 candidates will be able to utilise both the texts and own knowledge to assess the extent to which Cromwell was responsible for the limitations of the Protectorate even if many points are not addressed or developed. At level 2 the analytical focus will probably be weak, and there may be long descriptive passages of either the texts or historical events. At level 1 responses may well take the sources at face value as simple sources of information to be assembled into a narrative. Candidates who are drawing out the implications of the arguments and attempt to support and/or challenge them by cross referencing the sources and/or applying contextual knowledge are likely to score above level 2.</p>	40

