

**AS LEVEL**

**Examiners' report**

# **HISTORY A**

**H105**

For first teaching in 2015

**Y138/01 Summer 2023 series**

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## Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates.

The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. A selection of candidate answers is also provided. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.

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## Paper Y138/01 series overview

Y138 is one of four units in Paper 1 for the revised AS Level examination for GCE History. This unit tests an extended period of History of about fifty years through an enquiries or source-based option and an essay. The paper is divided into two sections.

In Section A candidates have to answer two compulsory source questions based on three written primary sources. The first question requires them to use one source to assess its usefulness and the second question all three sources to assess the validity of a view. In Section B candidates are required to answer one essay question from a choice of two. To do well on Section A, candidates need to be able to consider both provenance of the sources and apply contextual knowledge to them in order to reach a judgement about the sources in relation to the issue in the question. The judgement should be based on the evaluation of the reliability of the evidence given not on the topic or contextual knowledge.

To do well on Section B candidates need to address the issue in the question, using detailed supporting knowledge. In order to reach the higher levels candidates will need to assess the issues they discuss and reach a supported judgement at least in the conclusion.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
<ul style="list-style-type: none"> <li>• considered the provenance of the source(s) and used relevant contextual knowledge</li> <li>• linked the contextual knowledge to the source being discussed to show whether the view of the source was valid or not</li> <li>• reached an overall judgement as to the extent to which the sources supported the view in the question</li> <li>• in answering the essay question candidates discussed at least two issues in depth</li> <li>• gave supporting detail which was both accurate and relevant to the question set, not just the topic</li> <li>• reached a supported judgement about the issue in the question.</li> </ul>	<ul style="list-style-type: none"> <li>• did not consider both the provenance and use contextual knowledge to evaluate the sources</li> <li>• wrote an unbalanced answer in their treatment of the sources, with very little consideration of one of the sources</li> <li>• reached a judgement based on their knowledge rather than the sources</li> <li>• showed a poor understanding of the major issues relevant to the essay</li> <li>• were unable to support their answer with relevant material</li> <li>• did not focus on the precise wording of the question</li> <li>• made unsupported comments about issues which were assertions.</li> </ul>

## Section A overview

Candidates had to answer two questions based on a set of three sources. The first question focused on the utility of one of the sources, the second asked how far the three sources supported a view.

### Question 1

- 1 Use your knowledge of events of 1659–1660 to assess how useful Source A is as evidence of the political skills of General Monck. **[10]**

Many candidates struggled with the concept of political skills and instead wrote very general answers about the source, not focusing on the issue in the question. However, some did discuss his ability to manage and exploit divisions within the army, while others commented on Monck's skill in not revealing his true intentions as he moved south, recognising how events were developing. Most were able to comment on the provenance of the source, discussing that its author was a Whig Bishop who was likely therefore to be sympathetic to a Restoration. Contextual knowledge presented a greater challenge for many and there was much confusion about the chronology of the time, an understanding of which was vital for both this Question 1 and Question 2.

## Exemplar 1

Source A is useful in showing the political skills of General Monk by showing how Monk organised the army to ensure their loyalty and reduce the chances of a revolt. According to the source, he did this "by mixing well and ill affected towards Charles together by scattering them... by keeping no more troops, and those best affected, than were necessary about the City".

Another way in which Source A shows the political skills of General Monk is by showing how the voters no longer supported the current parliament but rather as "elections for members of Parliament ran everywhere against them" which implies the voters supported Monk over parliament.

This source takes place after the second Lord Protector had stepped down, when there was chaos in England, and Monk took London but before the restoration of Charles II. The source is written by a Bishop, a member of the episcopal structure, and so the source may not be useful as he may be downplaying the support of Parliament who wanted the episcopal structure abolished.

Exemplar 1 is an example of a response where there is just enough discussion of the source in relation to the question and supporting contextual knowledge and provenance, taking the response into Level 4.

### Assessment for learning



Candidates do need a clear chronological understanding of events from the death of Oliver Cromwell through to the Restoration of Charles II in order to answer questions on this period

## Question 2

- 2 Using these three sources in their historical context, assess how far they support the view that there was limited support for the Restoration of Charles II in 1660. [20]

Candidates attempted to explain the sources in relation to the question, although some, having considered Source A in Question 1, largely ignored it when attempting this question and therefore limited the level they could achieve. A clear chronological understanding of the period was essential in order to access the sources, particularly when discussing Source A, and this was often missing. Many did not understand the results of the elections to the Convention Parliament and did not see that the results went against the Republicans and therefore this could be used to show that there was growing support for a Restoration. Many also didn't pick up on the final point in the source about the nation 'returning to its wits again'. However, many did understand that as a Bishop it was likely he would welcome a Restoration.

Source B caused the least problem for candidates; most were able to use this to show that there was considerable support for the Restoration, but that the author appeared to be sympathetic to Charles, comparing it to the 'slavery' that had been endured. Source C caused many difficulties, although they did note that it was written by a Republican who would have little sympathy with the Restoration, they were unable to see that the godly, as Ludlow considered himself, would now be in the wilderness and that was God's will. This could then be used to show that was certainly some opposition to the Restoration.

### Misconception



Candidates did not understand Source B. Many argued that because Ludlow was a religious radical, he would have been pleased to see a Restoration.

## Section B overview

Candidates are required to answer one essay from a choice of two.

### Question 3\*

**3\*** Assess the reasons why James I's foreign policy caused opposition in Parliament.

**[20]**

This was the more popular question and most candidates were able to explain some reasons why there was opposition. However, a significant number of responses focused almost exclusively on the Spanish marriage and why that created problems. Some responses did discuss the ending of the war with Spain in 1604 and how, despite the advantages of peace, it caused disquiet with some Puritan MPs who thought it was England's role to continue to fight a Catholic nation. There was some discussion about the financial issues created by the policy because of the reluctance of parliament to fund James, but some then became distracted and wrote at length about the financial issues. There was some consideration about James and his attitude towards the Thirty Years War and his 'rex pacificus stance', whereas parliament wanted James to support the Protestant cause. However, the great majority of most answers focused on the Spanish marriage and the concerns about a Catholic match. There was also some discussion about Charles and Buckingham's trip to Madrid and its failure which united parliament and James. Some responses did develop this and look at later events and the issue of funding a war and the failure of the Mansfeld expedition and the attacks on Buckingham. Many responses did not discuss Charles' marriage to Henrietta Maria and the issues that raised.

#### Assessment for learning



Focus on developing supported judgements as to the importance of factors.



## Question 4\*

4\* How serious was Puritan opposition during the reign of James I?

[20]

Those candidates who had a good knowledge of puritanism across the whole of James' reign were usually able to address the demands of the question, but the problem was that many did not consider the second half of his reign or drifted into a discussion of material that would have been better suited to Question 3. Most responses were able to discuss the Millenary Petition and subsequent Hampton Court Conference, but few went on to consider the limited number who were dismissed following the issuing of canons. There was also some discussion of opposition to Bancroft and the subsequent approval of the appointment of Abbot, who was more sympathetic to puritanism. A few did discuss the absence of puritan plots and used this to argue that the threat of puritanism was not serious and some compared that to the challenge of Catholicism, but others then drifted into an essay on the Catholic threat being more serious, which was not the focus of the question. It was surprising that many did not consider the departure of some of the puritan opposition to the New World, which made it less of a threat to James. There was some consideration of the threat or challenges presented by Puritan MPs, but this did lead to drift from the question and more focus on opposition to foreign policy and/or finance. Very few responses made the point that puritan opposition became a greater threat as the reign progressed, largely in response to developments at court, policies being pursued or the growing Arminian presence and apparent sympathy with the publication of the Book of Sports.

## Exemplar 2

Arguably, Puritan opposition during the reign of James I was serious as they challenged his royal prerogatives of ~~over~~ foreign policy and they challenged in his religious and financial policy. One way in which the Puritans opposed James I during his reign was with the marriage of Charles I as the Spanish Match to the Catholic ~~igniter~~ ~~in~~ 1613-1618 and the eventual marriage of Charles to Henrietta Marie, the French, Catholic princess that was able to practice Catholicism with her servants and future children, increased tensions between James I and Parliament which made it harder to claim subsidies. Puritans also opposed James' religious policy as when Parliament was called in 1614, they were arguing about the relaxation of anti-Catholic legislation (due to

the Spanish Match) and refused to grant any subsidies and so were dismissed and became known as the Addled Parliament. James also received Puritan opposition in the 1621 Protestation Parliament which outlined the rights and privileges of Parliament, infringing on James' royal power, so they were also dismissed after James ripped the protestation apart. However, it could be argued that this was not a serious threat as any Puritan threat was usually dealt with quickly with the dissolving of Parliament. Despite this, it cannot be argued that James I received serious, significant opposition from Puritans.

on the other hand, it could also be argued that Puritan opposition was not as serious during the reign of James I as they had a cooperative relationship. In 1604, James I called the Hampton Court Conference where he listened to the proposals made by the Puritans and established a broad church policy to include elements of puritanism. In the second session of Parliament in 1606, after passing anti-Catholic legislation, the Puritans in Parliament were very supportive of James and granted him a £400,000 subsidy. Moreover, when James I summoned Parliament in 1624, in case England went to war with Spain, he was granted the largest subsidy Parliament had ever given. This shows how throughout James I's reign he received financial support from Puritans and actively made compromises to Puritanism in the

broad church policy. However, the support James I received was only after he was stuck with Catholics or in England or when he was getting ready to go to war with Spain as seen by their demand for a naval war.

Therefore, Puritan opposition during the reign of James I was serious as he could only gain their support by being anti-Catholic in his foreign and domestic policy.

Exemplar 2 shows an essay where the candidate produced a balanced response, arguing that it was and was not serious. The response considered a wide range of issues, some of which were more focused on religion than others. However, it did not reach Level 5 as the candidate did not reach a supported judgement as to whether the threat was serious.

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