

Examiners' Report
June 2018

GCSE History 1HI0 25

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Section A - Introduction

The Period Study focusses on an understanding of the unfolding narrative of a time period. In this first GCSE History (9-1) examination, most candidates seemed well-prepared for the question styles in this examination on The American West, c1835-c1895. Most candidates attempted the required three questions, although it would appear that some students answered Section B first. Whilst this is perfectly acceptable, it should be noted this has could have implications on timing and unfinished questions, perhaps explaining the number of blank responses for Question (Q) 2.

Q1 will always focus on consequence, requiring candidates to explain two valid consequences, giving equal attention to both. Very few candidates did not attempt Q1, which is deliberately designed to be accessible to the entire ability range. However, some candidates provided more detail than was necessary, leaving less time to address higher-tariff questions.

Q2 is a new style of question that focuses on analytical narrative, in which candidates are expected to write an account that not only describes what happened, but also to find connections and make sense of events, with an analysis of the links between events as they unfolded.

The analytical narrative will always focus on a period containing events or ideas that can be perceived as a sequence; this could cover several years or a much shorter period. Candidates should be clear about the time-span of the question to ensure they cover an acceptable range and what it is the narrative is designed to analyse – in this case, the key events of the conflict with the Plains Indians in the years 1862-64. It was clear that most candidates found the new style of question challenging. It is vital they understand the narrative concept, with the sense of a beginning, development and end, rather than producing three paragraphs that do not directly link.

The quality of responses varied, based primarily on depth of knowledge of the topics addressed. These stimulus points serve a different purpose from those of other questions: they will be useful reminders to candidates of sign-posts along the narrative and not things they need to develop. Candidates do not need to use these stimulus points but there is an expectation that there will be some depth of knowledge, shown by three discrete points in the narrative being covered, although this does not mean candidates need to identify three different

events. This question appeared to be the most common answer left blank, perhaps due to timing.

For Q3, candidates were required to analyse the importance of an event/person/development. The question focussed on what difference the event/person/development made in relation to situations and unfolding developments.

For example, in the first choice on this question, candidates were not being asked to comment generally on the Plains Indians' beliefs, but to consider their importance *for relations between Plains Indians and settlers*. They had to answer two topics out of selection of three. It was clear that many candidates had been prepared for the importance styles questions. Responses ranged from impressive analysis focussed on the appropriate second-order concept (Assessment Objective (AO)2), which were supported with accurate, relevant and good knowledge (AO1), to those from candidates who offered simple comment with limited knowledge for support.

All the Period Study examination questions use a levels of response mark scheme. Progression in AO1 is shown by a candidate's increasing ability to select information precisely and show wide-ranging knowledge and understanding. Progression in AO2 is shown by a candidate's response moving from simple or generalised comments to analytical explanations, which show a line of reasoning that is coherent, logical and sustained. Centres are reminded that the indicative content in the mark scheme does not imply what must be included in a response, nor does it give any expectation as to how candidates are expected to structure their responses.

Sufficient space is provided in the exam papers for all questions to be answered in full. Although some candidates did write on extra sheets, their responses were not always as successful as those who produced more concise answers. It is of vital importance that candidates do not continue answers from one question in the space reserved for another and, if they wish to write more than the booklet allows, they should identify this clearly on the paper and ask for additional sheets.

Question 1

In Q1, candidates were asked to provide two valid consequences of the Gold Rush (1849) for migration. There were 4 marks available for each consequence, which needed to explain a consequence (AO2) supported with specific information showing good knowledge and understanding (AO1).

Most candidates understood the second-order of concept of consequence, although some candidates focussed on the impact on Native Americans, rather than migration. There was also a tendency by some candidates to give generalisations for a consequence, such as many people migrated, without any further elaboration. Some candidates merely rephrased the same consequence and, as such, were only credited for one of them. A limited number of candidates left the question blank.

SECTION A: The American West, c1835-c1895

Answer ALL Questions in this section.

- 1 Explain **two** consequences of the Gold Rush (1849) for migration.

Consequence 1:

The Gold Rush caused a massive increase in migration from East to West this caused a massive increase in the amount of Gold prospectors and their families moving west across the great plains.

Consequence 2:

A mass surge in migration caused hundreds of gold mining towns to appear, in these towns mostly men lived there, the towns were lawless and had gambling, prostitution and fighting this caused a massive amount of people to commit crimes causing lawlessness in the west.

2



P 5 6 2 7 2 A 0 2 3 2

Examiner comment:

For the first consequence, the candidate has provided a simple statement with a consequence 'increase in migration' but no explanation and so reaches AO2 Level 1. There is general knowledge shown with mention of prospectors,

families and Great Plains for AO1 Level 1. Overall, the first consequence is at the top of Level 1.

The second consequence given is 'gold mining towns appear' but no explanation is provided, therefore the response reaches AO2 Level 1. The knowledge is more specific, with mention of gambling and lawlessness, therefore it reaches AO1 Level 2. Overall, the second consequence is low Level 2.

Examiner tip:

Candidates should ensure they provide two different consequences.

Answer ALL Questions in this section.

1 Explain **two** consequences of the Gold Rush (1849) for migration.

Consequence 1:

One consequence of the Californian Gold Rush (1849) was that there was more a rapid increase for migration at settlement. This mass movement resulted in population booms in California and led to the deterioration of law and order as the government couldn't enforce law systems effectively with the rapid rate of migration. This led to the development of ~~the~~ high crime rates due to claim jumping and shootings - and this further resulted in the creation of vigilante groups to deal with the crime unofficially because the government couldn't provide sufficient law enforcing officers across the whole of the Plains.

Consequence 2:

Another consequence of the Californian Gold Rush 1849 was that because many prospectors weren't lucky in finding gold, they began to do other jobs instead. This required employment for shops, bars and cafes. This encouraged more migration from the North East to the West, and this contributed to the development of mining towns. This increasing development grew around the mining towns, as these towns expanded out into the ~~of~~ Great Plains. This

2



P 5 7 3 7 3 A 0 2 3 2

means that the ~~the~~ Plains Indians have less land available to them, making them feel angry towards the government, who said the land was theirs, yet aren't doing anything to stop this growth.

(Total for Question 1 = 8 marks)

QC

Examiner comment:

For the first part of the response the consequence is explained clearly, with reference to population increase thus reaching AO2 Level 2. There is detailed specific information provided for AO1, which is also at Level 2. This response has more detail and explanation than is needed: the candidate could have stopped with the sentence ending 'rapid rate of migration' and received full marks. Overall, it reaches the top of Level 2.

The second consequence also has good knowledge with AO1 at Level 2, which supports a consequence with explanation, making AO2 Level 2. Overall, this response is at the top of Level 2.

Examiner tip:

Candidates should avoid writing overly-detailed responses, taking note of the amount of space provided.

Question 2

This new style of question was not generally approached in an appropriate manner by the candidates who attempted it. The overall structure of providing a beginning, development and end was demonstrated by candidates who attained Level 3. It was clear that such candidates had been taught to use language that demonstrated analysis of links, for example 'consequently', 'which resulted in', which was apparent, even if they had more limited knowledge.

Many candidates wrote several discrete, and often detailed, explanatory paragraphs about separate events, developments, and key individuals, rather than writing a coherent analysis linking the events and developments to create the unfolding narrative at the focus of the question.

The topic of conflict with the Plains Indians in the years 1862-64 resulted in a range of responses, with a good number able to establish a sequence. Most candidates were aware of the details of Little Crow's War or the Sand Creek Massacre but it is vital that candidates do not limit their responses to part of the period: for example, some candidates only discussed Little Crow's War, in isolation. There were some candidates who referred to the events of the Battle of Little Big Horn or the battle of Wounded Knee, instead of the Sand Creek Massacre, and confused Chivington and Custer. There was a considerable number of candidates who did not attempt this question.

2 Write a narrative account analysing the key events of the conflict with the Plains Indians in the years 1862-64.

You may use the following in your answer:

- Little Crow
- Colonel Chivington

You **must** also use information of your own.

During the years 1862-64 Little Crow's tribe had been put onto reservations. However, they weren't allowed to leave these reservations at all, nor even to hunt the buffalo. This was one way the government tried to get the Indians to conform with their way of life. This meant that the Indians were almost entirely dependant on the government for supplies that they had offered as a promise for going onto the reservations.

However, the supplies were held in an office governed by rich men who wanted to keep the money for themselves. This meant that the Indians starved. Little Crow didn't want to see his men, women and children starve and so decided enough was enough. He rounded up his warriors and attacked the building where the



Supplies were kept. They set the building on fire and only stole the food as it was rightfully theirs. They also ~~needed~~ killed half of the troops that were sent out to ~~be~~ sort them out. This had devastating consequences.

303 Indians were taken prisoner and were sentenced to death for being involved in the attack, however, only 38 were actually lynched ^{in the biggest} _{Riots execution in American history}. The Indians were then moved to an even smaller reservation ~~by~~ but their supplies were now governed by religious men. This meant that they wouldn't try to keep the money for themselves, ~~so~~ the Indians wouldn't end up starving and attacking again.

Examiner comment:

This response does not take into account the key events of the whole period, only discussing the early years. Hence, there is a lack of organisation and the AO2 is Level 2. The knowledge shown is relevant but not of the required features for the whole period, therefore the AO1 is Level 2. Overall the response is at the top of Level 2.

Examiner tip:

Candidates need to ensure they have the narrative in the correct order of events.

- 2 Write a narrative account analysing the key events of the conflict with the Plains Indians in the years 1862-64.

Bad harvest 1861

You may use the following in your answer:

- Little Crow (Little Crow's War 1862)
- Colonel Chivington

You **must** also use information of your own.

1864 beginning of
~~Sand Creek~~ ~~Massacre~~ ~~Red Cloud's War~~

A main reason for conflict between the years 1862-64 was a bad harvest in 1861, this led towards both Little Crow's War and the Sand Creek Massacre. The government was introducing the 'assimilate or die' attitude and so Plains Indians, after a bad harvest were fully reliant on government for support facing starvation.

In 1862 Little Crow's War first sparked tensions, due to the harvest and the lack of crops from reservation soldiers Little Crow and his tribe stole food, burnt down government buildings and killed many soldiers leading to an increase in tensions, it also greater reinforced white opinion that Plains Indians were savages.

Later, in 1864 the Sand Creek Massacre took place. Over the 3 previous years due to the poor harvest



Black Kettle and his tribe led raids on travellers, not harming them, but stealing food. The result of this was a massacre led by Colonel Chivington which, despite the Plains Indians waving white flags at surrender, killed 125 women, men and children. Overall both ~~white~~ Indians and whites were appalled. Chivington was condemned by the government. Black Kettle spread word of the massacre which increased the Indians hostility towards whites - a factor which may have contributed towards Red Clouds War which took place from ~~the~~ 1866-68.

Overall key conflict events, fuelled by a bad harvest in 1861, were Little Crow's War and the Sand Creek Massacre.

Examiner Comment:

The candidate has provided a clear narrative with linking analysis, and phrases such as 'sparked tensions' and 'the result of this'. It is structured logically, with correct sequencing thus reaching AO2 Level 3. Good knowledge showing understanding is used to support the narrative leading to AO1 Level 3. Overall, the response is at the top of Level 3.

Examiner tip:

Candidates need to remember this is foremost a narrative, with a beginning, middle and end, rather than a set of three separate paragraphs. Show how one point in the narrative leads to the next.

Question 3

This question comprised two 8-mark questions, based on the second order concepts of significance and consequence. Candidates had to explain the importance of two of the following three topics: Plains Indians' beliefs about land and nature for relations between Plains Indians and settlers; the Timber Culture Act (1873) for the settlement of the Plains; the Johnson County War (1892) for relations between homesteaders and cattlemen.

The question on the Plains Indians was addressed more than the other two options. Candidates who addressed the importance of the factor raised in relation to development, produced Level 3 responses when supported by good knowledge and understanding. This was as opposed to candidates who explained the importance of the factor in general terms, who normally produced responses that stayed in Level 2.

In terms of the question on the Plains Indians, Level 2 responses often provided general knowledge on the beliefs of the Plains Indians, rather than the impact on relations with settlers. Several candidates talked about the lifestyle of the Plain Indians, rather than beliefs. For example, they discussed the buffalo in terms of hunting, rather than how they were important for the spiritual beliefs.

Candidates who attained Level 3 recognised multiple implications and were more likely to focus on aspects such as the settlers farming on sacred land, or how settlers' belief in Manifest Destiny clashed with land being provided by the Great Spirit.

The question on the Timber Culture Act produced a range of responses, with Level 3 candidates addressing primarily how the Act allowed farmers to produce enough food due to the extra acres available, and the settlements becoming more permanent. The responses that remained in Level 2 often demonstrated knowledge such as the details of the Act, without explaining why it was important. One misunderstanding that occurred was that some candidates discussed how the Timber Act meant timber was transported to the Plains, or focussed on the impact on the Plains Indians.

It was clear with the topic of the Johnson County War that candidates were aware of the events of the dispute. Unfortunately, several candidates wrote the details in the form of a narrative, which made it difficult to complete the analysis required for Level 3. Better responses linked the Johnson County War to the end of the open range in the long term, or demonstrated the facts that cattlemen were willing to take the law into their own hands.

Indicate your FIRST choice on this page.

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

- The importance of the Plains Indians' beliefs about land and nature for relations between Plains Indians and settlers.
- The importance of The Timber Culture Act (1873) for the settlement of the Plains.
- The importance of the Johnson County War (1892) for relations between homesteaders and cattlemen.

Plains Indians believed that everything in nature had a spirit, that land couldn't be controlled and thus possessed. This belief ~~is~~ is demonstrated through their nomadic lifestyle, they didn't settle in one place and so worked with the land. However this greatly opposes the attitudes of white settlers who believed in manifest destiny and that it was God's wish for the Plains and the West to be populated. Due to this clash of opinion many conflicts were sparked based around who owned land, and white settlers trespassing on Plains Indian property due to their sense of entitlement. An example of this conflict is Red Cloud's War which took place in



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Turn over ►

1866 and was sparked by settlers and miners travelling along the Bozeman trail.

Another differing belief was about the Buffalo, Indians respected Buffalo, an example of this is through the fact they buried its heart in the ground in order to give life to the earth. Indians only killed what they needed, then moved on, showing how they lived with nature, not against it. However the government, and white settlers saw buffalo as a threat, sometimes responsible for killing those travelling along the Oregon Trail, and an obstacle in the way of building the transcontinental railroad, Buffalo hunters like Buffalo Bill were hired and unfortunately by the end of the 1880s only 200 buffalo remained. Overall these opposing views led to tensions and conflict between the settlers and the Plains Indians.

Indicate your SECOND choice on this page.

Indicate which question you are answering by marking a cross in the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

WTSC

- The importance of the Plains Indians' beliefs about land and nature for relations between Plains Indians and settlers.
- The importance of The Timber Culture Act (1873) for the settlement of the Plains.
- The importance of the Johnson County War (1892) for relations between homesteaders and cattlemen.

The Johnson County War took place in 1892 and was fuelled by deaths at homesteaders such as John Averill and Ella Watson, both owned a plot of land which was used by large-scale cattlemen and so this caused conflict. It was also thought Watson was a supposed cattle rustler which led to the deaths. Smaller cattle ranchers had chosen to do an earlier 'spring round-up' leading to larger cattlemen suspicious of rustling, the larger company ^{then} ~~so~~ employed 22 gunmen to execute the smaller company however the Sheriff discovered the plan for 'invasion' and the gunmen were imprisoned. However these rich cattle ranchers could afford the best lawyers and due to lack



at government funds the 'invaders' were set free. Overall this weakened relations between settlers and cattlemen, the power they had to escape the law, and to kill, outnumbered homesteaders.

It wasn't until the invention of barbed wire in 1874 when relations could be reconciled as cattle no longer trespassed on settlers' land or ate settler's crops, however sometimes this enclosure prevented settlers from getting to a water source and so relations were always conflicted.

The main effect of the war increased conflict between settlers and cattlemen, they weren't trusted and reinforced ideas of a corrupt law system.

Examiner comment:

First response: Timber – In this response, the candidate has provided an explanation with a line of reasoning, discussing expansion of the plains and hygiene, and showing analysis, thereby reaching AO2 Level 3. There is knowledge used in support; however, this should be more specific, so AO1 Level 3 is weak. Overall the response is mid Level 3.

Second response: Plains Indians – The candidate has attempted to analyse; however, the focus in the first paragraph is on lifestyle, rather than beliefs. The second paragraph does discuss beliefs but it is not well explained, making the

AO2 low Level 2. There is some knowledge demonstrated, which makes the AO1 Level 2. Overall, the response is mid Level 2.

Examiner tip:

Two well-developed explanations, that also have good knowledge and understanding, will enable candidates to attain Level 3. It is vital to have both knowledge and understanding used to support answers.

Section B of paper 2 assesses the British Depth Study, with candidates required to answer three questions targeted at AO1 and AO2. Candidates receive an examination paper with either the two Medieval Depth Studies or the two Tudor Depth Studies. It is the only time for the Edexcel GCSE History examination where candidates need to ensure that they answer questions on the particular option for which they have been entered.

From this summer's scripts there were very few candidates who attempted to answer questions from both Depth Studies. There was a significant number of candidates who had started answering the questions on the study for which they were not entered, before crossing out their work and moving to the section for which they were entered. There was also a number of candidates who had continued their Depth Study responses in the booklet under the option they had not studied, rather than asking for extra paper. Candidates do need to indicate clearly where their response to an item should be found, if it is different from the specified section of the answer booklet.

Q 4(a) and Q5(a) follow an identical format to Q1 on Paper 1. Candidates need to be clear that the feature identified should be a characteristic of the topic and that having identified a feature, they should add a further detail that will explain the feature or provide context. Some candidates did not seem to understand that two marks are available for each feature – one for identifying the feature and one for additional information about the identified feature. Answers that listed four features or disconnected points of separate information were limited to a maximum of two marks. There was also a number of answers that tried to use the same point as two separate features.

Q4(b) and Q5(b) follow an identical format to the 12-mark tariff to Q4 on Paper 1 and Q2 on Paper 3, but with a difference in the second-order concept being assessed. On Paper 1, the 12-mark tariff question focusses on the process of at least 100 years, whereas on Papers 2 and 3 it relates to the causes of an event, development, success, failure and so on, over a shorter period of time within a Depth Study. The stimulus points do not normally include dates and are simply intended to help candidates to associate what they have learned with the question being asked. Use of the stimulus points is not compulsory but it should be noted that the mark schemes do require deployment of material not prompted by the stimulus points to reach the top of Levels 2 and 3 and entry into Level 4.

In Q4(c) and Q5(c) candidates choose between (i) and (ii) and the questions may target any of the second-order concepts (cause, consequence, change, continuity, significance, similarity and difference). This question follows the same principles as Q5 and Q6 on Paper 1 but without a requirement for Spelling, Punctuation and Grammar (SPaG) to be assessed. For Q4(c) and Q5(c) the stimulus points in the question will often be useful reminders to candidates of the two sides of the issue or the chronological range covered in the question. Note that they will not necessarily be presented in chronological order. Note also that the stimulus points will usually relate to aspects of content, rather than directly indicating a factor that should be included. Candidates do not need to use these stimulus points but there is an expectation that there will be both depth and breadth of knowledge, shown by three discrete aspects of the question being covered.

Many answers remained at Level 3, despite excellent knowledge, because they missed the focus of the question. Candidates who reached Level 4 realised that the topic provides the context but that there is a specific focus on which a judgement should be offered. Similarly, whilst it was pleasing to see how many answers were structured clearly to consider both sides of the issue, sometimes other structures may be more appropriate. Although the question asks how far the candidates agrees, the answer should also take account of the second-order concept being assessed, for example, structuring the answer to look at different aspects of change and continuity or of significance.

One reason that many responses remained in Level 3 was that the judgement tended to be simply a summary of the two sides of the issue and the decision that the statement was 'somewhat' true. At Level 4, there should be a sense of evaluation, recognising nuances of partial agreement and showing which evidence carries most weight. Answers should also show what criteria are being applied. For example, a judgement on significance could be based on the number of people affected, the length of time that the effects were felt, the groups affected or how wide-ranging the secondary effects were. Ideally, this will create a sense of argument running throughout the answer and the best answers often had plans, showing that the argument was thought through before beginning to write the actual response.

If extra paper is taken, Candidates should signal clearly that the answer is continued elsewhere. However, in many cases where additional paper had been

taken, the marks had already been attained within the space provided, rather than on the extra paper. Candidates should be discouraged from assuming that lengthy answers will automatically score highly. Indeed, candidates taking extra paper often lacked time on the final, high mark question and therefore disadvantaged themselves. There were also some completely blank answers to the final question, suggesting that time management was a problem for some candidates.

There were no indications that for Paper 2 as a whole, candidates had found it difficult to answer both sections in the one hour and forty-five minutes allowed.

All examination questions use a levels of response mark scheme. Progression in AO1 is shown by the candidate's increasing ability to select information precisely and show wide-ranging knowledge and understanding. Progression in AO2 is shown by a candidate's response moving from simple or generalised comments to analytical explanations, which show a line of reasoning that is coherent, logical and sustained. Centres are also reminded that the 'Indicative Content' in the mark scheme does not imply what must be included in a response, nor does it give any expectation as to how candidates are expected to structure their responses.

Question 4(a)

Candidates were asked to describe two features of the Eltham Ordinances. Where candidates attempted this question, they were generally able to answer confidently, achieving Level 2 by identifying a motivation for the Ordinances. An example was cutting costs, and an example of how this was achieved was by providing set mealtimes. Other common responses mentioned banning hunting dogs and reducing the number of palace servants. Many candidates were able to associate the Eltham Ordinances as one of Wolsey's policies, although a number of responses confused the Eltham Ordinances with other features of Henrician policy, most commonly the Amicable Grant or the Break with Rome. A high proportion of candidates left the answer blank.

Option B3: Henry VIII and his ministers, 1509–40

If you answer Question 4 put a cross in the box .

Answer Question 4(a), Question 4(b) and EITHER Question 4(c)(i) OR Question 4(c)(ii).

4 (a) Describe **two** features of the Eltham Ordinances. (4)

Feature 1

Animals weren't allowed as they brought in dirt with them.

Feature 2

There were set times for meals because people wouldn't do their jobs when they should.

Examiner comment:

The candidate has identified two features on the Eltham Ordinances. The first one lacks supporting evidence. The second one has incorrect supporting evidence. Therefore, this response achieves 2 marks.

Examiner tip:

Use connectives to encourage supporting evidence.

Option B3: Henry VIII and his ministers, 1509–40

If you answer Question 4 put a cross in the box .

Answer Question 4(a), Question 4(b) and EITHER Question 4(c)(i) OR Question 4(c)(ii).

4 (a) Describe **two** features of the Eltham Ordinances. (4)

Feature 1

One feature was that the amount of members within court was reduced from 12 to 6 as ~~it~~ this meant that Wolsey would have less ~~oppos~~ opposition ~~to~~ within court that could threaten his relationship with Henry.

Feature 2

Another feature was that ~~the~~ Wolsey designed the ~~the~~ Eltham Ordinances ~~to~~ to reduce the amount of royal expenditure and so that this money ~~save~~ could be used elsewhere, such as funding for Henry's wars.

Examiner comment:

The candidate has identified two features of the Eltham Ordinances and provided supporting detail for each one. Therefore, this response achieves 4 marks.

Examiner tip:

The content you need for full marks on this question should easily fit on the lines provided: if you are writing in the blank space underneath, you have probably written too much.

Question 4(b)

Candidates were asked to explain the causes of the Pilgrimage of Grace. The majority of candidates were able to expand on the first stimulus point, although significantly fewer were confident in linking enclosure to the Pilgrimage. At Level 2, many responses delivered a detailed explanation of the conditions in the monasteries, with descriptions of monastic vice being a common feature, but often went on to explain how this led to Dissolution without making a link to the Pilgrimage of Grace.

Stronger answers developed from the first stimulus point with specific details of the *Valor Ecclesiasticus* and linked this back to upsetting people in the north of the country. Common additional information offered by candidates included Cromwell's unpopularity, and unrest stimulated by the religious changes connected to the Break with Rome. However, a large number of responses remained in Level 3 due to over-reliance on the first stimulus point, which prevented candidates from demonstrating wide-ranging knowledge.

The best responses were able to synthesise a range of causes into a coherent line of reasoning. A few candidates showed that the reason for the rebellion varied according to location or class, or differentiating between the two waves of revolt.

There was a significant number of responses where candidates wrote about the events or consequences of the Pilgrimage of Grace, rather than focussing on causation, which, while displaying good knowledge of the topic, unfortunately resulted in a loss of marks at AO2. A number of candidates showed chronological confusion by placing the Pilgrimage within the Wolsey era or after the Dissolutions had been completed.

(b) Explain why the Pilgrimage of Grace took place.

Wolsey, Anne
A
Charles V
1525

(12)

You may use the following in your answer:

- inspection of the monasteries
- enclosure

You must also use information of your own.

> Protestants
Henry VIII
uprising

The Pilgrimage of Grace took place in Lincolnshire and Yorkshire. Henry VIII was very distant from these areas, so he lacked influence over them and he desired that. Henry wanted to gain more influence over these areas as it would heighten his power. Henry ordered ~~Wolsey~~ ^{Wolsey} to go and inspect the monasteries. This ~~later~~ ^{was} became known as the ~~enclosure~~ ^{enclosure} ~~uprising~~, this included extensively searching the home and backgrounds of several monks and nuns. They were found to have been living extremely luxurious lives and going against the word of God. Some monks were even accused of raping ~~women~~ ^{girls}. This gave Henry a swift advantage to be able to close down the monasteries with good reason. Many Catholics were absolutely mortified as Henry VIII was trying to essentially force their religion into obscurity (the dark/nothing). This caused major uprisings known as the Pilgrimage of Grace, they weren't very successful, many

Catholics ended up dead.

Henry VIII had now gained enough power and influence over these areas to control them easily (despite their distance). Many ~~pieces~~ ^{pieces} of land were taken by Henry, Wolsey initiated the enclosure. Many agricultural lands had been taken away and the Catholics were absolutely furious. Their land had been God's gift to them and Henry was just dismissing it as though it was nothing. Many Catholics planned to resist the power of Henry, the uprisings grew stronger and this caused Henry to appear weaker. Henry became furious at this and blamed Wolsey. Many other powerful people saw Henry as deceitful, the treaty of London (in the 16th century - around 1525) showed Henry to be a man of peace but the Pilgrimage of Grace unravelled that idea very quickly.

Examiner comment:

This response shows good development from the stimulus points. Although there are some inaccuracies, the candidate has remained focussed on the conceptual focus of the question. However, since the content of the response is limited to what is prompted by the stimulus, this answer cannot achieve a mark above the middle of Level 3. Therefore, this answer is awarded 8 marks.

Examiner tip:

Make sure you include information beyond the stimulus points, or your answer will be capped at 8 marks.

(b) Explain why the Pilgrimage of Grace took place.

the Act of Ten Articles.

(12)

You may use the following in your answer:

- inspection of the monasteries
- enclosure

1536 - dissolution of ^{lesser} monasteries
Northeners - upset about
The Ten Articles

You must also use information of your own.

The Pilgrimage of Grace took place due to the dissolution of the lesser monasteries in 1536. This is because it made the Northeners angry and disappointed; the monasteries were played an important part in society; the monasteries took care of the sick and the poor; without the monasteries, these social issues would have increased. Moreover, the Northeners believed that the monks and nuns had an important role to play in society and without the monasteries, they would be put out of work.

Also, ~~the~~ the Pilgrimage of Grace took place because of the inspection of the monasteries. Due to Cromwell's visitations, it was revealed that the monasteries broke rules. For example, it was revealed that they had sexual relations and were not celibate; also cases of homosexuality was revealed. It was believed that this was invalid; Cromwell just wanted to get rid of the monasteries to increase Henry's finances; the monasteries

owned a third of the land in England ^{Northen} and had an income of £600,000.

Another reason why the Pilgrimage of Grace took place was because of the Ten Articles. Cromwell had change the Seven Sacraments from 7 to 3. This saw England becoming more Protestant. As a result, the Northeners were strongly against it because they were strong Catholics and the Ten Articles had been seen as a threat; they did not want England to become Protestant.

Examiner comment:

This response demonstrates very specific knowledge and covers a range of points, all loosely connected to the theme of religion. Each one is used to explain the growing dissatisfaction that led to the rebellion. This answer achieves 12 marks.

Examiner tip:

Good answers can be very succinct and to-the-point, using precisely selected evidence to address the conceptual focus of the question.

Question 4(c)

Candidates were asked to write about an aspect of the rule of Henry VIII's ministers – either Wolsey's rise Q4(c)(i) or Cromwell's political reforms Q4(c)(ii). A significant majority of candidates opted to answer Q4(c)(i).

Responses to Q4(c)(i) were variable, with an unfortunate number of responses exemplifying Wolsey's rise using events from later in his premiership, such as the Amicable Grant or his failure to secure a marriage annulment for Henry VIII. It was clear that many candidates had been well-prepared to answer questions on Wolsey's policies and his fall, but that, in some cases, less emphasis had been placed on his rise to power.

Lower-achieving answers often included vague references to Wolsey's background but were rarely able to exemplify Wolsey's organisational skills or make effective use of the stimulus points. A disappointing number of responses assumed that 'expedition to France' referred either to the Field of Cloth of Gold or a fact-finding mission preceding the Treaty of London.

In the mid-range responses, more detailed information was provided about Wolsey's formative years. For example, the links to his rise to power were usually left implicit and candidates in this range found it difficult to achieve any sort of argument, with conclusions usually being simplistic and stated. Candidates who answered the question well, paid clear attention to the question focus and did not go beyond 1515. They elaborated on the Battle of Spurs and campaigns with France in Henry's early reign, often combining this with an explanation of how Wolsey's education and work ethic, combined with Henry's lack of interest in day-to-day governance, enabled Wolsey to impress the king and achieve more power. Many responses at Level 4 also referenced Henry's unwillingness to work with his father's ministers and Wolsey's parallel rise to prominence in the Church.

Although significantly fewer candidates attempted Q4(c)(ii), responses to this question were generally much stronger. Some impressive knowledge of Cromwell's reforms was demonstrated across Levels 3 and 4 answers, including his reforms to regional government in Wales and an explanation of how the legal aspects of the Break with Rome had an impact on the way England was governed. Some candidates had been taught the historiography surrounding this topic, with occasional references to the alleged revolution in Tudor

government of Elton's thesis, in the strongest responses. Although beyond what is necessary for this paper, which focusses specifically on AO1 and AO2, it was extremely pleasing to see that this wider aspect of the topic is being covered.

Most candidates were able to build on the stimulus points and include a variety of points from their own knowledge, which helped to ensure that they scored highly on AO1; thus the limiter at Level 3 was often candidates' inability to assess the extent of the consequence of the changes identified. At Level 4, candidates demonstrated an impressive ability to set criteria for making their judgements. The wider impact of parliamentary changes being more important than the narrower impact of the Privy Council reforms, was a popular view.

At Level 2, candidates were usually able to expand on the stimulus points with a description of each one, or provide evidence of other changes that Cromwell made. A small number of candidates focussed on Cromwell's later work with the Dissolution of the Monasteries or the marriage to Anne of Cleves, neither of which was sufficiently well-linked to changes to government to be creditworthy.

<p>Indicate which question you are answering by marking a cross in the box <input type="checkbox"/>. If you change your mind, put a line through the box <input type="checkbox"/> and then indicate your new question with a cross <input type="checkbox"/>.</p>	<p>him are very neatly get before then.</p>
<p>Chosen question number: <input checked="" type="checkbox"/> Question 4(c)(i) <input type="checkbox"/> Question 4(c)(ii) <input type="checkbox"/></p>	<p>Another reason for Wolsey rise to power was his intelligence. Wolsey was a very smart and well educated man who was very good at his job. He had many talents to learn many things and show them he was intelligent enough to take on any role. However this is his important than Wolsey ambition and background because this allowed the trust and confidence to display his intelligence to the monarch Henry VIII.</p>
<p>I do not agree with the statement that the main reason Wolsey rose to power was because of his organization. This is because even though Wolsey got into Henry's good books when he showed him that a full well equipped army a year before only a year after his last campaign it wasn't that important. The only thing it did was get in his good books and his organization had failed at other points so it was not a major reason.</p>	<p>Wolsey also rose to power because of his position in the church and as Royal advisor and member of the royal household. These granted Wolsey a lot of power which he used to influence Henry VIII. Also Henry liked the fact that Wolsey was so well connected to the church and rewarded him by giving him lots of his responsibilities. These responsibilities included things like running things day to day like in England while Henry planned campaigns. However this is less important than Wolsey's background because without his humility and humble background Henry would not have started to give Wolsey the power and more power and responsibilities.</p>
<p>The main reason Wolsey rose to power was because of his ambition and his background. Wolsey was born in Ipswich in 1473 to a poor man. His father was a butcher. He went to school and attended Oxenford university then went on to enter the church. He eventually became Royal advisor and Henry liked Wolsey. This was because Henry VIII was paranoid about the nobles trying to steal his power and his throne so he trusted Wolsey. His big ambition was that he took on all the roles that Henry didn't want plus other roles in the church that made</p>	

The wit, charm and loyalty of Wolsey was also a way in which he rose to power. Wolsey was a very witty and charming person. Characteristics which Henry VIII liked quite a lot. Also he displayed absolute loyalty to Henry carrying out his every wish and strategy by heart. These were ~~major reasons why~~ ~~the~~ reasons why he desired his power because he helped himself to vice positions using his wit and charm and his loyalty gained him many boxes ~~power~~ with the king. However it was less important than his ambition because Wolsey's vaulting ambition led him to try and get those roles to begin with and his humble background reduced the resistance of the king to allowing him to get more power.

So in conclusion I do not agree with the statement that the main reason Wolsey rose to power was because of his organization. This is because I believe that Wolsey's ambition and back ground were the keys to understanding ~~his~~ his rise to power. Also other reasons like his wit, influence, loyalty etc. were just as important as his organization skills.

Examiner comment:

This response details a range of reasons for Wolsey's rise, including his education, popularity with Henry, and religious connections, as well as developing from the stimulus points.

The content of the answer targets the conceptual focus of the question and there is a conclusion, although the criteria against which the judgement is made, are left implicit. Coupled with this, the candidate has not weighed the different causes against one another in the body of the essay, which means this essay lacks strong debate. This response gained 11 marks.

Examiner tip:

Try to express a sense of debate within your essay and, in your conclusion, evaluate the different causes against criteria to make a judgement.

Indicate which question you are answering by marking a cross in the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: Question 4(c)(i) Question 4(c)(ii)

I do not agree with his statement, I would say that the most important change that Cromwell made to the government was to give it the ability to pass laws.

Following shortly after Cromwell's appointment as Henry's chief adviser, Cromwell decided to use the government to attempt to help Henry get his marriage to Catherine cancelled so that he could marry Anne. He did this by allowing the government to vote to pass laws. In particular, it was the Act of Separation that made Henry's ~~marriage~~ ^{marriage} to Anne to be allowed. This was the most important reform that Cromwell made to the government because it highly modernised the government and this was the basic foundation of the government in place in Britain in modern society, meaning that it has been vital to the country's development for decades.

Another important change made to the government by Cromwell was the introduction of new sectors to the government members. A key example of this is the department of the Exchequer. The Exchequer is a central

Of the ~~British~~ government that handles money and the country's economy. Examples of his most important laws and changes were, as well as looking at the loss of ~~power~~ ^{power} in Britain's trading with other countries. This was an important change because not only did it increase the government's influence, it also helped to ~~modernise~~ ^{modernise} the government, as many of the ~~sectors~~ ^{sectors} were still in place today, however, less is less important than the introduction of the government's ability to vote to pass laws, as this was the basic foundation that led to the government's gain in influence, which without, the sectors would have little foundation.

Another change that Cromwell made to the government was the introduction of the council in its parts. This was where members of the government were sent to the areas in the north of England and Wales, where ~~there~~ ^{there} at the time Britain had little influence over. Their role was to introduce the current laws of England to these areas as well as enforce them, soverignly if need be. This ~~was~~ ^{was} caused by the fact that Britain had come out of the dark and started discussing changes to be made to traditions in these areas, however, after some time, peace was achieved and slight compromises were made. This ~~was~~ ^{was} important as it increased England's ~~own~~ ^{own} control and influence, as well as giving potential ~~to~~ ^{to} members from these areas. However, I would say that

It was not as important as the introduction of the government's ability to pass laws, as it did not do as much to modernise the government, government, and had smaller future impact.

Finally, the Council made reforms to the Privy Council, making its membership far more exclusive than previously. This reduced its size greatly, and also made it much more efficient at making important decisions as its members were now carefully selected to actually fulfil a purpose. This was important as it meant that the House of Lords was more efficient and better as a legislature, but not as important as it had a much less significant future impact than the introduction of the government's ability to pass laws, and so was a less important change.

To conclude, the most important change made by Cromwell to the English government was ^{primarily} its ability to pass and change laws in the country, as this heavily ~~influenced~~ influenced future government development in Britain, and whilst there were other significant changes made to the government by Cromwell, this was the most influential one.

Examiner comment:

This response demonstrates a wide range of content relating to the conceptual focus, analysing each one and comparing it with the factor named in the question.

There is a coherent line of argument leading from the introduction to the conclusion, suggesting that the candidate has planned the response before

beginning to write. The judgement is made against criteria – influence on future government developments. This answer received full marks.

Examiner tip:

Write a short plan for your essay before you begin writing to ensure you have a coherent line of argument running throughout.

Question 5(a)

Candidates were asked to describe two features of Elizabeth's religious settlement. Where candidates achieved marks in Level 2, usually they identified a relevant piece of legislation and provided some information about it, for example, associating the Act of Supremacy with Elizabeth's role as supreme governor of the Church. A number of responses that received marks low in Level 2 did so due to a lack of clarity or irrelevant material: Mary, Queen of Scots and Mary I both featured regularly, as did the grievances of the Puritans, serving as a reminder of the importance of staying focussed on the topic.

At Level 1, candidates were able to identify Elizabeth's religion or an aspect of her legislation, for example English Bibles, but had not added further context to this, for example by saying that each parish needed to have one.

Option B4: Early Elizabethan England, 1558-88	
If you answer Question 5 put a cross in the box <input checked="" type="checkbox"/> .	
Answer Question 5(a), Question 5(b) and EITHER Question 5(c)(i) OR Question 5(c)(ii).	
5 (a) Describe two features of Elizabeth's religious settlement (1559).	(4)
Feature 1	<p>Elizabeth became the head of the Supreme leader Elizabeth was made the head of the Church under the act of supremacy. All Church leaders had to swear allegiance to her.</p>
Feature 2	<p>A common book of prayer, written in English had to be placed in every church.</p>

Examiner comment:

Although the candidate begins with an incorrect statement, the rest of Feature 1 identifies a legal aspect of the Religious Settlement and goes on to add a supporting detail. The second feature has confused the Book of Common Prayer with the English Bible, but has enough evidence to be awarded a mark. Therefore, this response gains 3 marks.

Examiner tip:

Avoid crossing work out on the short question – instead, see if you can continue adding to it, because you will not lose a mark for a mistake. This will save you time.

Option B4: Early Elizabethan England, 1558-88

If you answer Question 5 put a cross in the box .

Answer Question 5(a), Question 5(b) and EITHER Question 5(c)(i) OR Question 5(c)(ii).

5 (a) Describe **two** features of Elizabeth's religious settlement (1559).

(4)

Feature 1

Elizabeth made an act which made her governer of the church the name of this act was called the act of supremacy

Feature 2

Elizabeth make both Protestants and Catholics go to the same pray mass. If Catholics were caught for not going they would have to pay a fine.

Examiner comment:

Although the phrasing is clumsy, and the knowledge is a little vague, this response identifies two features of the Religious Settlement and provides each with a piece of supporting knowledge. Therefore, this response gains 4 marks.

Examiner tip:

Be strict with the time you spend on this question: you do not need much information to achieve full marks.

Question 5(b)

Candidates were asked to explain the reasons for increased exploration during the Early Elizabethan period. The vast majority of candidates were able to achieve at least Level 1 on this question, with the weakest answers providing brief comment related to the stimulus points, for example, improved journey outcomes thanks to more accurate maps.

At Level 2, candidates frequently described specific examples of aids or the positive examples set by Drake and, latterly, Raleigh. Many candidates emphasised the impact of rivalry with Spain, although at Level 2 this was often not linked explicitly to increased exploration. Other Level 2 answers maintained a good focus on AO2 but were limited by a lack of precise evidence, discussing luxury goods in vague terms, for example.

At Level 3, responses were able to extrapolate from, for example, the successes of Drake and other traders to explain that this motivated more Elizabethans to attempt the journey.

At Level 4, responses combined the motivation provided by other people's successful journeys with the enabling factors of better maps and bigger, safer galleons, to provide a coherent and sustained explanation of the reasons for the increase.

There was an over-reliance from some candidates on content that was only obliquely relevant to the topic, for example, increased poverty in the era. Whilst this may have led to more crew members available for the expeditions, it is not a reason why the number of explorative journeys increased.

(b) Explain why there was an increase in exploration in the years 1558-88. (12)

You may use the following in your answer:

- navigational aids
- luxury goods

You must also use information of your own.

~~There~~ One reason why there was an increase in exploration in the year 1558-88 was the use of navigational aids. As the years went on, technology improved - better boats were built and more technical compasses were built ensuring better navigation when sailing the sea. These aids were very useful and therefore increased exploration as it allowed the sailors to know where they were going and therefore where they had been, allowing them to move in new directions and discover new places.

Another reason why there was an increase in exploration in the year 1558-88 was because of luxury goods. This meant because of the discovery of the new world - there was more discoveries in luxuries. This meant more had to be exported and traded between countries, so therefore more ~~map~~ exploration as they looked for new places with goods.

The last reason there was an increase in exploration in the years 1558-88 was because of Francis Drake and other privateers. Francis Drake was a privateer close to Elizabeth so often sailed to find new places to steal money and invade ships to get England out of their £300,000 debt. This meant, as they got more in debt, Elizabeth demanded more exploration to pay it back and so Drake did this job for her.

Examiner comment:

This response covers three aspects of content but there are issues in each instance. In the first and second paragraphs, which develop the stimulus points, knowledge is vague, although the link to further exploration is explicit. The last paragraph demonstrates stronger subject knowledge but there is only an implicit link to increased exploration. This answer reached the top of Level 2 – 6 marks.

Examiner tip:

Ensure that the evidence you select to answer the question is related back to the conceptual focus.

(b) Explain why there was an increase in exploration in the years 1558-88. (12)

You may use the following in your answer:

- navigational aids
- luxury goods

Colonies
treasure

You must also use information of your own.

Navigational aids grew much better in the second half of the 16th century. Merely that ~~people could~~ explorers could travel much further and have more of an idea where they were. Also, maps of the Americas were made which meant that when the expeditions got there they could have around ^{more} ~~easy~~ this meant that it was more of an attractive prospect; exploration.

Luxury goods were just being bought to ~~bring~~ England by Spanish merchants in the 1550s. Some people got ~~to~~ used to the luxury goods and wanted more. Sugar was one of these things that Elizabethan England loved, it was being consumed more and more. This meant that exploration to the Americas was more profitable and businessmen funded people to go and buy sugar, tobacco, potatoes and tomatoes and sell them in England for ~~to~~ the king the

price. It was a very profitable business plan that made lots of money for people in high places.

England wanted an empire like the Spanish Empire. The idea of colonies was relatively new, and Spain led the way to show how it was done. There were many adventures to Colombia, cheaper rates on luxury items, marketed earlier here and for the country and more natural resources in the colony. The queen herself and other businessmen funded explorers to go and to try and get colonies for England, the most famous one of these being Sir Francis Drake. However, he and his team weren't very successful at setting up colonies, ~~the Spanish had beaten them to it and so they~~ However, they were good at being pirates. Rumour spread that English ships captained by Drake sank Spanish ships and stole their goods, they even sometimes bought the boat home as well. This meant the richest were bought back to England, causing people to fund even more exploration. Lots of gold was captured and the queen personally knighted Drake, to the dismay of King Francis II of Spain who was ~~to~~ outraged by the piracy.

Examiner comment:

In comparison with the 6-mark example, this response covers very similar points but has achieved a mark in Level 4. The knowledge demonstrated is more detailed, and links back to the question are therefore more explicit. Although there is some deviation from the focus on the second page, the final part of the paragraph ties its content back to the question. This answer achieved full marks.

Examiner tip: Select evidence precisely, to help you explain the causes of the event in the question.

Question 5(c)

Candidates were asked to debate an aspect of Early Elizabethan England history – either the reason for the failure of the Spanish Armada (5(c)(i) or changing attitudes towards the poor Q5(c)(ii). A significant majority of candidates opted to answer Q5(c)(i).

Weaker responses to Q5(c)(i) tended to focus on vague descriptions prompted by the stimulus points, of the impact of bad weather and/or fire ships. A common error at this level was to describe fire ships as ships that fired cannons at the Spanish or destroyed their ships, as opposed to breaking their formation. A significant minority of candidates also misapplied their knowledge of improved galleons, perhaps fresh in their minds from answering Q5(b), by explaining that the English had larger ships than the Spanish. Many candidates seemed to think Elizabeth was personally responsible for the tactics used.

In the mid-range, knowledge was usually accurate and more detailed, with Drake's Raid on Cadiz, the weakness of the Spanish leadership, and England's tactics to attack Spain's crescent formation the most common range of causes explained. However, links to the focus of the question were often left implicit, with candidates not analysing how the Raid on Cadiz had a long-term impact on the Armada's ability to succeed, for example. This, coupled with a tendency to continue adding causes, rather than to analyse those already identified, often led to a list-like outcome that lacked coherence or an appreciation of the debate to be had. This was particularly evident in answers where candidates had continued on additional paper: although they clearly knew much about the topic, this was not well-deployed to construct an evaluative analysis.

Answers that achieved highly in Level 3 and in Level 4 were marked on their ability to group causes together and provide a supported judgement that identified key turning points in the event: Spain's inability to secure a deep-water port coupled with the bad weather, for example.

When considering change in attitudes towards the poor in Early Elizabethan England in their responses to Q5(c)(ii), weaker answers to the question often included material related to the poor from other sections of the course. References to a lack of education and the different leisure pursuits of the poor were common, but usually not rewardable above Level 1, due to their lack of connection to the focus of the question.

A small number of candidates developed the Houses of Correction stimulus point by writing about workhouses in Victorian England, displaying a slightly worrying lack of chronological understanding. Candidates that focussed on the different categories of poor and/or the treatment of vagabonds tended to achieve slightly higher marks because these were more relevant to the conceptual focus. At Level 2, candidates were able to describe deserving poor and idle poor, the treatment of vagabonds and the work of the Houses of Correction. They were unable to identify or explain how this reflected change or continuity in the reign of Elizabeth.

At Level 3 and above, candidates were able to deploy more specific knowledge in relation to the topic. Common content included the names and dates of the poor legislation that was passed during this time period, although some candidates included references to the later Poor Laws, which were unfortunately not rewardable within the scope of this question. At this level, candidates were more likely to address the concept of change and continuity. Some answers deployed evidence about the lack of change in educational opportunities successfully, here, to exemplify continuity of attitudes. The changing treatment of vagabonds was also widely used.

The best answers were able to identify the nuances in the change of attitudes. For example, they explained that there was little change in the attitudes of the public towards the poor, but that government legislation reflected a softening of approach from the ruling class. Criteria against which judgements were made also sometimes considered change at different times during the period, linking increased poverty with changing attitudes.



I agree that the effect of Naval tactics was the reason for British victory over the Spanish Armada.

For example Fire Ships were used by Britain on the Spanish Armada. They set a ship on fire and drove it straight into the Spanish ships causing these ships to catch on fire and kill the people on board and destroy ships. They had done this several times and causing lots of Spanish ships to catch on fire. At this tactic used by Britain caught the Spanish off guard and caused the loss of many Spanish ships.

However Britain had some luck with bad weather conditions causing many Spanish ships to crash into the side of cliffs and sink.

on the way to Britain the Spanish ships got into a sticky situation. When a horrendous storm caused many of the ships to crash and cause the amount of ships in the fleet to decrease by a great number.

New tactics used by the British helped them to defeat the Spanish Armada but Sir Francis Drake had an important role before they set sail two years prior so when the Spanish Armada set sail Drake set fire to the Spanish cord jacks and set a light ship which caused the Spanish to rebuild everything which prolonged the already planned attack and allowing the British to prepare for the attack.

On the other hand Britain were victorious over the Spanish Armada due to poor planning from the Spanish which led them into crashing and giving time for the British.

time to prepare for the attack.

Finally British were victorious against the Spanish Armada due to the British strategy as the British were outnumbered but they were brave and with cunning tactics they brought the already destroyed Spanish fleet and were victorious.

In conclusion Britain beat the Spanish due to a bit of luck, great tactics and absolute desert from the Spanish who were prepared.

Examiner comment:

This response develops from the stimulus points and the candidate adds several points of their own. In many cases, this evidence is descriptive, focussing on the events of the Armada, rather than analysing the reasons for its failure. The conclusion is stated and unsupported. However, in the paragraph on the Raid on Cadiz, the candidate makes a link back to the conceptual focus and therefore this answer reaches the bottom of Level 3 – 7 marks.

Examiner tip:

Remember to relate your evidence to the conceptual focus of the question, regularly, throughout your answer to ensure you are writing an answer to the question, rather than a narrative of the topic.

Chosen question number: Question 5(c)(i) Question 5(c)(ii)

I disagree because Elizabeth felt that the poor had been neglected by society. She ~~had~~ put the poor law into action which taxed people and the money was given to the poor. This changed many people's attitudes towards the poor and ^{some} wealthy people decided to donate to charities as well as pay the tax. This was an improvement because before many people in society didn't care or take social responsibility for the poor so it was a huge step. The poor law lasted for 200 years.

Another reason why ~~I don't~~ ^I agree with the statement is because ~~because~~ ^{because} society ~~was starting~~ ^{was starting} to recognize that ~~most poor~~ ^{most poor} people were "deserving poor" because they had tried and tried looking for job opportunities but never found any. They were called the deserving poor because they weren't beggars so on the street but there was still stigma around beggars as they were seen as lazy and some weren't even poor, but frauds.

On the other hand I ~~do~~ ^{do} also agree that there was little change because vagabonds still weren't given the same attention as the deserving poor. Vagabonds would steal instead of looking for jobs and ~~of~~ many people in Elizabethan England didn't approve of it so, if vagabonds were caught they would get whipped publicly and sent to jail.

I ~~agree that~~ agree with the statement also because the House of Correction was a place where the sick and deserving poor would stay while looking for a job. This was extremely helpful in supporting the poor community as they were able to give them a place to stay and encouraged them to find work. This also helped reduce poverty in Elizabethan England.

Overall there was a huge change in attitudes towards the poor due to Elizabeth taking action and ~~also~~ ^{also} encouraging society ~~to~~ ^{to} take social responsibility over the poor.

Examiner comment:

In this response, the candidate has presented a balanced answer using varied evidence. This could be more precise, for example by naming the legislation described. Although the candidate has recognised the debate, there is a lack of coherence in the response, which might have been avoided by planning the order of the paragraphs before beginning the essay. The judgement has some support but the criteria are left largely implicit. This answer achieves Level 3 – 11 marks.

Examiner tip:

Improve the sense of debate in your essay by writing a short plan before beginning and, in your conclusion, evaluate the different causes against the criteria to make a judgement.

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>

