



Mark Scheme

Summer 2017

Pearson Edexcel GCE
In History (6HI03) Paper A

Unit 3: Paper 3A: Revolution and Conflict in England

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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</p>

		<p>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>

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</p>

	<p>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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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.

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. 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. 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. 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>

NB: The generic level descriptors may be subject to amendment in the light of operational experience.

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 in particular the issue of factional rivalry. At the lower levels expect a narrative of the events of 1539-47. 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, how far faction undermined government. On the one hand it can be argued that Henry was increasingly open to manipulation and this produced dangerous rivalries in both court and government which affected the quality of the latter. In this area expect extensive comment on the downfall of Cromwell and the plots against Cranmer and Catherine Parr. Candidates may draw attention to the downfall of the Courtneys in the South-West brought about by Cromwell before his own fall and the resulting power vacuum in the area which the Seymours and Russells tried to fill and the eventual downfall of the Howards in 1546/7 and the subsequent power vacuum in East Anglia. It may be argued that the factional rivalry posed more of a threat to religious reform than government per se. On the other hand it can be argued that there was nothing new in this vicious struggle for power other than a religious element which added relish, and Henry's own position was not threatened but even enhanced, handing over the throne to an unchallenged heir. Consideration may be given to the fact that despite the fall of factional leaders, there was continuity beneath them, with even those who were closely linked to factional leaders, such as Ralph Sadler surviving and indeed flourishing after Cromwell's fall, suggesting faction did not necessarily undermine government.</p> <p>At Level 5 look for sustained and well supported evaluation of the extent to which factional rivalry undermined government. At Level 4 there should be a real debate although this may not be fully balanced. At Level 3 a range of arguments may be examined, although the focus on the significance of factional rivalry may not be maintained, and response may be one-sided or lack balance across the period. At Level 2 and below a narrative of these years is likely to be on offer.</p>	30

Question Number	Indicative content	Mark
2	<p>The question is primarily focused on the factors determining the dramatic changes in the official religious practices of the country in the specified period, which must include the personal beliefs of the individual monarchs. Candidates may choose to support the opening statement, and can do so by reference to the lack of any significant challenge to the doctrine of royal supremacy mounted in this period. They are likely to assess the personal predilections of the monarchs and show how these accord with the details of the changes. The role and influence of advisers is likely to figure with reference to Cranmer, Somerset and Northumberland under Edward, Gardiner, Philip and Pole under Mary and Cecil and Bacon under Elizabeth. The role of popular sentiment in either support or opposition to change is also likely to figure. Candidates may also examine other factors. To achieve at least the middle levels, responses will at least offer some analysis of the importance of the religious beliefs of the monarch, although all three monarchs may not be dealt with effectively. At the higher levels, candidates will offer different and possibly conflicting arguments as evidence of evaluation, and cover all three monarchs alongside consideration of alternative factors, although the coverage may not be equally thorough. The strongest essays are likely to be able to make a balanced choice on the basis of explicit evaluation and/or reconcile the conflicts by establishing a relationship between the arguments, for example that the royal will determined the advisers in the case of Mary and Elizabeth and even had an increasing bearing under Edward.</p> <p>At Level 5 look for sustained and well supported evaluation of the extent to which the personal beliefs of the individual monarchs were reflected in wider religious change. At Level 4 there should be a real debate although this may not be fully balanced. At Level 3 a range of arguments may be examined although the response may be one-sided or lack balance across the period. At Level 2 and below a narrative of these years is likely to be on offer.</p>	30

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

Question Number	Indicative content	Mark
3	<p>This question targets the nature of the so-called personal rule of Charles I from 1629 to 1640. At the lower levels expect a narrative of the events of these eleven years with minimal address to the issue of 'serious opposition'. A description of royal policies is likely to dominate. Stronger responses will offer a clear focus on the degree of opposition, although precise and thorough knowledge of the chronology may not be always evident. A simple agreement with the assertion in the question is likely, with reference to ship money and the Hampden Case in England, and the marked resistance in Scotland from July 1637 to the attempt to introduce the prayer book. This is likely to be developed with knowledge of the Covenant and the First Bishops' War. At the higher levels, there will be a real attempt to evaluate the seriousness of opposition, possibly with reference to the unpopularity of some measures in England prior to 1637, e.g. Forest Fines with only limited payment, but also the success in collecting ship money and fines in Distraint of Knighthood (£190,000 pa in the first three years). The success in raising revenue to totals unreached prior to 1629 and the relative quietness of England and Ireland up to the calling of the Short Parliament in 1640 can be set against the obvious case of serious opposition in Scotland. Strong responses will offer a broad evaluation of the seriousness of opposition touching upon finance, religion and other policies associated with Charles, Wentworth and Laud. A valid approach taken may be to structure arguments according to these themes, although the focus should clearly be on the extent to which opposition was or wasn't evident prior to the last three years.</p> <p>At Level 5 look for sustained and well supported evaluation of the extent of opposition to personal rule. At Level 4 there should be a real debate although this may not be fully balanced. At Level 3 a range of arguments relating to opposition to personal rule may be examined, although the response may be one-sided or lack balance across the period. At Level 2 and below a narrative of these years is likely to be on offer.</p>	30

Question Number	Indicative content	Mark
4	<p>This question is focused on the reasons for the restoration of the monarchy in May 1660. At the lower levels a simple narrative of the events of 1658-60 will probably predominate. Answers are likely to offer some degree of causal analysis, with the issue of popular pressure addressed alongside other factors, such as the collapse of the authority of the Protectorate and the conflict that developed between republicans and the army after the death of Oliver Cromwell, weariness with the various changes in government during the preceding years, as well as the role of individuals such as Monck, or even the actions of Charles Stuart. Although candidates are likely to produce evidence of the popularity of the restoration, generally agreed upon by both contemporaries and later historians, such as comment on the joy which greeted Charles in May, it is perhaps more difficult to demonstrate its influence with regards to real pressure for this prior to Charles arrival. There may be consideration of the petitions presented to Monck on his journey south and by the hostility in London to the Rump. The readmission of the excluded members in February and the election of the Convention could also be examined as evidence of popular support. The melting away of Lambert's forces in the face of Monck also indicates a lack of enthusiasm for the status quo. At the higher levels the relationship between the issue of popular pressure and other factors, such as the role of key individuals such as Monck, Fairfax, Hyde, Montagu etc, will be explored. There may be reflective discussion on the concept of popular pressure concerning the nature of a deferential society and the role of the gentry and aristocracy in determining political outcomes.</p> <p>At Level 5 look for sustained and well supported the extent to which popular pressure brought about the restoration. At Level 4 there should be a real debate although this may not be fully balanced. At Level 3 a range of arguments relation to the role of popular pressure may be examined, although the response may be one-sided or lack consistent focus. At Level 2 and below a narrative of these years is likely to be on offer.</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 1 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. Reference is also made to the risings as 'rebellions', and emphasis is placed on the relative inferiority of the crown in military terms, also highlighting a willingness to threaten war on the part of the rebels. Source 2 can be used to argue that the threat was limited, emphasising the rebels' 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. A nuanced reading of Source 2 may explore the distinctions between the challenge to Henry himself, and that against his more 'radical councillors'. Source 3 may be used alongside Source 2 in challenging the proposition, again highlighting the Pilgrim's opposition to religious change rather than Henry himself, also expressing surprise that such a rising took place at all. However, candidates may also draw on Source 3 to further the contention in the question, such as the duration of the risings, Henry's need to make 'substantial concessions' and the scale of these. 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 events 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 significance 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 their relative strengths and/or to resolve the conflicts and offer an alternative hypothesis that successfully combines elements from different standpoints, perhaps making critical distinctions concerning the nature and extent of the rebellions. At Level 4 they will both support and challenge the proposition and use contextual knowledge of the historical debate and of the period itself or 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 Henry's reign was threatened, 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 Levels 1 and 2, most candidates will see differences in the arguments produced by the sources and at Level 2 link to own knowledge for valid statements.</p>	40

Question Number	Indicative content	Mark
6	<p>This question focuses on the debate over the increasing independence of parliament. 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 over parliamentary privilege and the emphasis on developments being seen as 'constitutional rights'. Students may explore the particular issues mentioned, such as considering the degree and implications of 'royal management' in the light of Source 5 or Source 6, or examining the issue of succession using own knowledge. Source 5 can be used to challenge the proposition, i.e. the control exercised by the Queen's Council over the appointment of the speaker and his very real power to control and guide the proceedings of the Commons. Own knowledge may be used to explore the broader issue of the role of the Council in controlling parliament. Source 6 stresses the success for the most part in managing Parliaments and demonstrates why they were called. Candidates are therefore able to both support and challenge the view given in the question by reference to the sources taken at face value, and this is likely to be the case at lower levels. However, if the implications of the evidence are drawn out and developed, by reference to both historical debates and wider knowledge of the period, the conflicting arguments can be assessed and evaluated. Contextual knowledge can show, for example, how much business was transacted without conflict, and that Elizabeth never demonstrated any sense of uncertainty in gaining a vote of subsidies, made explicit in Source 6. Similarly a more developed examination of conflicts will demonstrate the extent to which they arose precisely because of the 'community of interest' established between the government and MPs, as MPs sought to protect the Queen and the kingdom (often encouraged by her closest advisers, who were themselves members of one or other House) with or without her approval. 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, 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 their relative strengths and /or to resolve the conflicts and offer an alternative hypothesis that successfully combines elements from different standpoints, perhaps making critical distinctions concerning the extent to which parliamentary independence developed with regard to different policy areas. At Level 4 they will both support and challenge the proposition and use contextual knowledge of the historical debate and of the period itself or 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 parliament became increasingly independent, 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 Levels 1 and 2, most candidates will see differences in the arguments produced by the sources and at Level 2 link to own knowledge for valid statements.</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 religious divisions were the main motivation for side-taking, as argued in the first source (7). Source 7 suggests that Puritanism was a significant factor in parliamentary support, with support for Charles' preferred brand of Anglicanism being significant in support for the King. Candidates may explore these issues in the light of a range of issues using contextual knowledge, such as the positions taken towards the crisis that had developed since attempts to implement the Prayer Book in Scotland, through to the evident Puritanism of key parliamentary figures such as Pym. Candidates are likely to use Source 8 as the starting point for exploring a range of issues, challenging the primacy of religion as the main motivation, examining obligation, local issues and other personal motivations for free choice, and the rejection of class as being a primary motivation. Candidates may indeed, though, consider the issue of 'conscience' as being an issue of religion as well as 'free political choices', and thus being compatible with the issue of religion. Source 9 may be cross-referenced with Source 8, with its emphasis on differing motives of MPs in the crucial vote on the Grand Remonstrance but widens the issue from personal predilections to conservative and radical inclinations, which may even be explored in the light of contextual knowledge about the anti-Catholic and anti-Laudian nature of the Grand Remonstrance. Source 9 also raises the issue of lack of trust in the King. Candidates may develop these issues in a range of ways, such as using contextual knowledge to explore the geographical and class differences that existed, and may even explore the extent to which motivations were uniform with reference to notions of neutralism and other local factors.</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, perhaps making critical distinctions concerning the nature and extent of religious motivations for the different sides. 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 religion was the strongest motivation, 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 Levels 1 and 2, most candidates will see differences in the arguments produced by the sources and at Level 2 link to own knowledge for valid statements.</p>	40

Question Number	Indicative content	Mark
8	<p>The question targets the reasons for the limited success of the Protectorate, and candidates are asked to assess the extent to which this was a result of Cromwell's godly agenda not being shared by the political nation. It is likely Source 10 will be used to explore this argument, with emphasis given to the hostility amongst the traditional elite to the agenda of the godly. It also outlines how Cromwell's failure to accept the lack of support for this agenda persisted throughout his dealings with the parliaments. Source 11 can be used to examine alternative explanations for the limited success, such as the actions of Parliament and the difficult context in which the Protectorate operated. Candidates may examine the extent to which Cromwell's approach reflected his desire to pursue a godly agenda exacerbated these or even bore primary responsibility. Source 11 does explicitly reference the given issue, and the reference to his reluctance to enforce the godly agenda through coercion may be explored in support of the proposed view.</p> <p>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 were not shared. Source 12 is likely to be cross referenced to Source 11 in respect of his unwillingness to interfere in parliament's workings. 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, perhaps making critical distinctions concerning the different parliaments and the context in which Cromwell sought to govern. At Level 4 they will both support and challenge the proposition and use contextual knowledge of the historical debate and of the period itself or 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 the lack of zeal for Cromwell's agenda was indeed the main reason, 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 Levels 1 and 2, most candidates will see differences in the arguments produced by the sources and at Level 2 link to own knowledge for valid statements.</p>	40

