

# Mark Scheme (Results)

Summer 2013

GCE History (6HI02)

Option A

Early Modern British History:  
Crown and Authority

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Summer 2013

Publications Code US036141

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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.

## 6HI02: Generic Level Descriptors

### Part (a)

Target: AO2a (8%)

(20 marks)

As part of an historical enquiry, analyse and evaluate a range of appropriate source material with discrimination.

Level	Mark	Descriptor
1	1-5	<p>Comprehends the surface features of the sources and selects material relevant to the question. Responses are direct quotations or paraphrases from one or more of the sources.</p> <p><b>Low Level 1: 1-2 marks</b> The qualities of Level 1 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 1: 3-5 marks</b> The qualities of Level 1 are securely displayed.</p>
2	6-10	<p>Comprehends the sources and selects from them in order to identify their similarities and/or differences in relation to the question posed. There may be one developed comparison, but most comparisons will be undeveloped or unsupported with material from the sources. Sources will be used in the form of a summary of their information. The source provenance may be noted, without application of its implications to the source content.</p> <p><b>Low Level 2: 6-7 marks</b> The qualities of Level 2 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 2: 8-10 marks</b> The qualities of Level 2 are securely displayed.</p>
3	11-15	<p>Comprehends the sources and focuses the cross-referencing on the task set. Responses will offer detailed comparisons, similarities/differences, agreements/disagreements that are supported by evidence drawn from the sources.</p> <p>Sources are used as evidence with some consideration of their attributes, such as the nature, origins, purpose or audience, with some consideration of how this can affect the weight given to the evidence. In addressing 'how far' there is a clear attempt to use the sources in combination, but this may be imbalanced in terms of the issues addressed or in terms of the use of the sources.</p> <p><b>Low Level 3: 11-12 marks</b> The qualities of Level 3 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 3: 13-15 marks</b> The qualities of Level 3 are securely displayed.</p>

4	16-20	<p>Reaches a judgement in relation to the issue posed by the question supported by careful examination of the evidence of the sources. The sources are cross-referenced and the elements of challenge and corroboration are analysed. The issues raised by the process of comparison are used to address the specific enquiry. The attributes of the source are taken into account in order to establish what weight the content they will bear in relation to the specific enquiry. In addressing 'how far' the sources are used in combination.</p> <p><b>Low Level 4: 16-17 marks</b> The qualities of Level 4 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 4: 18-20 marks</b> The qualities of Level 4 are securely displayed.</p>
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*NB: generic level descriptors may be subject to amendment in the light of operational experience.*

Part (b)

Target: AO1a & AO1b (10% - 24 marks)

Recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner.

AO2b (7% - 16 marks)

Analyse and evaluate, in relation to the historical context, how aspects of the past have been interpreted and represented in different ways.

(40 marks)

AO1a and AO1b (24 marks)

Level	Mark	Descriptor
1	1-6	<p>Candidates will produce mostly simple statements. These will be supported by limited factual material, which has some accuracy and relevance, although not directed analytically (i.e. at the focus of the question). The material will be mostly generalised. There will be few, if any, links between the simple statements.</p> <p><b>Low Level 1: 1-2 marks</b> The qualities of Level 1 are displayed; material is less convincing in its range and depth.</p> <p><b>Mid Level 1: 3-4 marks</b> As per descriptor</p> <p><b>High Level 1: 5-6 marks</b> The qualities of Level 1 are securely displayed; material is convincing in range and depth consistent with Level 1.</p> <p>The writing may have limited coherence and will be generally comprehensible, but passages will lack both 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>
2	7-12	<p>Candidates will produce a series of simple statements supported by some accurate and relevant, factual material. The analytical focus will be mostly implicit and there are likely to be only limited links between simple statements. Material is unlikely to be developed very far or to be explicitly linked to material taken from sources.</p> <p><b>Low Level 2: 7-8 marks</b> The qualities of Level 2 are displayed; material is less convincing in its range and depth.</p> <p><b>Mid Level 2: 9-10 marks</b> As per descriptor</p> <p><b>High Level 2: 11-12 marks</b> The qualities of Level 2 are securely displayed; material is convincing in range and depth consistent with Level 2.</p> <p>The writing will have some coherence and will be generally comprehensible, but passages will lack both clarity and organisation. Some of the skills needed to produce effective writing will be present. Frequent syntactical and/or spelling errors are likely to be present.</p>

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

3	13-18	<p>Candidates answers will attempt analysis and 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. Factual material will be mostly accurate, but it may lack depth and/or reference to the given factor. At this level candidates will begin to link contextual knowledge with points drawn from sources.</p> <p><b>Low Level 3: 13-14 marks</b> The qualities of Level 3 are displayed; material is less convincing in its range and depth.</p> <p><b>Mid Level 3: 15-16 marks</b> As per descriptor</p> <p><b>High Level 3: 17-18 marks</b> The qualities of Level 3 are securely displayed; material is convincing in range and depth consistent with Level 3.</p> <p>The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.</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. The analysis will be supported by accurate factual material, which will be mostly relevant to the question asked. There will be some integration of contextual knowledge with material drawn from sources, although this may not be sustained throughout the response. The selection of material may lack balance in places.</p> <p><b>Low Level 4: 19-20 marks</b> The qualities of Level 4 are displayed; material is less convincing in its range and depth.</p> <p><b>Mid Level 4: 21-22 marks</b> As per descriptor</p> <p><b>High Level 4: 23-24 marks</b> The qualities of Level 4 are securely displayed; material is convincing in range and depth consistent with Level 4.</p> <p>The answer will show some degree of direction and control but these attributes may not be sustained throughout the answer. The candidate will demonstrate the skills needed to produce convincing extended writing but there may be passages which lack clarity or coherence. The answer is likely to include some syntactical and/or spelling errors.</p>

AO2b (16 marks)

Level	Mark	Descriptor
1	1-4	<p>Comprehends the sources and selects material relevant to the representation contained in the question. Responses are direct quotations or paraphrases from one or more of the sources.</p> <p><b>Low Level 1: 1-2 marks</b> The qualities of Level 1 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 1: 3-4 marks</b> The qualities of Level 1 are securely displayed.</p>
2	5-8	<p>Comprehends the sources and selects from them in order to identify points which support or differ from the representation contained in the question. When supporting the decision made in relation to the question the sources will be used in the form of a summary of their information.</p> <p><b>Low Level 2: 5-6 marks</b> The qualities of Level 2 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 2: 7-8 marks</b> The qualities of Level 2 are securely displayed.</p>
3	9-12	<p>The sources are analysed and points of challenge and/or support for the representation contained in the question are developed from the provided material. In addressing the specific enquiry, there is clear awareness that a representation is under discussion and there is evidence of reasoning from the evidence of the sources, although there may be some lack of balance. The response reaches a judgement in relation to the claim which is supported by the evidence of the sources.</p> <p><b>Low Level 3: 9-10 marks</b> The qualities of Level 3 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 3: 11-12 marks</b> The qualities of Level 3 are securely displayed.</p>
4	13-16	<p>Reaches and sustains a conclusion based on the discriminating use of the evidence. Discussion of the claim in the question proceeds from the issues raised by the process of analysing the representation in the sources. There is developed reasoning and weighing of the evidence in order to create a judgement in relation to the stated claim.</p> <p><b>Low Level 4: 13-14 marks</b> The qualities of Level 4 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 4: 15-16 marks</b> The qualities of Level 4 are securely displayed.</p>

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

## Unit 2 Assessment Grid

Question Number	AO1a and b Marks	AO2a Marks	AO2b Marks	Total marks for question
Q (a)	-	20	-	20
Q (b)(i) or (ii)	24	-	16	40
<b>Total Marks</b>	<b>24</b>	<b>20</b>	<b>16</b>	<b>60</b>
<b>% weighting</b>	<b>10%</b>	<b>8%</b>	<b>7%</b>	<b>25%</b>

### 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.

A1 Henry VIII: Authority, Nation and Religion, 1509-40

Question Number	Indicative content	Mark
1 (a)	<p>The sources offer evidence to both support and challenge the view that Cromwell fell due to his religious beliefs. Taken at face value, support is found in Source 1, where it is shown that Cromwell went against the King's wishes in controlling the appointment of preachers and resisting Henry's desires over the direction of faith, and also in Source 3, which gives examples of his encouragement for preachers contrary to the King's orders. Candidates may also put a case for Source 2 implying this to a degree, with the non-specific nature of the accusations being linked to the restoration of the 'common wellbeing of the church' subsequent to Cromwell's removal. It is likely though that challenge to this view may be presented from Source 2, with Cromwell's fall seemingly a result of the his disposition, treatment of others and apparent general malignance. Source 3 also reveals other motives for his removal which could be linked to this, highlighting as motive the tension that existed between Thomas Cromwell and the nobility, whilst also suggesting his origins and nature were partly to blame. Candidates may link this back to the role Norfolk appears to have played in Source 2, or Source 1's detailing of the plots being revealed, perhaps offering an analysis that deeper motives lay behind Cromwell's downfall, even if religion and even timing were the more direct causes.</p> <p>In exploring the differing views, candidates may highlight the attribution of sources, reflecting on the views of Francis in Source 2 and his ambassador in Source 1. Candidates may also examine the nature or tone of the charges outlined in Source 3. Candidates considering such issues with specific reference to the content of the sources can achieve Level 3. Responses which reach a judgement reasoned through a careful consideration of the evidence can achieve Level 4.</p>	20

Question Number	Indicative content	Mark
1 (b) (i)	<p>The question asks candidates to evaluate the impact of the Henrician Reformation upon royal authority. Taken as a set the sources offer evidence for and against the claim in the question. Candidates may well consider Source 4 as offering the strongest evidence to support the claim that it was, both increasing royal authority and making these changes difficult to reverse. Sources 4 and 5 both offer some support for this view; whilst Source 6 clearly disagrees in his refusal to accept the Act of Supremacy, he appears to concede the effects of this have been real enough. Source 4 does also accept the changes, although it is likely candidates will focus on the contrasting view it presents in arguing the royal authority established through the early reformation was more confirming developments that had begun much earlier. Candidates may also develop counter arguments from Sources 5 and 6. Source 5 may be used to explore the extent to which the changes were generally accepted, both within and beyond England, although the focus should remain on the issue at hand. In turn, Source 5 could also be linked to Source 6 in that, whilst it suggests the changes were significant, it this did not solely increase royal authority, examining the notion that it increased parliamentary authority. Candidates may also examine the nature of the religious changes noted in Sources 4 and 6, and the extent to which these brought about change in royal authority.</p> <p>Candidates may add to the debate using their knowledge of a range of issues, considering the role of Cromwell and the Reformation Parliament, examining the extent to which this was an assertion of royal power. The development of crown-in-parliament, with the will of the monarch being established through statute passed by the Commons, Lords and King can be seen to be established. Developments such as the Submission of the Clergy saw religious authority, previously the domain of the Church, being submitted to Henry's authority. The delays in the formal passing of the Act until 1533 may be examined as evidence of doubts over this. Candidates may also consider the Act of Supremacy (1534), the Statute in Restraint of Appeals (1533), or even related legislation concerning succession and treason. Candidates may consider developments in finance and the organisation of government. They may refer to the financial gains made as a consequence of the dissolution of the monasteries. Some candidates may refer to the rebellions of 1536-7 as evidence of challenges to royal authority.</p> <p>Candidates are unlikely to address all of these issues in depth in the time available, and the sources can be combined with own knowledge to reach high levels by a variety of routes. Whatever line of argument is taken, achievement at the higher levels will be characterised by appropriately balanced use of sources and own knowledge to demonstrate a clear assessment of the impact of the Reformation on royal authority, with a sharp focus on agreement or disagreement with the given view.</p>	40

Question Number	Indicative content	Mark
1 (b) (ii)	<p>Overall the sources provide evidence for a range of arguments concerning the issue of Wolsey's success as the king's chief minister. At first sight Source 9 seems to offer the strongest evidence to support the claim, detailing the order, justice and authority that existed. Source 8 may be utilised to support this line to a degree, outlining his political abilities, success in centralising the state to an extent his use of the Star Chamber. Whilst Source 7 admits Wolsey had the ability to 'keep Henry satisfied' and concedes he wasn't without success in religious matters, it offers little else in his favour and thus is likely to be largely used to challenge the view. Source 7 presents Wolsey as amateurish and arrogant in bypassing the state and suggests his efforts were geared towards raising his own personal position. This may well be linked to Source 8, where Wolsey's opportunism and lack of political principles may be interpreted in such negative terms. Source 8 also details the limitations of his efforts with the parliament of 1523, his control of Henry's finance, whilst suggesting he does not deserve full credit for the reform of the Church that took place. In drawing on their own knowledge, candidates may highlight Wolsey's use of the Star Chamber to both improve royal justice and to some extent control the nobility over issues such as enclosure, whilst the growth of the Court of Requests and re-establishment of the regional Councils can be used to argue that Wolsey did indeed successfully strengthen Henry's power. Candidates may also point to Wolsey's reform of revenue away from the fifteenths and tenths to increasing use of the subsidy, although candidates may argue that after 1523, Wolsey's efforts over finance were less successful, particularly regarding the Amicable Grant of 1525. Candidates may also examine Wolsey's influence upon the power structures of the era, considering the limited role of parliament, changes to the Privy Chamber in 1519 and the Eltham Ordinances. Candidates may also examine Wolsey's position regarding the Church, perhaps considering the extent to which he shielded it from anti-Clericalism after the Hunne case (1515) or his appointment as Legate a latere in 1524, although the focus must be maintained on the question for responses to reach the higher levels. Some candidates may consider the failure of Wolsey's strategy in achieving an annulment for Henry as an aspect of domestic policy, and this is a legitimate line to take as long as candidates keep focused on the question - the extent of Wolsey's success as chief minister.</p> <p>Candidates are unlikely to address all of these issues in depth in the time available, and the sources can be combined with own knowledge to reach high levels by a variety of routes. Whatever line of argument is taken, achievement at the higher levels will be characterised by appropriately balanced use of sources and own knowledge to demonstrate a clear assessment of Wolsey's effectiveness, with a sharp focus on agreement or disagreement with the given view.</p>	40

A2 Crown, Parliament and Authority in England, 1588-1629

Question Number	Indicative content	Mark
2 (a)	<p>Taken at face value Sources 11 and 12 seems to present the greatest support to the view that the Earl of Essex caused his own ruin. In Source 11, Naunton appears reluctantly to admit that Essex's character and the errors of his youth made a significant contribution to his demise. Source 10 appears to suggest this was the case, highlighting problems with debt and enemies, with Elizabeth's counsel indicating his actions brought trouble on himself. At first sight, Source 10 appears to counter this, highlighting the Queen's affection towards him. Candidates may offer valid analysis that this is demonstrated through all the sources, highlighting how warmth towards Essex can be found to some degree, although it may be argued that this is indeed part of the problem. Candidates are also likely to make use of Sources 11 and 12 as evidence that others were at fault, with Source 11 highlighting Elizabeth's 'indulgence' towards Essex which is supported by her actions in Source 10, even if she does issue cautionary advice alongside this. Source 12 could also be used to highlight the problem of Essex's followers, in which light Source 10 may be interpreted. Candidates utilising inferential skills or consideration of provenance in relation to issues identified in the content of the sources should achieve Level 3. In considering the attribution of the sources, candidates may make use of the timing and provenance of the letter to Essex in Source 10, and Naunton's perspective, giving a neutral view to events in Source 11. Candidates may argue that Source 12 is likely to respond by denying intent. Responses which are able to reach judgement on the extent to which there is agreement amongst the evidence will be deserving of Level 4.</p>	20

Question Number	Indicative content	Mark
2 (b) (i)	<p>The question asks candidates to offer an assessment of the failure to resolve the problems of finance. Taken as a set the sources offer evidence for and against the claim in the question. On the face of it, evidence to support the claim is most clearly offered in Source 14, where the Commons is seen to play a role in rejecting the Great Contract. Additionally, candidates may draw on Source 13 in that, whilst Parliament is portrayed as willing at times to grant subsidy, the fundamental problems continue to occur. Candidates could perhaps raise Source 15 as evidence of the failure to identify the broader problem beyond merely James' needs. In countering the claim of the question, candidates may equally draw on much of the above as evidence that Parliament was not a barrier to resolving financial issues, although some distinction should be made between the problem of reform and supply for the highest levels. Candidates are also likely to raise James' own failings, in particular his extravagance, with Sources 14 and 15 both pointing to this, although a thorough analysis of this may consider the extent of which his ministers did attempt genuine reform (Source 14). In considering underlying issues, candidates may use Source 13 as a starting point for examining issues such as rising costs and problems with how revenue was raised. Sources 13 and 15 also allude to longer-term problems.</p> <p>Candidates may develop these arguments drawing on own knowledge of a range of issues. James inherited debts from the war in Ireland, problems over inflation and a revenue system which was limited in its effectiveness.</p> <p>Candidates may argue that James' extravagance made resolving the problems of finance an impossible task. Equally, evidence can be presented that James and his Lord Treasurers (Dorset, Salisbury, Suffolk and Cranfield) did take steps from early in his reign to deal with the problems, such as ending the war with Spain and implementing the form of the customs under Thomas Sackville (Earl of Dorset, 1603-08) and measures such as the increase of impositions under Salisbury. This period did see limited assistance from Parliament, although the extent to which there were genuine attempts to solve the deeper problems of finance in this time is open to debate. After the failure of the Great Contract in 1610, candidates may see resistance to James' financial needs in the failure of the Addled Parliament of 1614, although other issues were at hand here, and James' needs were more towards subsidies here than any real reform. By this point, James was increasingly reliant on the sale of peerages and impositions; parliamentary opposition to these and the issues of monopolies, such as with the failure of Cockayne's joint venture with James in 1614, made parliamentary support for resolution less likely. Cranfield did indeed attempt reform, both before and increasingly upon his appointment as Lord Treasurer, on matters ranging from ending the sale of crown lands, reviewing rents, pursuing debts and restricting both household and government spending. In this sense, candidates may argue that it was James failure to embrace fully such changes earlier, rather than parliament that was the greatest barrier to solving the problems of finance.</p> <p>Candidates are unlikely to address all of these issues in depth in the time available, and the sources can be combined with own knowledge to reach high levels by a variety of routes. Whatever line of argument is taken, achievement at the higher levels will be characterised by appropriately balanced use of sources and own knowledge to demonstrate a clear assessment of early Stuart finance, with a sharp focus on agreement or disagreement with the given view.</p>	40

Question Number	Indicative content	Mark
2 (b) (ii)	<p>The question asks candidates to offer an assessment of the worsening of relations between King and Parliament in the years 1625-9. Many candidates may choose to start with Source 16, which encompasses issues with Charles' beliefs in both religion and kingship, his nature, attitudes and ability to communicate, whilst also indicating a reason for his reliance upon a narrow set of advisers. This latter issue could be linked to Source 18, which gives evidence to Buckingham's culpability and thus Charles' errors. Source 17 may be used to argue a case for Parliament's expectations of Charles. These expectations may be related back to Source 16 and candidates may develop an analysis of the role of Charles' approach and the composition of Parliament at that time. Source 18 may be used as evidence of Parliament's approach, although the grievances that Parliament was able to set against Buckingham by 1626 are likely to be the main focus. Candidates may also use other issues, such as the role religion had to play in the growing tension (Source 16) or the extent to which the problems of this period were a consequence of developments in the latter part of James I's reign. This potentially opens up a range of issues concerning the minority alluded to by Charles, as well as the extent to which the Commons more generally acquiesced in their actions.</p> <p>In utilising their own knowledge, candidates could draw upon a range of issues, such as Charles' character, his religious views and policies, his marriage to Henrietta Maria, the role of Buckingham, the Forced Loan (1626) and the Five Knights Case (1627), the Petition of Right, taxation and fears of absolutism. Candidates may approach this with equal success in different ways, broadening the assessment to the wider reasons mentioned or concentrating on the issues raised more directly in the sources.</p> <p>Candidates are unlikely to address all of these issues in depth in the time available, and the sources can be combined with own knowledge to reach high levels by a variety of routes. Whatever line of argument is taken, achievement at the higher levels will be characterised by appropriately balanced use of sources and own knowledge to demonstrate a clear assessment of why relations deteriorated, with a sharp focus on agreement or disagreement with the given view.</p>	40

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