

**A LEVEL**

**Examiners' report**

# **HISTORY A**

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**H505**

For first teaching in 2015

**Y108/01 Summer 2024 series**

# Contents

Introduction .....

Paper Y108 series overview .....

Section A overview .....

Question 1 .....

Section B overview .....

Question 2\* .....

Question 3\* .....

3

4

5

5

13

13

18

## Introduction

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

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

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

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## Paper Y108 series overview

Y108 is one of thirteen units in Paper 1 for the A Level examination for GCE History. This unit tests an extended period of History of about fifty years through an Enquiries or source-based question and a traditional essay question. The paper is divided into two sections. In Section A, candidates have to answer a compulsory source question based on four written primary sources. The question requires them to use all four sources to assess the validity of a view. In Section B, candidates are required to answer one essay question from a choice of two.

To do well on Section A, candidates need to be able to consider both provenance of the sources and apply contextual knowledge to them in order to reach a judgement about the sources in relation to the issue in the question. The judgement should be based on an evaluation of the reliability of the evidence given, not on the topic or contextual knowledge. To reach Level 6, a judgement should be made at the end of the analysis of each source, with an overall judgement in the conclusion.

To do well on Section B, candidates need to address the issue in the question, using detailed supporting knowledge. In order to reach the higher levels, candidates will need to assess the issues they discuss and reach a supported judgement at least in the conclusion. To reach Level 6 candidates should also make an overall judgement as well as interim judgements when assessing each factor.

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

## Section A overview

There is one compulsory question in this section. This question requires candidates to critically assess evidence and reach judgements. The critical evaluation of sources is the central theme in this section with all marks given against AO2.

The Enquiry section in Paper Y108 is focused on the period between the fall of Richard Cromwell and the Restoration of 1660.

### Question 1

#### The Execution of Charles I and the Interregnum 1646–1660

1 'It was the actions of General Monck that brought about the Restoration of Charles II.'

Use the **four** sources in their historical context to assess how far they support this view. [30]

The period from the death of Oliver Cromwell to the Restoration of Charles II is a complex period and one that requires a clear chronological understanding, which was not always present in the responses. Candidates were able to explain most of the sources quite well but found Source B challenging and did not use their knowledge of Monck particularly well when handling Source C.

Source A offered a range of explanations for the Restoration, which were usually pursued by candidates, who were able to bring in their own knowledge about fears of a third civil war and Monck's movement from Scotland. The strongest also commented on the power of the army and the composition of parliament at this time, which was then used to help explain the demands in B. Provenance of A was handled well.

In discussing B many did not consider the date and thought this was addressed to Monck, who was still in Scotland, and that it was calling for the Restoration rather than a free parliament. Contextual knowledge about the levels of taxation and trade was often used well, and some of the strongest responses commented on other petitions being handed to Monck once he crossed into England on January 1<sup>st</sup> 1660.

Source C was seen by most to show it was the actions of Monck, but again there were some misconceptions about what Monck was telling the army. It was true that he was in contact with Charles, but that was in secret, and he had to handle the army carefully as they were not royalist, hence his call in the source for a free parliament, which he knew would have a heavily royalist outlook. In discussing the provenance, the strongest responses argued that its purpose was to keep the army on side.

Source D was mostly handled well, and most were aware that although it did not mention Monck by name, he had been instrumental with Hyde, in its drawing up. Surprisingly, not all saw the purpose of the source to win backing in England, hence the promises and reassurances.

Exemplar 1 shows a response where good use has been made of both contextual knowledge and provenance, which would have taken it to the top of Level 4, but there is some judgement and this has been credited so that it reaches Level 5.

## Exemplar 1

1	<p>Both sources A and C do seem to agree that it was General Monck who brought about the Restoration of Charles II - A argues that Monck had no choice but to bring back parliament after the army forcibly dissolved them, and C argues that shows how Monck and his officers believed that the current parliament could not continue to sit as elections were necessary. It was this reinstatement of parliament that led to them voting for the monarch to be restored. In contrast, B argues that the people were upset that parliament would not hold elections, and therefore urged the army to fix the problem of lack of liberty that they had. Source D suggests that it was the promises of Charles himself that led to his restoration, disagreeing with the statement. Generally, aside from source D in particular and part of source B, the rest of the sources somewhat agree with the idea that Monck brought about restoration.</p> <p>Source A supports the view with its claim that 'great pressure was put on Monck, who was then in Scotland, to oppose' Lambert. This is convincing because</p>
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following the forced dissolution of parliament after the army threatened to mutiny, Monck brought his troops south to London and forcibly reinstated parliament. He restored members that had not ~~be~~ sat since Pride's Purge in 1648, so it was a relatively conservative parliament that ultimately resulted in the restoration. This supports the view, ~~hies~~, because it was the resistance of Monck that resulted in the reinstatement of both Charles and the monarchy. Furthermore, the source asserts that "Many thought it necessary to call home the king in order to settle things." This language portrays Monck as someone who was acting in the best interests of all people unlike the army who dissolved parliament - Charles returned to England amidst popular rejoicing and parades. Therefore, the source argues in favour of the statement. However, caution must be taken because the source was written in 1683, many years after these events occurred and so Bishop Burnet may have been trying to portray General Monck as a hero at the expense of the army in order to remain in the king's good books, as the army notoriously

opposed the king. Therefore, while source A does certainly support the view, it is relatively weak due to its political bias.

Source B argues that it was the desire of Parliament to remain in power and withhold elections that forced the Restoration to occur. The men claimed that they ~~lost their~~ lost their "free representation in Parliament" which is convincing because it is clear that the members of the Rump and all following parliaments were not elected, but chosen by army officers due to their 'godly' religious fervour. This evidently caused frustration among ordinary civilians who thus had no say in politics, even less than they did before. It also refers to "violence and heavy taxes," which were used because of the army, who would possibly dissolve parliament anytime they couldn't reach an agreement, and whose wages and arrears of pay also commanded high taxes, putting a burden on ordinary people. This suggests that it was not only Parliament, but partly the army who were to blame for the discontents.



among the people. This makes the Source's closing statement for the army to "secure your country from dangerous usurpation" dramatically ironic, as the army was part of the problem the Source addresses. Therefore, even Source B inadvertently supports the statement, because he was the one who restored parliament, the King and the people's liberties in turn, not the ordinary army officers. The source is useful because it shows how a group of ordinary civilians felt about the English State of politics at the time, and the fact they felt they could directly contact the Army Council shows the high extent of their frustrations towards the ~~the~~ army and parliament. Therefore, B is a strong source that provides weak support for the statement.

~~Source C refers to how "the providence of God has made us free at the cost of so much blood." This~~

[In Source C, Monck refers to how in order to create a truly "free state;" "it cannot be consistent ~~with~~ with the perpetual sitting of these members [of Parliament]." This conveys

Moncri's desire to have fast a fairly democratic system of government where elections could be held and the ~~army~~ <sup>parliament</sup> could sit without fear of being forcibly dissolved by the army. This is supported by his claim that "the providence of God has made us free at the cost of so much blood," and this supports the statement because it shows how Moncri did not want to go back on what he and many others fought for, as at this stage even ~~parliament~~ ~~were~~ the army were delaying the steps to a true democracy. By sharing his plan with the army and reminding them of what they were fighting for - that the battle was not over - it suggests that Moncri was the most important factor leading to the restoration because he was the one pushing negotiations forward. The source is a circular to the Army, likely intended to motivate them yet remind them that they still needed to secure freedom and democracy, so ~~many~~ presents Moncri as a great leader. However his language may be slightly embellished in order to persuade them of to act now to ensure freedom. Overall,

C strongly supports the statement.

D suggests it was Charles' promises to the people that are what led to his restoration. It refers to his "free and general pardon" to those involved in the civil war on the parliamentarian side, granting the army the indemnity that they had sought since the ~~start~~<sup>end</sup> of the civil war, and this had been a major reason why they refused to disband, so Charles effectively got rid of this concern to many, evoking positive reactions. Likewise, in the Declaration he ended concerns and "several opinions are relieved" by moving his exile to the Dutch Netherlands, openly aligning himself with the Protestant cause, unlike his father. This Declaration, although obviously politically biased due to its intention to win over the hearts of the people, was remarkably successful, as because as mentioned in Source A, it did lead people to believe that the Restoration of Charles, and his own presence itself, is what ended a potential civil war, bringing peace and stability. Therefore, D is a strong source that opposes and

		challenges the statement.
		Ultimately, the sources do support the view that Monck was the one who brought about the Restoration, particularly A, B and C, however they are relatively weak sources due to the political interest and bias of their authors, who all seem to be persuading readers of something. Conversely, D is of the view that Charles II was persuaded brought the Restoration because the people thought he was needed to restore peace in England as it was on the brink of another civil war.

### Assessment for learning



As this period is particularly complex candidates do need a sound chronological understanding of events.

### Misconception



The role of General Monck is mentioned in the specification and candidates do need to be aware of his beliefs and actions in this critical period.

## Section B overview

Candidates are required to answer one essay from a choice of two. Each question is taken from a different Key Topic and requires candidates to weigh up the importance of a range of factors or issues.

In Paper Y108, the candidates were asked to consider two aspects of the rule of James I.

### Question 2\*

#### The Early Stuarts 1603–1646

**2\*** 'James I, rather than Parliament, was to blame for the disputes between them.'

How far do you agree?

**[20]**

There were a variety of issues that candidates could consider, notably finance, divine right, foreign policy and religion, but not all were needed. Although candidates are encouraged to deal with three factors in a response, Exemplar 2 shows that two well developed and supported issues with balance and judgement in this instance took the response into level 5.

However, the most important issue with this question were the number of responses that focused on causes of disputes rather than discussing who was to blame. These responses often provided only a partial response and finished up being placed in Level 3.

In discussing finance most argued it was James' responsibility because of his extravagance, but others suggested parliament must carry at least some responsibility given the outdated system and inflation. In terms of divine right there was discussion of the extent to which James pursued it and this was often contrasted with parliamentary privilege in order to assess who was to blame. Foreign policy provided a useful link between the issues as it was seen as part of the royal prerogative and therefore some argued parliament was to blame, while others argued James should have been aware of the strong anti-Catholic sentiment of parliament. The issue of anti-Catholic feeling was also used when discussing religious policy.

Other issues, such as Union with Scotland and James' upbringing were also discussed and relevant to the issue in the question.

## Exemplar 2

2	<p>             Shortly after James I's ascension to the throne, bitter disputes often emerged between himself and Parliament, <del>and</del> both of whom <del>had</del> <sup>were</sup> bound to protect their own interests over issues such as the Divine Right of Kings, finances and foreign policy. Of the two groups, it was Parliament, not James, who was responsible for most of the disputes because of their unwillingness to cooperate with him that led to James becoming frustrated with them, often dissolving them and preventing legislation from being passed. The criteria to judge the extent of the blame will be through if a factor caused problems in the short or long term.           </p> <p>             Disputes over finance were seemingly all the responsibility of James I. This occurred due to his extravagance with spending - he was deeply insecure and believed the only way to retain friendships was through buying lavish gifts and pensions for his friends and courtiers. For example, he gave James Haig £40,000 in gifts and pensions, which was equal to around a year's worth of royal income - this shows           </p>
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how his poor spending habits would have caused financial difficulties. Furthermore, his courtiers lived lavish lifestyles with excessive food and drink, a love of hunting, and James's preference for the company of younger men, all of which significantly impacted royal income, forcing James to turn to Parliament for more money. This frustrated Parliament, who argued that if James was more frugal, then he would not be in such a difficult position. James' extravagance actually obscured the very real issue of a lack of regular income, but he had so many of proving it, increasing frustrations on both sides as a result of James' own mistakes. However, Parliament did block <sup>James'</sup> attempts to reform the financial system. The Great Contract was drawn up by James and Salisbury who offered that James would give up his feudal duties that parliament didn't like such as patronage and wardships, in exchange for a regular parliamentary income of £200,000. However, despite its appeal, parliament blocked it as their control over James' finance was

their biggest weapon over him - without it, they feared Henry'd lose their influence. This ultimately shows how ~~central~~ financial disputes ~~over~~ ~~that~~ between James and parliament were started by James, but ultimately in the long term it was parliament who dragged out the issue and prevented James' attempts to rectify it.

The Divine Right of Kings was another very ~~major~~ ~~major~~ issue James and Parliament had disputes. James was forceful in the First Parliament to deliver a speech that was an hour long about why "kings are justly called Gods," particularly because ~~similar~~ representative bodies across Europe, like Parliament, were becoming increasingly under threat by similar monarchs, so parliament were rightfully worried. However, James ~~never~~ ~~lost~~ his belief in Divine Right beyond this. An example of James acting on his Divine Right at the expense of parliament was the 1608 Bonus of Rates, which brought in over a year's worth of ordinary royal income, by setting



up new customs duties on a range of goods, but this was something that he did without parliament's ~~exp~~ consent, which he actually needed. This type of action was also mirrored by parliament, however, who told James that Charles, his son, should marry someone "of our own faith," despite this being a decision being a very part of James' prerogative alone. Clearly, there was a conflict between the ancient feudal system under the king, and the increasingly progressive rule parliament were trying to establish, which bled over into all parts of government, such as finance and foreign policy, evidently. In terms of Divine Right against Parliamentary privilege, it was equally James and parliament who acted out of him when it was in the people's best interests for both groups to cooperate freely. This was a long-term problem caused by both groups that continued throughout James' reign and over into the reign of Charles I, his successor.

Overall, while both groups certainly were to blame in their own right for the disputes, Parliament was more to blame as James, at least, did try to solve the issues

2		from his end, such as his extravagance through the Great Contract, but Parliament, too insecure and desperate to maintain a hold on their own power, refused the olive branch he extended and were far too stubborn to have effective discussion and negotiations.
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### Assessment for learning



There is a need for candidates to focus on the issue in the question and not just the general topic if they want to achieve the higher levels.

### Question 3\*

3\* 'The Puritans were a greater threat to James I than the Catholics.'

How far do you agree?

[20]

There were fewer responses to this question, although the range of quality was similar to that for Question 2. The weakest responses did not go much beyond the early years of James' reign and did not consider the nature of the threat by both groups in the 1610s and 1620s.

Most argued that the Catholics were the greater threat because of the challenges made on James' life, particularly with the Gunpowder Plot. However, some argued that the Puritans were a greater threat because of their numbers, unlike Catholics, and their domination of parliament and therefore they could disrupt policy, using foreign policy as example. This was sometimes countered by arguing that the European Catholic threat might make that greater, but this was less convincing in terms of support. There was some confusion over the Millenary Petition and Hampton Court Conference, with many seeing them as evidence of a serious threat, whereas in practice most issues were resolved, shown in the low numbers of clergy who resigned.

To achieve a balanced and overall view responses do need to consider the whole period unless otherwise instructed.

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