

**A LEVEL**

**Examiners' report**

# **HISTORY A**

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**H505**

For first teaching in 2015

**Y107/01 Summer 2024 series**

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## Introduction

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

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

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

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## Paper Y107 series overview

Y107 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 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 Y107 is focused on the Marian persecutions.

### Question 1

#### Mid Tudor Crises 1547–1558

- 1 'The Marian burnings created opposition to Mary's religious policies'.

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

Most candidates showed a good understanding of the views of the four sources and were able to relate them to the question set. A wide range of contextual knowledge was often applied, ranging from cherry pickers selling their wares at the burnings, suggesting some saw the events as a form of entertainment, while others commented on the numbers who were burned, the strength of Protestantism at Mary's accession, the role of JPs in ensuring the burnings took place. The range of knowledge is reflected in Exemplar 1.

However, it was the issue of provenance that presented the greater challenge for some. Source B and Source D were usually handled well, with reference to Renard's role and links made to both Mary and Philip. There was also an understanding of Foxe and whether he should be viewed as providing a valid account. However, some candidates struggled more with sources A and C. With Source A the key was the date; it was written before the burnings and therefore showed Mary's plans: discussion about its purpose was valid. In discussing Source C some commented on the origin and the role of JPs, while others mentioned the audience in the form of Bishop Bonner and why this might influence the tone.

A range of evaluation can be seen in the exemplar below. However, what takes this response into Level 5 is the judgement about the sources. The response considers whether the sources support the view based on their provenance; while this is limited it is present in the conclusion and is linked back to the actual question. This would need to be developed and an overall view about the four sources reached, in light of their provenance, to go to the top of the level. If Level 6 were to be achieved, there would be judgements about each source, again based on provenance, after each source has been discussed.

## Exemplar 1

1		
		Source A <sup>does not support</sup> disagrees with the view that the Marian Burnings created opposition to Mary's religious policies, as it outlines how the burnings were done with no rashness and simply to get rid of heretics. <sup>and show ones not to be</sup> This is evidenced when it states "punishment of heretics And the rest" So to be used that the people might well perceive them not to be condemned without just an authority they shall "look understood the truth and behave to do me like" I know this to be true as Mary's intentions was to <del>give</del> <sup>to</sup> give people a chance to repent, and only those who <sup>her goal was to cause fear</sup> refused would be burned. <sup>to those who brought rebellion I to stop them</sup> Mary's burning of 284-300 evidently did not cause opposition, it caused fear and forced people to not rebel, and that was her evident aim. This further reinforces when it states "the truth it ought to be done with no rashness." This further reinforces that Mary's goal was to <sup>it was to instill fear into those to not rebel, and make them</sup> <del>instill</del> <sup>cause</sup> <del>just</del> <sup>become</sup> <del>people to</del> <sup>calm</sup> . As this source was written in 1554,

no one had been burned yet, as the first burning was in 1555 of John Rogers, therefore meaning there hadn't been an opportunity for any opposition yet. ~~Many~~ <sup>therefore</sup> ~~there were~~ <sup>there hadn't been any opposition yet.</sup> ~~thus~~ <sup>therefore</sup> means it carries less weight, as no one had been burned, therefore no one was aware as to if there was opposition or not. As ~~was~~ <sup>was</sup> Mary's <sup>was</sup> issuing directions to prevent opposition, this shows that she feared there may potentially be <sup>opposition caused especially in London</sup>, but as there hadn't been any burnings yet, ~~there was~~ <sup>there was</sup> ~~measures and there was~~ <sup>yet to be any</sup> ~~no opposition at~~ <sup>no opposition at</sup> the time. The burnings.

Source B <sup>supports</sup> ~~agrees~~ with the view that the Marian Burnings created opposition to Mary's religious policies, as it outlines how many were upset and there was potential for revolt. This is evidenced when it states ~~but~~ <sup>but</sup> there was "murmuring about the cruel enforcement of recent acts of Parliament against heresy which has now begun, as shown publicly ~~as~~ when a certain Rogers was burnt;" I know this to be true as John Rogers was the first heretic in 1555 February, and the heresy laws had been passed in 1551 and

made it an offence to believe in any other religion, and resulted in 800 protestants learning as a result. Many were evidently upset with Mary's burnings, and this therefore created opposition to her policies, as protestants were forced to believe in <sup>many</sup> catholicism, or they'd be burned. <sup>the fact that she labelled the protestants as 'heretics' shows clear opposition.</sup> ~~As this is further reinforced when~~ it states that 'his mother may well have caused a revolt if I know his to be' here as many protestants were upset and prepared to die, evidenced by 284-300 being burnt, and his revolting. As his source was written in 1555, ~~the only~~ protestantism had been reverted, as the first and second act of repeal had been passed, <sup>which would have heightened the opposition to Mary's religious policies in light of the burnings</sup> there was clear opposition to Mary's religious policies, and this was due to the burnings, as ~~the~~ it meant protestants were forced to follow catholicism. As his source was written by <sup>no</sup> ~~Reynard~~ <sup>Philip</sup> who was the ambassador of Spain, ~~it was~~ <sup>there was no</sup> vested interest, as it was his job to report information back. Thus the source carries significant weight, as there is ~~no~~ <sup>what it</sup> bias, and ~~what he is~~ <sup>is</sup> saying is known to be factual information.





and the fact that 3 people were willing to die for religion as they opposed Mary's religious policies <sup>due to the bunnings taking place.</sup> This source was written by John Foxe who was a protestant, therefore meaning it has vested interest and bias and it has carries less weight. However, it does carry some weight, as he says effectively highlights how there was opposition as people were outraged and ~~people were~~ and saddened by the bunnings, but too scared to act.

In conclusion, I think that Source A disagrees, and Sources B, C and D agree. Source A lacks weight, as it was written in 1554, and was prior to any bunnings taking place, therefore it ~~wasn't~~ the opposition that the bunnings created to the religious policies was irrelevant. Source D lacks weight as it wasn't from the time and has vested interest from a protestant, however it carries some weight as it highlights the opposition and sadness it caused. Sources B and C carry significant weight as as a set as they both show clear opposition from the public to Mary's religious policies. ~~Source D shows a lack of~~ Source B

		comes he must report, as it has no
		vested interest, and state further information
		and highlights clear opposition to the
		heresy laws, because of John Rogers
		burning.

### Misconception



Candidates need to be aware of areas in England where Protestantism was stronger, i.e. the South East and East Anglia, not the North.

### Assessment for learning



Focus on the view of the sources about the issue in the question and not just what they say in general.

## 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 Y107, the candidates were asked to analyse two different aspects of Elizabeth's reign, in this instance the role of her gender and the effectiveness of the Poor Laws.

### Question 2\*

#### Elizabethan England

**2\*** 'Elizabeth I was able to use her gender to enhance her power.'

How far do you agree?

**[20]**

The question opened up many opportunities for candidates to discuss a wide range of issues and this was often seized on. Issues such marriage and succession were discussed with the question of a foreign or domestic marriage considered. Many discussed how Elizabeth used her gender to appeal to both Philip of Spain and prevent hostilities and possible excommunication when she first came to the throne. Others discussed the Anjou proposal and how it was used to win the friendship of France. There was discussion about how Elizabeth used her gender at court, with reference often made to Hatton and his decision not to marry, or whether her infatuation with Dudley and Essex lessened her power. There was also discussion about the pressure on Elizabeth to marry and produce an heir and whether this diminished her power, reference to her control of parliament over this was often used to support the argument. Some discussed whether her gender limited her ability to lead the country during war usually centring on the Armada and the Tilbury speech, but this was then developed to consider post Armada paintings.

To achieve a balanced response many discussed the latter years of her reign and her declining looks, although this was sometimes contrasted with her Golden Speech which reduced MPs to tears.

In Exemplar 2, a range of issues are considered and there is some judgement, hence Level 5, but it is worthwhile comparing the quality of judgement in this response with that in Exemplar 3.

## Exemplar 2

2	<p>Elizabeth's gender, to an extent, enhanced her power over parliament. Yet, her status as a female monarch also had many limitations, such as marriage and succession. It is better to <del>use</del> say it is royal prerogative that gave her power. Yet, it could be argued that her power was mainly through parliament, and they had most influence over her decisions.</p> <p>Elizabeth's gender as a female monarch gave her power over the male-dominated court. She was able to use her gender to an advantage, flirting and placating with councillors when she wanted something, using her charm and looks as to her advantage to get what she wants. An example is Robert Dudley, whom she flirted with very often, or William Cecil, another member of the council whom she used her gender to an advantage. Thus, it could be said that her status as a female monarch did enhance her power, particularly over parliament.</p>
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However, a major issue with Elizabeth's gender is the need to marry and create an heir to the throne. Marriage can lead to a loss of power, due to the queen's male counterpart being seen as more fit to rule. Her marriage was first brought to question in 1559, in a pamphlet which urged her to choose a suitor. It was once again brought up in 1563, after the smallpox scare of 1562, in which they discussed a succession while she was ill, and urged her to name a successor. In this case, her gender limits her. Yet, it is her royal prerogative that largely enhances her power, as she quickly shut down these urges stating it is a matter of her royal prerogative, and she, and only she, shall choose when to name a successor and when or not to marry. Thus, while her gender may place boundaries on her power, she effectively manages this through royal prerogative, ensuring she keeps overall rule and

power over the country.

Moreover, Elizabeth's ability to prorogue, veto and dismiss parliament is much stronger in enhancing her power. Her religious settlement was, at first, rejected, with Elizabeth losing majority vote. She prorogued parliament, and imprisoned two major Catholic Bishops in the House of Lords, Bishops of Lincoln and Winchester. Then, the day before the second vote, a third Catholic 'disappeared'. Elizabeth won the vote 21 to 18, showing how her power to prorogue parliament is what truly allows her to get her own way. Thus, it is more the ability to prorogue and veto parliament than her gender in enhancing her power over different matters.

Yet, her gender may limit her power in many ways, with parliament having the most control over her ~~deci~~ decision making. The parliament, particularly Cecil and

Walsingham, could place a lot of pressure on Elizabeth in making decisions they want. An example is the execution of the Duke of Norfolk following the Ridolfi plot. She was initially reluctant as he was her cousin, but after much persuading, he was eventually executed in 1572. Furthermore, they managed to force Elizabeth into signing Mary Queen of Scots' death warrant following the Babington plot of 1586. She had been reluctant due to Mary's status as a Queen, and they were related. Yet, Cecil managed to pressure Elizabeth into signing the death warrant, and Mary was executed in 1587. Though she later regretted it, it was too late as Cecil had already sent it off, thus showing he held much power over Elizabeth. However, it still took the Council ~~almost~~ 20 years to convince Elizabeth to execute Mary, thus showing Elizabeth still had overall control and power, even if she is a female.

IN summation, Elizabeth's gender, though it has some uses such as flirtation and charm over her male-dominated court, restricted her in many ways. Marriage and succession was a major issue due to this, and so it was her royal prerogative that actually gave her the most power. Furthermore, her ability to prorogue and veto parliament meant she could choose when she did and didn't want them discussing topics, and gave her time to technically win majority support. Her gender also could make her seem weak, as parliament and the Privy Council felt they could force her into the decisions they want, mostly with success. Yet, overall, Elizabeth and her status of queen giving her royal prerogative is what enhanced her power the most, as it meant she had overruling <sup>decisions</sup> ~~decisions~~ on what could be discussed and when, with also control over parliament such as the ability to veto them.

## Question 3\*

**3\*** How effective were the Elizabethan Poor Laws in dealing with the problem of poverty? **[20]**

This was the less popular question, but as shown by Exemplar 3, there were a number of very good responses.

Responses did need knowledge of the actual Poor Laws, but they could then be placed in the actual context of the period in order to discuss their effectiveness. The strongest responses often looked at the different types of poor and whether the legislation was effective in dealing with them, as seen in this response. This was sometimes taken further and compared with local initiatives, such as Norwich.

Responses also considered whether the Laws were effective in dealing with the main social issues of the period, such as inflation, poor harvests and population rise. Some used this to argue that they must have been fairly effective as the difficult 1590s saw little unrest, pointing to a few food riots and the very weak Oxfordshire Rising of 1596. However, others argued that the Laws were unable to deal with the problems of the 1590s and this was reflected in the passing of two Laws at the end of the Elizabethan period, either analysis was acceptable.

### Exemplar 3

### Question 3 Section B

Throughout Elizabeth's reign, <sup>she</sup> ~~Elizabeth~~ <sup>passed</sup> laws to deal with the problem of poverty. However, they were unsuccessful in <sup>effectively</sup> ~~dealing~~ with the root cause of poverty, as they were more concerned on punishing vagabonds, and <sup>only</sup> helping the suppliant poor. This led to help locally and <sup>from</sup> individuals help, ~~that~~ <sup>the help from them</sup> helped slightly, but <sup>the help from them</sup> was ultimately unable to deal with poverty, as the government were unable to successfully deal with it. The fact <sup>that they needed to help</sup> ~~that~~ <sup>poor laws were</sup> shows how ineffective the Elizabethan

In terms of the Idle poor, Elizabeth was unsuccessful in <sup>effectively</sup> dealing with the problem of poverty, and this was due to her being more focused on punishing them, than solving the issue. This is evidenced by the 1572 vagabonds act, that introduced harsh punishment on vagabonds, by whipping them and doing things such as earboring. This

is further evidenced by the 1576 act for the relief of poor cut, sending resistant vagabonds to houses of correction. Therefore, the poor act clearly hadn't worked to solve poverty, and Elizabeth was still just busy on punishment, thus showing Elizabeth's poor laws were ineffective in dealing with the problem of poverty, and may have only been effective in inflicting harsh punishment. This is further made evident by the 1598 act for the punishment of vagabonds, but got rid of earboring, but instead took vagabonds to their places of birth and whipped them. This was at the end of Elizabeth's reign, and she still hadn't dealt with the issue of poverty, thus showing that her poor laws were ultimately ineffective. Ultimately, ~~but~~ in terms of ~~vagab~~ the idle poor, Elizabeth's poor laws were clearly ineffective, as they resisted, thus showing that poverty ~~to~~ was still persisting.

In terms of the impotent poor, Elizabeth's poor laws were effective in helping them not be in poverty, but were not effective in dealing with the problem of poverty, as poverty was still

evident elsewhere. The poor laws were effective for the impotent poor in terms of poverty, and this is evidenced by the act passed in 1563, as it created the poor rate. The poor rate helped the impotent poor, and people were encouraged to donate by their bishops, if they didn't wish to. This therefore shows that the poor laws were effective in dealing with the problem of poverty for the impotent poor. This is further evidenced by the 1572 vagabonds act that made the poor rate compulsory, and this meant <sup>everyone</sup> ~~everyone~~ had to contribute to help ~~the~~ solve the problem of poverty for the impotent poor. ~~The~~ This shows the poor laws were effectively effective. However, none of the poor laws helped the vagabonds financially, this means yes the impotent poor were no longer in poverty, but the vagabonds were, this showing the poor laws were ineffective in dealing entirely with the problem of poverty. Ultimately, the poor Elizabethan poor laws effectively dealt with the problem of poverty regarding the impotent poor, but did little to help the able poor, therefore meaning they were ineffective in dealing with poverty as a whole.

The help that came from individuals and locally, & highlights how the Elizabethan poor laws were ineffective in dealing with the problem of poverty, as the fact that was needed, shows that poverty was still persisting. This is evidenced by London introducing provisions for the poor, and York, Ipswich, Cambridge and Exeter introducing rates for the poor. Furthermore, people in Norfolk this therefore shows that the Elizabethan poor laws were ineffective with dealing with the problem of poverty, as help elsewhere was still needed late in her reign. There was further help from individuals such as Matthew Parker, Elizabeth's first archbishop of Canterbury, setting aside funds for Hospital in Canterbury, and individuals in Norfolk, generously leaving money in their wills to set up Almshouses. This further shows that all helped to deal with the problem of poverty, as it was ~~putting~~ <sup>allowing</sup> help and care for the poor, however, it ultimately shows how the poor laws were ineffective, as help elsewhere was needed, and the issue of poverty was never solved. Ultimately, the help from individuals and

		locally highlights how the poor laws were ineffective in dealing with the issue of poverty, as help elsewhere was still needed, showing poverty still persisted.
		In conclusion, I think that the Elizabethan poor laws were ineffective in dealing with the <del>is</del> problem of poverty. This is due to the laws only benefiting the impotent poor, and the idle poor were <del>to</del> harshly punished and not helped. The help that was necessary locally and from individuals, ultimately highlights how poverty was persistent, and how ineffective the Elizabethan poor laws were.

### Assessment for learning



On both of these questions some candidates would have benefited from seeing the issue in the question in a broader context - with Question 3, seeing the Poor Laws in context of the social issues, while in Question 2, whether it helped or hindered government.

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