

Write your name here

Surname

Other names

**Pearson**  
**Edexcel GCE**

Centre Number

--	--	--	--	--

Candidate Number

--	--	--	--	--

# History

**Advanced**

**Unit 3**

**Option A: Revolution and Conflict in England**

Friday 10 June 2016 – Morning

**Time: 2 hours**

Paper Reference

**6HI03/A**

**You must have:**

Sources Insert (enclosed)

Total Marks

--

## Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- There are two sections in this question paper. Answer **one** question from Section A and **one** question from Section B on the topic for which you have been prepared.
- Answer the questions in the spaces provided  
– *there may be more space than you need.*

## Information

- The total mark for this paper is 70.
- The marks for **each** question are shown in brackets  
– *use this as a guide as to how much time to spend on each question.*
- The quality of your written communication will be assessed in **all** your responses  
– *you should take particular care on these questions with your spelling, punctuation and grammar, as well as the clarity of expression.*

## Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ►

P43884A

©2016 Pearson Education Ltd.

1/1/1



**PEARSON**

## SECTION A

Answer ONE question in Section A on the topic for which you have been prepared.

You should start the answer to your chosen question in Section A on page 3.

Section B begins on page 11.

### A1 – Protest, Crisis and Rebellion in England, 1536–88

Answer EITHER Question 1 OR Question 2.

#### EITHER

- 1 'In the years 1539–53, factional rivalry was driven more by personal ambition than religious motives.'

How far do you agree with this view?

(Total for Question 1 = 30 marks)

#### OR

- 2 How far do you agree with the view that, in the years 1547–66, religious changes were welcomed by those in Tudor society?

(Total for Question 2 = 30 marks)

### A2 – Revolution, Republic and Restoration: England, 1629–67

Answer EITHER Question 3 OR Question 4.

#### EITHER

- 3 Despite early Royalist victories, Parliament laid the basis of ultimate success in 1643.

How far do you agree with this view?

(Total for Question 3 = 30 marks)

#### OR

- 4 Why, in the years 1649–53, was there a failure to achieve settled government?

(Total for Question 4 = 30 marks)

**TOTAL FOR SECTION A = 30 MARKS**

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



SECTION A

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

Chosen question number:

Question 1

Question 2

Question 3

Question 4

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Area with horizontal dotted lines for writing answers.



(Section A continued)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



(Section A continued)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



P 4 3 8 8 4 A 0 5 2 4

(Section A continued)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



(Section A continued)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



(Section A continued)

Dotted lines for writing.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA





(Section A continued)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA





## SECTION B

Answer ONE question in Section B on the topic for which you have been prepared.

You should start the answer to your chosen question in Section B on page 13.

**A1 – Protest, Crisis and Rebellion in England, 1536–88**

Study the relevant sources in the Sources Insert.

Answer EITHER Question 5 OR Question 6.

**EITHER**

**5 Use Sources 1, 2 and 3 and your own knowledge.**

How far do you agree with the view that the Pilgrimage of Grace posed a genuine threat to the authority of Henry VIII?

Explain your answer, using Sources 1, 2 and 3 and your own knowledge of the issues related to this controversy.

**(Total for Question 5 = 40 marks)**

**OR**

**6 Use Sources 4, 5 and 6 and your own knowledge.**

How far do you agree that developments in parliament in the years 1566–88 meant parliament became increasingly difficult for Elizabeth to control?

Explain your answer, using Sources 4, 5 and 6 and your own knowledge of the issues related to this controversy.

**(Total for Question 6 = 40 marks)**

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



**A2 – Revolution, Republic and Restoration: England, 1629–67**

Study the relevant sources in the Sources Insert.

Answer EITHER Question 7 OR Question 8.

**EITHER**

**7 Use Sources 7, 8 and 9 and your own knowledge.**

How far do you agree with the view that social class was the decisive issue in side-taking in 1642?

Explain your answer, using Sources 7, 8 and 9 and your own knowledge of the issues related to this controversy.

**(Total for Question 7 = 40 marks)**

**OR**

**8 Use Sources 10, 11 and 12 and your own knowledge.**

‘Since Cromwell genuinely sought to achieve government that was widely accepted by the political nation, he should not be blamed for the limited success of the Protectorate.’

How far do you agree with this view?

Explain your answer, using Sources 10, 11 and 12 and your own knowledge of the issues related to this controversy.

**(Total for Question 8 = 40 marks)**

---

**TOTAL FOR SECTION B = 40 MARKS**



**SECTION B**

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

Chosen question number:

**Question 5**

**Question 6**

**Question 7**

**Question 8**

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Area with horizontal dotted lines for writing answers.



(Section B continued)

Handwriting practice area with 25 horizontal dotted lines.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



(Section B continued)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with horizontal dotted lines.



(Section B continued)

Handwriting practice area consisting of 25 horizontal dotted lines.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA





(Section B continued)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with horizontal dotted lines.



(Section B continued)

Handwriting practice area consisting of 25 horizontal dotted lines for writing.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



(Section B continued)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 25 horizontal dotted lines.



(Section B continued)

Handwriting practice area with 25 horizontal dotted lines.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



(Section B continued)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 25 horizontal dotted lines.



(Section B continued)

Dotted lines for writing.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

**TOTAL FOR SECTION B = 40 MARKS**  
**TOTAL FOR PAPER = 70 MARKS**



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

**BLANK PAGE**



P 4 3 8 8 4 A 0 2 3 2 4

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

**BLANK PAGE**





**Pearson Edexcel GCE**

# History

**Advanced**

**Unit 3**

**Option A: Revolution and Conflict in England**

Friday 10 June 2016 – Morning

**Sources insert – Section B**

Paper Reference

**6HI03/A**

**Do not return this insert with the question paper.**

*Turn over* ►

**P43884A**

©2016 Pearson Education Ltd.

1/1/1/1



**PEARSON**

**Sources for use with Section B. Answer ONE question in Section B on the topic for which you have been prepared.**

**A1 – Protest, Crisis and Rebellion in England, 1536–88**

**Sources for use with Question 5**

**SOURCE 1**

(From Richard Rex, *Henry VIII*, published 2009)

While the government, in 1536, had focused on Lincolnshire, revolt had spread like wildfire through the six counties of northern England. Popular and clerical risings recruited the support of the gentry and even some of the peers. A rebel force, organised as though it was an army, concentrated around the royal castle of Pontefract, which became its headquarters. It was, in effect, the English army of the north, for the most part led by the same families who had, early in the reign, commanded the English forces against the Scots. The rebels' grievances were consolidated into a list of demands which began with a call for reconciliation with Rome, included a number of material demands relating to taxation and land law and, most threateningly, emphasised the need to eliminate the king's 'low-born' councillors, who were tactfully blamed for everything the Pilgrims hated.

5  
10

**SOURCE 2**

(From Roger Lockyer, *Tudor and Stuart Britain*, published 1985)

The common people who joined in the revolt did so largely as a protest against agrarian changes, which were threatening their livelihood. But they shared with the gentry and clerics the fears that increasing government activity in the north would undermine the local established order. The two nobles who were caught up in the rebellion, Lord Darcy and Lord Hussey, were careful to give the impression that they had been dragged into it against their will, but in fact both men had good reason for opposing Henry's policies. The Pilgrimage was not really a rebellion, for there was never any suggestion that Henry should be deposed and an alternative government set up.

15  
20

**SOURCE 3**

(From D. M. Loades, *Politics and the Nation*, published 1986)

Time was against Aske and Darcy, as it is against all commanders who have to keep large forces inactive. Also, their demands had grown a good deal more elaborate since the York articles, and had come to include such matters as renunciation of the royal supremacy and the rehabilitation of the Princess Mary, which were beyond the reach of possible concession. That Aske should have hoped to gain his way upon issues of this kind without defeating the king in the field showed a degree of naivety and reveals startlingly how fragile the political resources of the Pilgrims really were. Henry instructed Norfolk to delay them, and agreed to receive a deputation. What the king finally offered was very much less than the final list of twenty-four articles drawn up in December. These terms the Pilgrims accepted, partly because they trusted Henry's good faith, but also because it was now clear that they could gain no more without arms.

25  
30

## A1 – Protest, Crisis and Rebellion in England, 1536–88

### Sources for use with Question 6

#### SOURCE 4

(From Denys Cook, *Sixteenth-Century England*, published 1980)

During Elizabeth's reign the lower house evolved into the more important of the two houses of parliament. Elizabeth's creation of thirty one new boroughs between 1559–86 increased the number of gentry in the Commons. They were more ambitious, had a wider interest in national and international affairs, and they were better educated than their predecessors, in an age when a good education often bred strong Protestant convictions. There was a strong radical – political and religious – element typified by Norton, Wentworth, Cope, Strickland and others. Against this threat from within Elizabeth struggled to maintain the delicate balance between Crown and Commons. She did not dare to veto too many bills. She chose to yield when necessary, or, as over marriage and the succession, to prevaricate until it was too late.

#### SOURCE 5

(From R.K. Gilkes, *The Tudor Parliament*, published 1969)

In Elizabeth's reign the Privy Councillors still dominated Parliament. Councillors served on every committee, and as the number of committees increased we find the influence of the Councillors even greater. The Speaker was still the spokesman of the Court; but the increasing use of committees caused his power to wane as the reign progressed, for a Chairman of Committees was chosen entirely by the House. The machinery of parliamentary management through the Council, and the Crown's control of patronage remained substantially the same. However, a strong Puritan minority, distressed by the Queen's Church Settlement and her failure to marry, was impelling the Commons to increase the rate at which they were moving towards 'the winning of the initiative'. Indeed, the Commons were doing this by a greater organization and development of their parliamentary procedure, and, above all, by setting themselves to learn the art of successful opposition.

#### SOURCE 6

(From Christopher Haigh, *Elizabeth I*, published 1998)

Elizabeth's Parliaments were under the influence, if not quite the control, of Elizabeth's Councillors. The council members, and especially Burghley, nominated MPs, planned business in advance, and tried to manage proceedings. There were always at least five, and often eight, Councillors in the Commons, and the rest sat in the Lords. In addition, the Speaker was a Council nominee, and the Council had its own business managers in the Commons. Recent developments in parliamentary historiography have recast Neale's leaders of the Puritan opposition. Careful analysis of their correspondence, and especially their role in committees and debates, shows that men such as Thomas Norton and William Fleetwood were not leaders of an opposition but agents of the Council!

**Sources for use with Section B. Answer ONE question in Section B on the topic for which you have been prepared.**

**A2 – Revolution, Republic and Restoration: England, 1629–67**

**Sources for use with Question 7**

**SOURCE 7**

(From Angela Anderson, *The Civil Wars 1640–49*, published 1995)

There seems little doubt that parliament drew much support from the middle ranks of society, particularly in the urban and manufacturing areas. Examples of volunteers from these socio-economic groups can be found all over the country, but particularly in the clothing areas of West Yorkshire, Somerset and Gloucestershire. The urban support for the cause is evidenced by the role played by key urban centres in holding up the royalist advance on London. In Richard Baxter's eyes, there was no uncertainty about the reason for this. He attributes greater economic and intellectual independence to the yeomanry and urban craftsmen than to those above or below them in the social scale, reinforcing the importance of social class. Where Clarendon attributed the attitude of the less substantial gentry and middling-sort to envy or 'malignancy' towards their betters, Baxter points to the fear of upheaval and desire to preserve their power and possessions that motivated many supporters of the king.

5

10

**SOURCE 8**

(From Graham Seel and David L. Smith, *The Early Stuart Kings*, published 2001)

A cause of royalist allegiance that should not be underestimated was the widespread and almost instinctive feeling that, in a crisis, when the monarch requested armed support, it was a matter of honour and duty to comply. Charles's Answer to the Houses' Nineteen Propositions presented Charles as the protector of the rule of law, public order, the established Church and constitutional balance - the very things about which most royalists were passionate. The Parliamentarians, by contrast, were portrayed as innovators whose demands directly threatened the fundamental law and balance of the constitution. Charles' inflexibility and deep commitment to his beliefs made him an intensely divisive leader of the nation; but ironically those were precisely the qualities that made him an attractive rallying point for the royalist party.

15

20

**SOURCE 9**

(From Barry Coward, *The Stuart Age*, published 1980)

The correlation between cloth-making areas, like north-east Somerset and the clothing towns of Lancashire and Yorkshire, and strong parliamentary support, suggests that social and economic factors were important. Interesting as this approach is to the way the country divided at the beginning of the civil war, it is of limited historical value. One does not have to look very hard to find instances of great landowners fighting for parliament. Those who have made detailed studies of the members of the Long Parliament have found no evidence that the way MPs divided in 1642 depended in any way on social status or wealth. Nor did people remain constant in their loyalties of 1642.

25

30

## A2 – Revolution, Republic and Restoration: England, 1629–67

### Sources for use with Question 8

#### SOURCE 10

(From Austin Woolrych, *Britain in Revolution: 1625–1660*, published 2002)

It can be said that Cromwell's aim was to shed the military origins of his government and to broaden its basis, both in its constitutional checks and balances and in its acceptance by as much as possible of the political nation. This process was temporarily interrupted during the regime of the major-generals, when it lurched back somewhat towards military rule, though not to the extent that its enemies claimed. From the autumn of 1656, the Protectorate resumed its progress towards civilian dominance and constitutional propriety, in which the establishment of a new framework of government devised by a parliament marked a major step. When Cromwell died the Petition and Advice had yet to be put to the test of a truly free parliament, but there were strong indications that it would pass it.

#### SOURCE 11

(From Alan G. R. Smith, *The Emergence of a Nation State: The Commonwealth of England 1529–1660*, published 1984)

It has been argued that the difficulties between the Protector and his Parliaments were largely a result of Cromwell's inadequate techniques of management, and there is no doubt something to be said for this. Oliver Cromwell was not an expert parliamentary manager, unlike his contemporary John Pym during the early years of the Long Parliament. But there were more fundamental reasons as well. The franchise provisions of the Instrument, by limiting the electorate to men of fairly considerable property, ensured that the MPs whom these electors chose would be unsympathetic to the degree of religious toleration which Cromwell was determined to preserve. Additionally, however much Cromwell desired a civilian basis for his rule, he could never go too far with Parliament in attacking an army on which his own power ultimately depended.

#### SOURCE 12

(From Barry Coward, *Stuart England*, published 1997)

Despite the absence of Commonwealthmen in both parliamentary sessions of 1654–5 and 1656–7, differences between Protector and the remaining MPs on the allied issues of the army and religious liberty were still very much alive. Cromwell's sudden dissolutions of both parliaments were largely motivated by his anger at the ferocity of these attacks which threatened to kill his hopes for 'reformation'. In part, the reasons for this departure from parliamentary rule were pragmatic: the collapse of the first Protectorate Parliament and Cromwell's increasingly isolated position made any other course difficult. But it is likely that Cromwell's commitment to 'reformation' provides the most important explanation. Cromwell felt the humiliating defeat of his forces in the Caribbean in 1655 and ordered that 'such a form of government may be exercised that virtue and godliness may receive due encouragement'.

**BLANK PAGE**

**BLANK PAGE**

**BLANK PAGE**

Every effort has been made to contact copyright holders to obtain their permission for the use of copyright material. Pearson Education Ltd. will, if notified, be happy to rectify any errors or omissions and include any such rectifications in future editions.