

## **GCSE**

### **History A Explaining the Modern World**

#### **J410/09: Power: Monarchy and Democracy in Britain c.1000 to 2014**

General Certificate of Secondary Education

#### **Mark Scheme for June 2023**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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## MARKING INSTRUCTIONS

## PREPARATION FOR MARKING

## RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

## MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor messaging system, or by email.
5. **Crossed Out Responses**  
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

**Rubric Error Responses – Optional Questions**

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

**Contradictory Responses**

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

**Short Answer Questions** (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

**Short Answer Questions** (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

**Longer Answer Questions** (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add a tick to confirm that the work has been seen.
7. Award No Response (NR) if:
  - there is nothing written in the answer space

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**

If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.











9. *Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.*

10. For answers marked by levels of response:

- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
- To determine the mark within the level**, consider the following

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

## 11. Annotations

<i>Stamp</i>	<i>Ref No.</i>	<i>Annotation Name</i>	<i>Description</i>
	1191	Tick 1	Level 1
	1201	Tick 2	Level 2
	1211	Tick 3	Level 3
	1221	Tick 4	Level 4
	1231	Tick 5	Level 5
	811	SEEN	Noted but no credit given
	501	NAQ	Not answered question
	1371	H Wavy Line	Extendable horizontal wavy line
	1681	BP	Blank page
	151	Highlight	Highlight

## 12. Subject Specific Marking Instructions

### INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader/PE.

### INFORMATION AND INSTRUCTIONS FOR EXAMINERS

1 The practice and standardisation scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the PE and Senior Examiners.

2 The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.

3 Candidates' answers must be relevant to the question. Beware of seemingly prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

1. Describe **two** powers of Anglo-Saxon kings.

[4]

<b>Assessment Objectives</b>	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [4]
<b>Additional Guidance</b>	One mark for identification of a power. A second mark can be awarded for supportive detail for each response.  All content is indicative only and any other correct examples of powers of Anglo-Saxon kings should be credited.

Levels	Indicative content	Marks
Points marking  Max 1 mark for one <b>or more</b> general points ( <i>e.g. they ran the country</i> )	Anglo-Saxon kings had the power to produce money. [1] They did this by making silver coins. [2].  Anglo-Saxons kings were able to raise an army and navy. [1]  Anglo-Saxon kings could grant land to their followers. [1] They could also take land away from anyone that acted against them [2].  Anglo-Saxon kings could make people pay taxes. [1]  Anglo-Saxon kings made new laws. [1] They then made sure these laws were enforced around the whole country. [2]	<b>4</b>



2. Explain why the Civil Wars between Charles I and Parliament started in 1642

[8]

<b>Assessment Objectives</b>	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [4]  AO2: Explain and analyse historical events and periods studied using second order historical concepts. [4]
<b>Additional Guidance</b>	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.  The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level.  No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question.

Levels	Indicative content	Marks
<b>Level 4</b> <ul style="list-style-type: none"> <li>Response demonstrates a range of accurate knowledge and understanding that is fully relevant to the question.</li> <li>This is used to develop a full explanation and convincing analysis, using second order historical concepts, of the issue in the question.</li> </ul>	<p>Answers will typically explain <b>two or more</b> reasons why Civil War started in 1642. e.g.</p> <p><i>One reason why the Civil Wars broke out in 1642 was the attitude of Charles I. He believed that he was appointed by God (the Divine Right of Kings) and that he did not need to answer to anyone for his actions. He ruled without Parliament from 1629 to 1640 and introduced many changes that upset the people, especially Parliament. An example of this was the introduction of religious changes, such as the Book of Common Prayer, which many people believed was making the country more Catholic. This caused a breakdown of the relationship with Parliament, who were suspicious of Charles' actions, and helped to start the Civil War.</i></p> <p><i>However, Parliament can also be credited with causing the Civil Wars to start in 1642. For example, as early as 1628, Parliament tried to force Charles not to raise tax without their consent in the Petition of Rights. Charles saw this as a limitation on his power as king. This also caused increased tension between the two sides, resulting in war over who was to control the country.</i></p>	<b>7–8</b>
<b>Level 3</b> <ul style="list-style-type: none"> <li>Response demonstrates accurate knowledge and understanding that is relevant to the question.</li> </ul>	<p>Level 3 answers will typically explain <b>one cause</b> of the Civil War, e.g.</p> <p><i>One reason why the Civil Wars broke out in 1642 was the attitude of Charles I. He believed that he was appointed by God (the Divine Right of Kings) and that he did not need to answer to anyone for his actions. He ruled without Parliament from 1629 to 1640 and introduced many changes that upset the people, especially Parliament.</i></p>	<b>5–6</b>

<ul style="list-style-type: none"> <li>This is linked to an analysis and explanation, using second order historical concepts, of the issue in the question.</li> </ul>	<p><i>An example of this was the introduction of religious changes, such as the Book of Common Prayer, which many people believed was making the country more Catholic. This caused a breakdown of the relationship with Parliament, who were suspicious of Charles' actions and helped to start the Civil War.</i></p>	
<p><b>Level 2</b></p> <ul style="list-style-type: none"> <li>Response demonstrates some knowledge and understanding that is relevant to the question.</li> <li>This is used to attempt a basic explanation, using second order historical concepts, of the issue in the question.</li> </ul>	<p>Answers will typically <b>identify and/or describe at least one reason</b> but will fail to explain altogether, e.g.</p> <p><i>One reason for the Civil Wars starting in 1642 was Charles' period of personal rule from 1629 to 1640. This is when he ruled alone without Parliament and introduced a number of changes. For example he introduced ship money as a way to raise taxes.</i></p> <p><i>The Civil Wars started because of the religious changes Charles made. These changes were introduced by Archbishop Laud and made the Church more Catholic.</i></p> <p><i>The Civil Wars started because of what was happening in Ireland. There was an uprising in Ireland and Charles and Parliament argued over who should control the army needed to deal with the rebellion.</i></p> <p><i>The Civil Wars started because Parliament was demanding more of a say in the government of the country. It had leaders like John Pym who organised the opposition to Charles.</i></p>	<b>3–4</b>
<p><b>Level 1</b></p> <ul style="list-style-type: none"> <li>Response demonstrates basic knowledge that is relevant to the topic of the question.</li> <li>There is an attempt at a very basic explanation of the issue in the question, which may be close to assertion. Second order historical concepts are not used explicitly, but some very basic understanding of these is apparent in the answer.</li> </ul>	<p>Answers will typically contain <b>description of events</b> linked to the Civil War or unspecific points, e.g.</p> <p><i>The Civil Wars started in 1642. It was a war between Charles and Parliament over who was to control the country. The war lasted for seven years and often had members of the same family fighting on opposite sides. Charles lost the war and was beheaded in 1649.</i></p>	<b>1–2</b>
<p><b>Level 0</b></p> <p>No response or no response worthy of credit.</p>		<b>0</b>

3. How significant were mass Trade Unions and the Labour Party in the period 1880 to 1914?

[14]

<b>Assessment Objectives</b>	AO2: Explain and analyse historical events and periods studied using second order historical concepts. [10] AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [4]
<b>Additional Guidance</b>	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.  The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level.  No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question.

Levels	Indicative content	Marks
<b>Level 4</b> <ul style="list-style-type: none"> <li>The response has a full, well-developed explanation and thorough, convincing analysis of historical events/period in terms of the second order historical concept(s) in the question.</li> <li>This is supported with a range of accurate knowledge and understanding that is fully relevant to the question.</li> </ul>	<p>Answers will typically <b>assess the significance</b> of at least one explained point, e.g.</p> <p><i>The creation of mass Trade Unions and the development of the Labour Party during this time was significant. It was the first time that formal steps were taken to secure the rights of workers to have representation within law and the Houses of Parliament. More than two million working class people had some voice. The unions called for a political party to represent their members in Parliament and this led to the creation of the Independent Labour Party in 1893. This became the Labour Representation Committee, which by 1910 had gained 42 seats in Parliament. This was a hugely significant step for the rights of working people in Britain since for the first time they had a voice in the House of Commons.</i></p> <p><i>The development of the Labour Party was also significant in securing welfare reforms for many poor people in Britain. The Liberals, in power from 1906, introduced schemes like Free School Meals (1906) and Old Age Pensions (after 1909) to support the poorest members of society. One of the reasons that they did this was because they feared that many Liberals would leave and join the Labour Party, who were pressing for welfare reforms to happen. This was a significant turning point as it was the first time reforms of this nature had been introduced and governments from now on would be obliged to pass similar reforms for working class people because of the Labour Party's existence.</i></p> <p>NB: Two explanations of significance 13-14 marks; One explanation of significance 11-12 marks. NB: Alternatively, candidates may assess why examples are of limited significance</p>	<b>11–14</b>
<b>Level 3</b> <ul style="list-style-type: none"> <li>The response has a full explanation and analysis of the historical events/period in terms of the second order historical concept(s) in the question.</li> </ul>	<p>Answers will typically <b>explain one or more examples of change</b> as a result of mass Trade Unions and/or the Labour Party in the period 1880 to 1914, e.g.</p> <p><i>The development of the Trade Unions and Labour Party was significant as they supported workers rights. The growth of industry in Britain saw huge wealth being created, but workers had little say in how the country was run, or the conditions they worked in. Because trade unions and the Labour</i></p>	<b>7–10</b>

<ul style="list-style-type: none"> <li>This is supported by accurate knowledge and understanding that is relevant to the question.</li> </ul>	<p><i>Party stood up for workers rights and tried to protect their interests they now had the chance of greater protection in British society.</i></p> <p><i>However, the development of Trade Unions was not that significant as due to the Taff Vale judgment it was very difficult for unions to call a strike. So even though union membership increased there was little unions could do to protect workers, so little really changed for many working class people.</i></p> <p>NB: Two examples explained 9-10 marks; One example explained 7-8 marks.</p>	
<p><b>Level 2</b></p> <ul style="list-style-type: none"> <li>The response has an explanation and simple analysis of the historical events/period in terms of the second order historical concept(s) in the question.</li> <li>This is supported by some knowledge and understanding that is mostly relevant to the question.</li> </ul>	<p>Answers will typically <b>identify reasons</b> why the development of the Trade Unions and/or the Labour Party was significant but without valid explanation, e.g.</p> <p><i>The development of the Trade Unions was significant because in this period the TUC came to represent millions of workers.</i></p> <p><i>The formation of the Labour Party meant that for the first time working class people were represented in Parliament.</i></p> <p><i>Trade Unions were determined to improve working conditions and began to organise strikes like the dock strike of 1889.</i></p> <p><i>The formation of the Labour Party meant that issues that concerned the working class were more likely to be discussed in Parliament. Reforms like Old Age Pensions and free school meals began to be introduced.</i></p> <p>NB: Identification of significance without sufficient development should be awarded six marks.</p>	<p><b>4–6</b></p>
<p><b>Level 1</b></p> <ul style="list-style-type: none"> <li>The response has a basic explanation about the historical events/period in terms of the second order historical concept(s) in the question.</li> <li>The response includes limited basic knowledge that is relevant to the topic of the question.</li> </ul>	<p>Answers will typically contain general points or <b>description of events</b>, e.g.</p> <p><i>The TUC was formed in 1868 and represented many working class people. The Labour Party started to get seats in Parliament after 1901.</i></p>	<p><b>1–3</b></p>
<p><b>Level 0</b></p> <p>No response or no response worthy of credit.</p>		<p><b>0</b></p>

4. 'Between 1000 and 1714, monarchs became less powerful than Parliament.' How far do you agree? [24]

<b>Assessment Objectives</b>	AO2: Explain and analyse historical events and periods studied using second order historical concepts. [16] AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [8]
<b>Additional Guidance</b>	<p>The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.</p> <p>The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level.</p> <p>No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question.</p>

Levels	Indicative content	Marks
<b>Level 5</b> <ul style="list-style-type: none"> <li>The response has a full explanation and thorough analysis of historical events and periods, which uses relevant second order historical concepts, and is developed to reach a convincing, substantiated conclusion in response to the question.</li> <li>This is supported by a range of accurate knowledge and understanding, appropriately selected from across the time period specified, that is fully relevant to the question.</li> <li>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</li> </ul>	<p>Answers will typically explain at least three examples, <b>BOTH</b> a balanced argument <b>AND</b> covering both periods</p> <p><i>I agree that between 1000 and 1714 the power of the monarchs decreased when compared to parliament. At the start of this period of study, the monarchs ruled with almost total power. A good example of this would be the reign of William I (1066-1086) who was able to control England with a combination of castle-building, religion and a feudal system in which people were expected to look after those below them in society. He had some challenges to his rule early on, but the country was securely in Norman hands afterwards. This would suggest that in the earliest years, there was no real threat to the power of the monarchy.</i></p> <p><i>However, in the 13<sup>th</sup> Century, the power of the monarchy was challenged by the growing power of the nobility. Parliament, introduced by Simon de Montfort in 1264, included representatives from urban areas, as well as wealthy landowners. This evolved into the Commons and was formalised in the reign of Edward I in 1285. However, this Parliament was still not a very powerful organisation. It only met when the monarch called it and usually when they needed funds through taxation to wage war. Although there was a growing presence of a different power to the monarch, during the Middle Ages the monarch was still in control.</i></p> <p><i>The fate of Charles I at the conclusion of the Civil Wars is a strong sign that Parliament had the power. The monarchy was actually abolished as Oliver Cromwell ruled during the Interregnum. The ability of Parliament to order the death of a king, despite the idea of the 'Divine Right of Kings', shows the power Parliament now held compared to the monarch.</i></p> <p><i>Also, the restoration of the monarchy in 1660 shows that the power and influence of Parliament was not total. In my view, the monarch's power was on the wane between 1000 and 1714, but by the end of this period of study, after the Glorious Revolution,</i></p>	<b>19–24</b>

	<p><i>there was more of a balance between the two sides, in terms of the monarch and Parliament accepting that the power and influence could be shared more fairly between them.</i></p> <p><b>NB: Two sides, two periods, at least three explanations.</b> 24 marks for two examples explained on each side, plus a clinching argument; 22-23 marks for two explained examples on each side (2-2); 19-20 marks for two explained examples on one side and one explained point on the other (2-1 or 1-2). 21 marks if candidate offers a clinching argument.</p>	
<p><b>Level 4</b></p> <ul style="list-style-type: none"> <li>The response has a full explanation and analysis of the historical events and periods, which uses relevant second order historical concepts, and is used to develop a fully supported answer to the question.</li> <li>This is supported by a range of accurate knowledge and understanding, covering the time period specified, that is fully relevant to the question.</li> <li><i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i></li> </ul>	<p>Answers will typically explain at least two examples, <b>EITHER</b> a balanced argument <b>OR</b> unbalanced but covering both periods</p> <p><i>I agree that between 1000 and 1714 the power of the monarchs decreased when compared to parliament. At the start of this period of study, the monarchs ruled with almost total power. A good example of this would be the reign of William I (1066-1086) who was able to control England with a combination of castle-building, religion and a feudal system in which people were expected to look after those below them in society. He had some challenges to his rule early on, but the country was securely in Norman hands afterwards. <b>This would suggest that in the earliest years, there was no real threat to the power of the monarchy.</b></i></p> <p><i>However, during the 1600s there was a change in the relationship between monarch and Parliament and in who was in control of the country. The English Civil Wars which lasted from 1642 to 1649 ended in the defeat and execution of Charles I and led to a period of 11 years where the country was a republic. The monarchy was abolished and Parliament made all of the key decisions. Oliver Cromwell, as leader of the Parliamentary forces, was named Lord Protector and was in charge of the country until his death in 1658. <b>This is a clear example of how the power of the monarch was less than that of Parliament in the period 1000 to 1715.</b></i></p> <p><b>NB: Two sides OR two periods.</b> 18 marks for a clinching argument; 15 marks is the default for two explained examples; award extra marks for development.</p>	<b>14–18</b>
<p><b>Level 3</b></p> <ul style="list-style-type: none"> <li>The response has an analysis and explanation of the historical events and periods, which uses relevant second order historical concepts, and is used to give a supported answer to the question.</li> <li>This is supported by accurate knowledge and understanding, from</li> </ul>	<p>Answers will typically <b>explain one or more examples</b> showing the changing nature of power and control of the monarchy <b>OR</b> Parliament from <b>one period</b>, e.g.</p> <p><i>A clear example of the reduction in power of the monarchy would be during the mid 1600s, when a Civil War between Charles I and Parliament resulted in the defeat of the King. He was executed for treason in 1649 and for the next 11 years, Parliament was in total control of the country. Although the monarchy was restored in 1660, this episode showed that the power enjoyed previously by monarchs was no longer total and absolute. <b>Monarchs now needed to work with their Parliament in order to maintain peace and stability.</b></i></p>	<b>10–13</b>

<p>the time period specified, that is relevant to the question.</p> <ul style="list-style-type: none"> <li><i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></li> </ul>	<p>NB: <b>One side, one period.</b> The quality of the explanations offered together with any additional identified examples will determine the overall mark within the level.</p>	
<p><b>Level 2</b></p> <ul style="list-style-type: none"> <li>The response has an explanation about the historical events and periods, which uses relevant second order historical concepts, and gives an answer to the question set.</li> <li>This is supported by some knowledge and understanding, from the time period specified, that is relevant to the question.</li> <li><i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></li> </ul>	<p>Answers will typically identify examples of the changing nature of power/control of the monarchy and Parliament from either the medieval and/or early modern era, e.g.</p> <p><i>This statement is true. The kings at the start had lots of power. For example, kings like Edward I were able to control the country themselves by force and leadership. However, weaker kings like Charles I or James II were unable to control the country and parliament took more control of the country from them.</i></p> <p><i>Monarchs became less powerful. In 1688 the Bill of Rights gave Parliament lots of rights like regular parliaments, free elections and freedom of speech in Parliament.</i></p> <p><i>Monarchs became less powerful because they depended on Parliament for money. Only Parliament could introduce taxes and this gave Parliament power of monarchs. This can be seen in Elizabeth I's reign.</i></p> <p>NB: Award higher marks in the level for more examples.</p>	6–9
<p><b>Level 1</b></p> <ul style="list-style-type: none"> <li>The response has a basic explanation about the historical events and periods in the question, though the specific question may be answered only partially, or the answer may be close to assertion that is not supported by the preceding explanation. Second order historical concepts are not used explicitly, but some very basic understanding of these is apparent in the answer.</li> <li>There is basic knowledge and understanding that is relevant to the time period specified and the topic of the question.</li> <li><i>The information is communicated in a basic/unstructured way.</i></li> </ul>	<p>Answers will typically show <b>simple knowledge</b> or make <b>assertions</b>, e.g.</p> <p><i>Between 1000 and 1715 there were many times where kings had problems. The people were wanting more power. Parliament wanted to control the country and sometimes there were incidents where the two sides clashed.</i></p>	1–5
<b>Level 0</b>		0

No response or no response worthy of credit.		
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Please [get in touch](#) if you want to discuss the accessibility of resources we offer to support you in delivering our qualifications.