

General Certificate of Education

History 5041/6041

Alternative N Britain, 1483–1603

Mark Scheme

2005 examination – June series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

CRITERIA FOR MARKING GCE HISTORY:

AS and A2 EXAMINATION PAPERS

General Guidance for Examiners

A: INTRODUCTION

The AQA's revised AS/A2 History specification has been designed to be 'objectives-led' in that questions are set which address the assessment objectives published in the Board's specifications. These cover the normal range of skills, knowledge and understanding which have been addressed by AS and A2 level candidates for a number of years.

Most questions will address more than one objective reflecting the fact that, at AS/A2 level, high-level historical skills, including knowledge and understanding, are usually deployed together.

The revised specification has addressed subject content through the identification of 'key questions' which focus on important historical issues. These 'key questions' give emphasis to the view that GCE History is concerned with the analysis of historical problems and issues, the study of which encourages candidates to make judgements grounded in evidence and information.

The schemes of marking for the new specification reflect these underlying principles. The mark scheme which follows is of the 'levels of response' type showing that candidates are expected to demonstrate their mastery of historical skills in the context of their knowledge and understanding of History.

Consistency of marking is of the essence in all public examinations. This factor is particularly important in a subject like History which offers a wide choice of subject content options or alternatives within the specification for AS and A2.

It is therefore of vital importance that assistant examiners apply the marking scheme as directed by the Principal Examiner in order to facilitate comparability with the marking of other alternatives and across all the specifications offered by the Board.

Before scrutinising and applying the detail of the specific mark scheme which follows, assistant examiners are required to familiarise themselves with the instructions and guidance on the general principles to apply in determining into which level of response an answer should fall (Section B for AS and Section C for A2) and in deciding on a mark within a particular level of response (Section D).

B: EXEMPLIFICATION OF AS LEVEL DESCRIPTORS

Level 1:

The answer is excessively generalised and indiscriminating amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place.

Exemplification/Guidance

Answers at this level will

- be excessively generalised and indiscriminating with little reference to the focus of the question
- lack specific factual information relevant to the issues
- lack awareness of the specific context
- be limited in the ability to communicate clearly in an organised manner, and demonstrate limited grammatical accuracy.

Level 2:

Either

Demonstrates by relevant selection of material some understanding of a range of issues.

Or

Demonstrates by relevant selection of material, implicit understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links.

Exemplification/Guidance

Either responses will have the following characteristics: they will

- offer a relevant but outline only description in response to the question
- contain some irrelevance and inaccuracy
- demonstrate coverage of some parts of the question but be lacking in balance
- have some direction and focus demonstrated through introductions or conclusions
- demonstrate some effective use of language, but be loose in structure and limited grammatically

Or responses will have the following characteristics: they will

- show understanding of some but not all of the issues in varying depth
- provide accurate factual information relevant to the issues
- demonstrate some understanding of linkages between issues
- have some direction and focus through appropriate introductions or conclusions
- demonstrate some effective use of language, but be loose in structure and limited grammatically.

Level 3:

Demonstrates by selection of appropriate material, explicit understanding of some issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight or balance.

Exemplification/guidance

These responses will have the following characteristics: they will

- present arguments which have some focus and relevance, but which are limited in scope
- demonstrate an awareness of the specific context
- contain some accurate but limited factual support
- attempt all parts of the question, but coverage will lack balance and/or depth
- demonstrate some effective use of language, be coherent in structure but limited grammatically.

Level 4:

Demonstrates by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation.

Exemplification/guidance

These responses will have the following characteristics: they will

- be largely analytical but will include some narrative
- deploy relevant factual material effectively, although this may not be comprehensive
- develop an argument which is focused and relevant
- cover all parts of the question but will treat some aspects in greater depth than others
- use language effectively in a coherent and generally grammatically correct style.

Level 5:

As L4, but contains judgement as demanded by the question, which may be implicit or partial.

Exemplification/guidance

These responses will have the following characteristics: they will

- offer sustained analysis, with relevant supporting detail
- maintain a consistent argument which may, however, be incompletely developed and in places, unconvincing,
- cover all parts of the question with a reasonable balance between the parts
- attempt to offer judgement, but this may be partial and in the form of a conclusion or a summary
- communicate effectively through accurate, fluent and well directed prose.

C: EXEMPLIFICATION OF A LEVEL (A2) DESCRIPTORS

The relationship between the Assessment Objectives (AOs) 1.1, 1.2 and 2 and the Levels of Response.

A study of the generic levels of response mark scheme will show that candidates who operate solely or predominantly in AO 1.1, by writing a narrative or descriptive response, will restrict themselves to a maximum of 6 out of 20 marks by performing at Level 1. Those candidates going on to provide more explanation (AO 1.2), supported by the relevant selection of material (AO1.1), will have access to approximately 6 more marks, performing at Level 2 and low Level 3, depending on how implicit or partial their judgements prove to be. Candidates providing explanation with evaluation and judgement, supported by the selection of appropriate information and exemplification, will clearly be operating in all 3 AOs (AO 2, AO1.2 and AO1.1) and will therefore have access to the highest levels and the full range of 20 marks by performing in Levels 3, 4 and 5.

Level 1:

Either

Is able to demonstrate, by relevant selection of material, implicit understanding of the question. Answers will be predominantly, or wholly narrative.

Or

Answer implies analysis but is excessively generalised, being largely or wholly devoid of specific information. Such answers will amount to little more than assertion, involving generalisations which could apply to almost any time and/or place.

Exemplification/guidance

Narrative responses will have the following characteristic: they

- will lack direction and any clear links to the analytical demands of the question
- will, therefore, offer a relevant but outline-only description in response to the question
- will be limited in terms of communication skills, organisation and grammatical accuracy.

Assertive responses: at this level, such responses will:

- lack any significant corroboration
- be generalised and poorly focused
- demonstrate limited appreciation of specific content
- be limited in terms of communication skills, organisation and grammatical accuracy.

IT IS MOST IMPORTANT TO DISCRIMINATE BETWEEN THIS TYPE OF RESPONSE AND THOSE WHICH ARE SUCCINCT AND UNDEVELOPED BUT FOCUSED AND VALID (appropriate for Level 2 or above).

Level 2:*Either*

Demonstrates, by relevant selection of material, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands but lack weight and balance.

Or

Demonstrates, by relevant selection of material, implicit understanding of a wide range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links.

Exemplification/guidance

Narrative responses will have the following characteristics:

- understanding of some but not all of the issues
- some direction and focus demonstrated largely through introductions or conclusions
- some irrelevance and inaccuracy
- coverage of all parts of the question but be lacking in balance
- some effective use of the language, be coherent in structure, but limited grammatically.

Analytical responses will have the following characteristics:

- arguments which have some focus and relevance
- an awareness of the specific context
- some accurate but limited factual support
- coverage of all parts of the question but be lacking in balance
- some effective use of language, be coherent in structure, but limited grammatically.

Level 3:

Demonstrates by selection of appropriate material, explicit understanding of a range of issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial.

Exemplification/guidance

Level 3 responses will be characterised by the following:

- the approach will be generally analytical but may include some narrative passages which will be limited and controlled
 - analysis will be focused and substantiated, although a complete balance of treatment of issues is not to be expected at this level nor is full supporting material
 - there will be a consistent argument which may, however, be incompletely developed, not fully convincing or which may occasionally digress into narrative
 - there will be relevant supporting material, although not necessarily comprehensive, which might include reference to interpretations
 - effective use of language, appropriate historical terminology and coherence of style.
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Level 4:

Demonstrates by selection of a wide range of precisely selected material, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope.

Exemplification/guidance

Answers at this level have the following characteristics:

- sustained analysis, explicitly supported by relevant and accurate evidence
- little or no narrative, usually in the form of exemplification
- coverage of all the major issues, although there may not be balance of treatment
- an attempt to offer judgement, but this may be partial and in the form of a conclusion or summary
- effective skills of communication through the use of accurate, fluent and well directed prose.

Level 5:

As Level 4 but also shows appropriate conceptual awareness which, together with the selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question.

Exemplification/guidance

Level 5 will be differentiated from Level 4 in that there will be:

- a consistently analytical approach
- consistent corroboration by reference to selected evidence
- a clear and consistent attempt to reach judgements
- some evidence of independence of thought, but not necessarily of originality
- a good conceptual understanding
- strong and effective communication skills, grammatically accurate and demonstrating coherence and clarity of thought.

D: DECIDING ON MARKS WITHIN A LEVEL

These principles are applicable to both the Advanced Subsidiary examination and to the A level (A2) examination.

Good examining is, ultimately, about the **consistent application of judgement**. Mark schemes provide the necessary framework for exercising that judgement but it cannot cover all eventualities. This is especially so in subjects like History, which in part rely upon different interpretations and different emphases given to the same content. One of the main difficulties confronting examiners is: “What precise mark should I give to a response *within* a level?”. Levels may cover four, five or even six marks. From a maximum of 20, this is a large proportion. In making a decision about a specific mark to award, it is vitally important to think *first* of the mid-range within the level, where the level covers more than two marks. Comparison with other candidates’ responses **to the same question** might then suggest that such an award would be unduly generous or severe.

In making a decision away from the middle of the level, examiners should ask themselves several questions relating to candidate attainment, **including the quality of written communication skills**. The more positive the answer, the higher should be the mark awarded. We want to avoid “bunching” of marks. Levels mark schemes can produce regression to the mean, which should be avoided.

So, is the response:

- precise in its use of factual information?
- appropriately detailed?
- factually accurate?
- appropriately balanced, or markedly better in some areas than in others?
- and, **with regard to the quality of written communication skills:** generally coherent in expression and cogent in development (as appropriate to the level awarded by organising relevant information clearly and coherently, using specialist vocabulary and terminology)?
- well-presented as to general quality of language, i.e. use of syntax (including accuracy in spelling, punctuation and grammar)? (In operating this criterion, however, it is important to avoid “double jeopardy”. Going to the bottom of the mark range for a level in each part of a structured question might well result in too harsh a judgement. The overall aim is to mark positively, giving credit for what candidates know, understand and can do, rather than looking for reasons to reduce marks.)

It is very important that Assistant Examiners **do not** always start at the lowest mark within the level and look for reasons to increase the level of reward from the lowest point. This will depress marks for the alternative in question and will cause problems of comparability with other question papers within the same specification.

Alternative N: Britain, 1483–1603

AS Unit 2: Henry VII and the Establishment of a Secure Monarchy, 1483–1515

Question 1

- (a) Use **Source C** and your own knowledge.

Explain briefly the meaning of “attainders” in the context of Henry VII’s management of the royal finances. (3 marks)

Target: AO1.1, AO2

L1: Basic explanation of the term using the source, e.g. the King using the law to attack the nobility. **1**

L2: Demonstrates developed understanding of the term and its significance in relation to the context, e.g. explains how attainder was used both to extort money and as a way of ensuring obedience. **2-3**

- (b) Use **Source B** and your own knowledge.

How useful is **Source B** as evidence about the financial policies of Henry VII? (7 marks)

Whilst candidates are expected to deploy own knowledge in assessing the degree to which the sources differ/the utility of the source, such deployment may well be implicit and it would be inappropriate to penalise full effective answers which do not explicitly contain ‘own knowledge’. The effectiveness of the comparison/assessment of utility will be greater where it is clear that the candidates are aware of the context; indeed, in assessing utility, this will be very significant. It would be inappropriate, however, to expect direct and specific reference to ‘pieces’ of factual content.

Target: AO1.2, AO2

L1: Basic evaluation of the utility/reliability of the source either from own knowledge or based on provenance, e.g. gives examples from the source to describe the harsh methods used by Henry VII. **1-2**

L2: Developed evaluation of utility/reliability of the source in relation to the issue linking source, own knowledge and provenance, e.g. explains the roles of Dudley and Empson as key figures in Henry’s regime; and how unpopular they were. **3-5**

L3: Developed evaluation, drawing conclusions about utility/reliability based on strengths and weaknesses and judged against the context, e.g. explains the context of the backlash against Henry VII’s enforcers after the reign ended; or assesses the reliability of the evidence from a man facing execution. **6-7**

- (c) Use **Sources A, B** and **C** and your own knowledge.

“The financial policies of Henry VII were more successful in increasing his power over the nobility than in raising money for the Crown.”

Explain why you agree or disagree with this statement. (15 marks)

Level descriptors for response *with* use of sources and own knowledge

Target: AO1.1, AO1.2, AO2

- L1: The answer is excessively generalised and indiscriminating, amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place, based *either* on own knowledge *or* the sources. **1-4**
- L2: ***Either***
Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues.
- Or***
Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, implicit understanding of a wide range of relevant issues. Most such answers will be dependent on description, but will have valid links.
- Or***
Demonstrates, by limited selection of material, *both* from the sources *and* from own knowledge, implicit understanding of the relevant issues. These answers, while relevant, will lack both range and depth and will contain some assertion. **5-8**
- L3: Is able to demonstrate, by relevant selection of material, *both* from the sources *and* from own knowledge, some understanding of the demands of the question. **9-11**
- L4: Demonstrates, by selection of a wide range of precisely selected material, *both* from the sources *and* from own knowledge, explicit understanding of the question and provides a balanced explanation. **12-13**
- L5: As L4, but contains judgement, as demanded by the question, which may be implicit and partial. **14-15**

Indicative content

The double focus of the question is on extracting money and on ensuring obedience through fear. Answers should find it easy to argue a case for either to be dominant – there will probably be very many answers suggesting it was a combination of both. The sources provide useful evidence in both directions – Source A mentions “unerringly efficient in claiming his dues” and “lavish” spending; Source C points out the “atmosphere of chronic suspicion and fear”. Dudley in Source B makes it plain by numerous examples how much it was about the money – but there are clear implications about successful intimidation of the nobility. Depending on the approach, answers should have much relevant own knowledge to offer – on Morton, Empson, etc. as agents of Henry’s rapacious extortions (Polydore Vergil says Henry got much worse in the latter years of his reign) and other material about the so-called miserly king. Or there could be valid applied evidence about Henry’s determination to

control the nobility and the other methods, apart from financial penalties, that he used. As usual, comprehensive or equal coverage of all aspects is not a requirement, as long as the answer shows awareness of the key issues and has an overview of financial policies, supported by evidence from the sources and own knowledge.

Question 2

- (a) Comment on “the aid of the Stanleys” in the context of Henry Tudor’s triumph in 1485. (3 marks)

Target: AO1.1

- L1: Basic or partial explanation of the issue based on either the source or own knowledge, e.g. shows how the Stanleys switched sides late in the battle to support Henry Tudor. **1**
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. shows developed explanation of the course of the battle; or comments on Henry Tudor’s relationships with the baronage in 1485. **2-3**

- (b) Explain why Richard III's position as King weakened between 1483 and 1485. (7 marks)

Target: AO1.1, AO2

- L1: Demonstrates implicit understanding of the issue, e.g. a generalised account of the murder of the Princes and the ‘black legend’ of Richard as an evil usurper. **1-2**
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. gives a range of reasons such as: Richard’s power-base was in the North; the weakening effects of Buckingham’s rebellion; the role of the Woodvilles. **3-5**
- L3: Demonstrates explicit understanding of a range of factors, and prioritises, makes links and draws conclusions in order to provide an explanation, e.g. makes effective differentiation in assessment and does not merely “list” a range of relevant factors. **6-7**

- (c) Explain the importance of Henry VII's marriage to Elizabeth of York, in relation to other factors, in consolidating his authority in the years 1485 to 1487. (15 marks)

Target: AO1.1, AO1.2, AO2

- L1: The answer is excessively generalised and indiscriminating amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place. **1-4**
- L2: ***Either***
Demonstrates, by relevant selection of material, some understanding of a range of relevant issues.
- Or***
Demonstrates, by relevant selection of material, some understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **5-8**
- L3: Demonstrates, by selection of appropriate material, explicit understanding of some of the issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight and balance. **9-11**
- L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation. **12-13**
- L5: As L4, but contains judgement, as demanded by the question, which may be implicit or partial. **14-15**

Indicative content

Note that the focus of this question is the consolidation of Henry's position from after Bosworth to 1487; it does not require an action replay of why Henry overthrew Richard III. Answers should provide an assessment of the relative importance of a range of factors in contributing to consolidation. Many answers may choose to give high importance to the marriage of Elizabeth (as did many contemporary sources at the time) – others will deal with this more briefly and will put their emphasis on "other factors". A balanced answer need not be comprehensive or even-handed. The stimulus material clearly assumes that consolidation was successfully completed by Stoke in 1487 – some answers, often good ones, may challenge this assumption and differentiate between the Tudor myth and the reality of long-term threats to Henry continuing after 1487. As usual, the basis of successful answers will be a balanced overall assessment supported by precise and well-chosen evidence. Answers at Level 4 will not necessarily have more sheer substance but will have precise definition of issues and the ability to differentiate the relative significance of a range of factors. Although narrative of the Battle of Bosworth for its own sake would be unproductive, some answers may score well by pointing out that the **promise** of the marriage to Elizabeth was a significant factor in gaining support for Henry Tudor before, during and after the actual battle.

Question 3

- (a) Comment on “recognition” in the context of Henry VII’s foreign policy in the years from 1485. (3 marks)

Target: AO1.1

- L1: Basic or partial explanation of the issue based on either the source or own knowledge, e.g. explains Henry VII’s need to be seen as a legitimate king. **1**
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. outlining the dangers of foreign support for pretenders; or explaining how Henry Tudor had himself exploited foreign support in seizing the throne himself. **2-3**

- (b) Explain why the “Spanish marriage” was an important part of Henry VII’s foreign policy. (7 marks)

Target: AO1.1, AO2

- L1: Demonstrates implicit understanding of the issue, e.g. describes the negotiations leading to the marriage. **1-2**
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. shows awareness of the economic and political factors leading Henry to favour an alliance with Spain. **3-5**
- L3: Demonstrates explicit understanding of a range of factors, and prioritises, makes links and draws conclusions in order to provide an explanation, e.g. underlines the urgency of Henry’s motives by explaining how long this policy persisted – and was continued after Arthur died. **6-7**

- (c) Explain the importance of rivalry with France, in relation to other factors, in influencing Henry VII’s foreign policy. (15 marks)

Target: AO1.1, AO1.2, AO2

- L1: The answer is excessively generalised and indiscriminating amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place. **1-4**
- L2: **Either**
Demonstrates, by relevant selection of material, some understanding of a range of relevant issues.

Or

Demonstrates, by relevant selection of material, some understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **5-8**

- L3: Demonstrates, by selection of appropriate material, explicit understanding of some of the issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight and balance. **9-11**
- L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation. **12-13**
- L5: As L4, but contains judgement, as demanded by the question, which may be implicit or partial. **14-15**

Indicative content

The focus of this question is on assessment of the relative importance of the various factors shaping foreign policy under Henry VII. Some answers will challenge the thrust of the quotation, arguing that trade was the big priority and was the key factor in relations with Burgundy, for example, (many will pick up on the mention of the Treaty of Etaples in the stimulus and emphasise the importance of trade issues in 1496–1497). Other answers will argue that trade was always of lesser significance than the desire for prestige and the ever-present concerns about security. Here, ‘rivalry with France’ may be given high importance, though many answers, often good ones, may redefine the concept of ‘rivalry’ into a paranoid fear of French support for pretenders like Warbeck. Successful answers will provide a relevant, balanced assessment of a range of factors which underpinned Henry’s policies, backed by well-chosen own knowledge about relations with France in the context of a range of foreign issues. Answers cannot be expected to be comprehensive – note that the appropriate amount of detailed evidence about relations with France will vary considerably according to the argument put forward. Levels 4 and 5 answers will not necessarily have massive detail but will usually show themselves by impressive depth of explanation and differentiation.

Alternative N: Britain, 1483–1603

A2 Unit 5: Reformation, Reaction and the Age of Elizabeth, c1525–1603

Question 1

- (a) Use **Sources A** and **B** and your own knowledge.

To what extent do these sources differ in their view of the motives behind the Pilgrimage of Grace? (10 marks)

Target: AO1.1, AO1.2

- L1: Extracts simple statements from the sources or refers to own knowledge to demonstrate agreement/disagreement on the issue/event which is the subject of debate. 1-2
- L2: Demonstrates explicit understanding of aspects of agreement/disagreement on the issue/event which is the subject of debate, with reference to either sources and/or own knowledge. 3-5
- L3: Demonstrates explicit understanding of similarity and difference of interpretation in relation to the debate and offers some explanation. 6-8
- L4: Uses appropriately selected material, from both sources and own knowledge, to reach a sustained judgement on the extent of similarity and difference in interpretation in relation to the debate. 9-10

Indicative content

There are several areas of agreement here but a big difference in overall interpretation. Source A says “futile attempt”; and “collapsed far too quickly” and outlines what the revolt was not. Source B says “started at the bottom”, and takes seriously the prospect of “toppling Henry VII”. Many thorough answers will show efficient analysis of the text but be limited to Level 2 because they fail to go beyond that. Better answers will also be able to differentiate; and to set the comparison in the context of understanding and own knowledge.

- (b) Use **Sources A, B** and **C** and your own knowledge.

“The rebellions in the years 1536 to 1549 showed that the Tudor monarchy was seriously threatened by dangerous levels of social and religious unrest.”
Assess the validity of this view. (20 marks)

Target: AO1.1, AO1.2, AO2

- L1: Is able to demonstrate, by relevant selection of material, *either* from the sources *or* from own knowledge, implicit understanding of the question. Answers will be predominantly, or wholly, narrative. 1-6

L2: *Either*

Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands but will lack weight and balance.

Or

Demonstrates, by relevant selection of material, *both* from the sources *and* from own knowledge, implicit understanding of a wide range of relevant issues. These answers, while relevant, will lack both range and depth and will contain some assertion. **7-11**

L3: Is able to demonstrate, by relevant selection of material, *both* from the sources *and* from own knowledge, explicit understanding of the issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial. **12-15**

L4: Demonstrates, by selection of a wide range of precisely selected material, *both* from the sources *and* from own knowledge, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope. **16-18**

L5: As L4, but also shows appropriate conceptual awareness which, together with a selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question. **19-20**

Indicative content

This question invites a direct response to the claim that the Tudor state was seriously threatened by the rebellions of this time – many answers will relish attacking it with trenchant arguments that the rebellions were localised outbursts of religious, social and regional discontent and were contained with relative ease by the authorities (e.g. Northumberland crushing Kett’s rebellion). There are also, however, strong grounds for supporting the idea of a serious threat – with especially plentiful material in Source B. Some answers might legitimately challenge the quotation by differentiation, arguing that some rebellions were dangerous but others were not.

Note that this question is focused on the threat to Tudor monarchy – issues of social, religious and political motives belong in Question 1(a). Here, matters of motives can only be relevant if applied to an assessment of the seriousness of the threat involved. As usual, a balanced answer does not necessarily demand comprehensive or equal coverage of all aspects. The key requirement is a relevant central argument, supported by appropriate depth of evidence and selective use of the sources.

Question 2

- (a) Use **Sources B** and **C** and your own knowledge.

To what extent do these sources differ in their view of the political influence of William Cecil, Lord Burghley? (10 marks)

Target: AO1.1, AO1.2

- L1: Extracts simple statements from the sources or refers to own knowledge to demonstrate agreement/disagreement on the issue/event which is the subject of debate. **1-2**
- L2: Demonstrates explicit understanding of aspects of agreement/disagreement on the issue/event which is the subject of debate, with reference to either sources and/or own knowledge. **3-5**
- L3: Demonstrates explicit understanding of similarity and difference of interpretation in relation to the debate and offers some explanation. **6-8**
- L4: Uses appropriately selected material, from both sources and own knowledge, to reach a sustained judgement on the extent of similarity and difference in interpretation in relation to the debate. **9-10**

Indicative content

There is a degree of similarity in these sources (especially Elizabeth’s emotional ups and downs and general unpredictability) but one overall difference – Source B says that Burghley coped “very successfully” but Quadra in Source C shows a desperate Burghley on the point of giving up. Good answers will also point out the difference between the contemporary nature of the Spanish Ambassador’s account compared to the modern retrospective in Source B. On the other hand, there is room for differentiation by candidates who play down the differences. One view of Source C is that Burghley was a cool political manipulator who is cleverly planting a message with Quadra, intending it to have a powerful effect on the Queen. Answers might also point out that Source C, from 1560, relates to the very early years of the reign, using own knowledge to show how Burghley learned from later experience and greatly increased his influence as time went on. As usual, many, often lengthy and well-written answers will be held to Level 2 by a narrow, too literal approach to analysis of the words and phrases in the sources. Answers at Level 3 and above will show the ability to use own knowledge of the issues in context; and/or some skill in differentiation. One feature of the best answers might be the ability to evaluate the tone and purpose of the two sources – picking up, for example, Lord David Cecil as an admiring descendant of Burghley; or suggesting that Quadra has been taken in by Burghley’s cunning plan.

- (b) Use **Sources A, B** and **C** and your own knowledge.

“The Queen was always in control, despite faction and the ambition of her ministers.”
How convincing is this view of the political authority of Elizabeth I in the years 1558 to 1587?
(20 marks)

Target: AO1.1, AO1.2, AO2

- L1: Is able to demonstrate, by relevant selection of material, *either* from the sources *or* from own knowledge, implicit understanding of the question. Answers will be predominantly, or wholly, narrative. **1-6**
- L2: ***Either***
Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands but will lack weight and balance.
- Or***
Demonstrates, by relevant selection of material, *both* from the sources *and* from own knowledge, implicit understanding of a wide range of relevant issues. These answers, while relevant, will lack both range and depth and will contain some assertion. **7-11**
- L3: Is able to demonstrate, by relevant selection of material, *both* from the sources *and* from own knowledge, explicit understanding of the issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial. **12-15**
- L4: Demonstrates, by selection of a wide range of precisely selected material, *both* from the sources *and* from own knowledge, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope. **16-18**
- L5: As L4, but also shows appropriate conceptual awareness which, together with a selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question. **19-20**

Indicative content

The focus of the question is on political authority within Elizabeth’s court. The key quotation has the Queen “always in control” despite all the efforts of men like Burghley and Leicester to carve out their own political influence. Many answers will attack this view – using own knowledge of Burghley’s long-running rivalry with Leicester to challenge the view of Elizabeth as a queen in full control. Such answers may argue strongly that Elizabeth was a volatile and inconsistent personality with many mood swings and impulsive actions, and that Burghley was indeed a master manipulator (and more and more so as time went on) who almost invariably found the allies to sway the Queen to support his policies (or that Elizabeth was often unable to overcome faction fighting at court). Such answers may see Source C as a case of Burghley subtly using the Spanish Ambassador to win his point against Elizabeth and to weaken Leicester. Other answers, probably a majority, will support the view that Elizabeth was herself the master manipulator, cleverly balancing the rival factions and using all her regal tricks to dominate those around her. As usual, the key requirement is a direct

response to the question, supported by knowledge and understanding of the context of court politics and by sensible use of the sources.

Note that the key dates 1558–1587 allow for change and development over a period of nearly thirty years. One feature of good answers will be recognition of change over time – noting, for example, that the material in Source C comes very early in the reign and may not reflect the whole picture.

Section B

Questions 3-12 are synoptic in nature and the rewarding of candidates' responses should be clearly linked to the range of factors or issues covered in the generic A2 Levels of Response mark scheme and by the indicative content in the specific mark scheme for each question.

Standard Mark Scheme for Essays at A2 (*without* reference to sources)

Target: AO1.1, AO1.2, AO2

L1: ***Either***

Is able to demonstrate, by relevant selection of material, implicit understanding of the question. Answers will be predominantly or wholly narrative.

Or

Answer implies analysis, but is excessively generalised, being largely or wholly devoid of specific information. Such responses will amount to little more than assertion, involving generalisations which could apply to almost any time and/or place. **1-6**

L2: ***Either***

Demonstrates, by relevant selection of material, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands, but will lack weight and balance.

Or

Demonstrates, by selection of appropriate material, implicit understanding of a range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **7-11**

L3: Demonstrates, by selection of appropriate material, explicit understanding of a range of issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial. **12-15**

L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope. **16-18**

L5: As L4, but also shows appropriate conceptual awareness which, together with the selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question. **19-20**

Question 3

To what extent did England experience major social and economic change between 1525 and 1603? (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

The key to this question is the demand for a balanced assessment of the social and economic developments over the period as a whole. Comprehensive or even coverage cannot be a requirement here – there may well be greater emphasis and weight of evidence in some parts more than others. The periods of crisis in the 1540s and 1550s, and in the 1590s for example, might be used as exceptions to the rule, or as powerful evidence that the ‘fundamental change’ was mostly negative. Other answers may stress the overall growth that resulted from rising population or the development of towns and trade. Similarly, answers may be selective in their view of the wide range of social and economic issues – some answers may differentiate effectively between regions. Successful answers will establish a relevant overall argument in response to the question, illustrated by appropriate, necessarily selective specific examples.

Question 4

“The course of the English Reformation in the 1530s was shaped less by Henry VIII’s desire for political control than by the influence of committed protestant reformers.”

How convincing is this view? (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

This question invites a direct assessment of the Reformation in the 1530s – and on the relative importance of a range of factors, especially the role of “committed protestant reformers”, such as Cromwell, Cranmer and Anne Boleyn. (Recent studies have given great significance to Anne, arguing that she was not simply an accident of sexual politics but a key influence on religious policy). Answers should evaluate the importance of reformers as compared with other factors driving the Reformation forwards in the 1530s – such as the attraction of Protestant ideas, or the role of Parliament, or above all the King’s political motives to increase his authority and solve his financial problems. Many answers will indeed have much to say about ‘high politics’ and may give little credence to the impact of religion.

The key dates, “in the 1530s”, also demand attention. There should be a synoptic awareness of developments over time during this momentous decade – and one feature of good answers will be skilful differentiation between the various phases of a complex process during the 1530s.

Question 5

“The weakening of royal authority in the years 1540 to 1547 owed more to the personal decline of Henry VIII than to faction.”

How convincing is this view?

(20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6

L2: 7-11

L3: 12-15

L4: 16-18

L5: 19-20

Indicative content

There are two main possible approaches to this question on the effectiveness of royal government in the 1540s. Answers may opt to focus on the faction fighting and rivalries of 1540–1547, linking this to a brief assessment of the King’s personal role and “decline”; or they may focus firmly on the King himself, perhaps referring to the importance of the loss of Thomas Cromwell, or perhaps using specific knowledge of the King’s physical and personal deterioration in his latter years. Either approach is entirely valid, as long as it addresses both aspects with a balanced argument, if not with equal coverage. One feature of Level 4/Level 5 answers may be willingness to challenge the fundamental assumption in the question that royal government was weak and chaotic in the 1540s. Many answers, often good ones, are likely to argue that Henry VIII’s authority did not weaken in the 1540s, that the influence of faction has been overrated by historians and that the last word was always with the King. The key requirement for an effective answer is an argued case about the political significance of faction for the regime, as compared with the personal issues ‘weakening’ Henry.

Question 6

To what extent were England’s foreign policies in the years 1529 to 1558 dominated by the interests of individuals rather than by national interests? (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

Many answers will find it easy to agree with the general thrust of this question – arguing that foreign policies were indeed volatile and driven by personal ambitions, even whims. Key personalities within the key dates include Henry VIII, Somerset, Northumberland and Mary (if candidates make appropriate use of the legacy of Wolsey and how it affected affairs after 1529 this can be credited; but it should not unbalance the answer). Answers failing to reach beyond 1547 would have to be extremely good to reach above Level 2. There may be answers, often good ones, arguing that there were indeed consistent national interests in play during these years and that England’s policies towards both France and Scotland were influenced by similar considerations, regardless of who was controlling policy at the time; some answers may also show balance and differentiation by finding exceptions to their general assessments – or by differentiating between a more sensible and successful approach to policy in the early stages, post-Wolsey, contrasted against the failures and disillusionment of later years; or by noting that there was a change in the direction of policy when Mary I came to the throne. Answers cannot be expected to be comprehensive; but should address relations with at least two countries over the period as a whole.

Question 7

“The political and religious struggles of Edward VI’s reign degenerated into lasting factional conflict that weak rulers failed to control.”

How convincing is this view of the “mid-Tudor crisis” in the years 1547 to 1558? (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

Many answers to this question may be focused very much on 1549 – on Somerset and his fall, and on Northumberland as a “strong ruler”. Equally, however, the question invites a wider view of the reigns of Edward VI and Mary I and the so-called ‘mid-Tudor crisis’ – to which the quotation gives great significance. Many answers will seize on this invitation and will take a wide view of the “factional conflicts”, in many cases arguing that they were indeed

serious and lasting. Such answers may well go outside the confines of 1547/1558 – looking back at the legacy of the last years of Henry VIII; or forwards to the reign of Elizabeth I. There will also be many answers that challenge strongly the idea of a specific “mid-Tudor crisis”, arguing that there was much continuity and that the accusation of being “weak rulers” is unjustified in the case of any or all of Northumberland, Mary Tudor or even Edward VI and Somerset. Either approach can be valid as long as the issues are addressed and the key dates are observed.

Question 8

“Elizabeth’s successful consolidation of her royal authority in the years 1558 to 1566 owed less to her own political skills than to the unpopularity of Mary I.”

How justified is this view?

(20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6

L2: 7-11

L3: 12-15

L4: 16-18

L5: 19-20

Indicative content

Answers to this question might be focused mostly on Elizabeth and her political skills and sense of survival – perhaps taking their lead from David Starkey’s account of the young Elizabeth. Other answers, however, may play down her personal role and concentrate more on the context of 1558 and the range of factors that worked in Elizabeth’s favour – the unpopularity of Mary by the end of her reign, the backing from key individuals like Cecil, etc. The central focus should be on the accession in 1558 and on the consolidation thereafter. The end date of 1566 is there partly to keep within the bounds of the specification but also so that “consolidation” is seen as a complex process over time, not just inheriting the throne one day in 1558. There is scope for much selective material to be applied here – key individuals like Leicester, the Church Settlement, relations with Spain, the crisis of 1562, etc. Note that, although the timescale of the question commences with 1558, there are factors relating to either or both Elizabeth and Mary in the years before 1558 that could be used effectively – as long as it is applied to argument and explanation, not just narrative description.

Question 9

To what extent were England's relations with Spain in the years 1558 to 1587 dominated more by Elizabeth's desire to challenge Spain's overseas empire, rather than by her concerns about events in the Netherlands? (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

This question is focused on Spain and the way that Anglo-Spanish relations culminated in war in the 1580s – the thrust of the question also leads to the question of the relative importance of the Netherlands for English policymakers. Many answers may attack the idea that challenging Spain overseas was a key issue – arguing that the Netherlands was the crucial question for reasons of national security and/or the desire to defend Protestantism. Others, probably a minority, may see Elizabeth's policies as being strongly influenced by her backing for the traders and raiders like Drake and Hawkins. (Elizabeth's policies towards Spain were generally cautious and accommodating until the Spanish reaction to Hawkins's third voyage). Others may argue that there was indeed a policy change in mid-reign but that this was due to the aggressive policies of Spain and the Papacy in 1570–1571. The reference to "England's foreign policies" allows for differentiation of those directing policy – was the Queen carried away by hotheads like Leicester, or was English intervention in the Netherlands based on a logical and coherent policy? Successful answers, as usual, will have synoptic awareness, a direct argument in response to the question, and well-selected specific evidence.

Question 10

"The threat of Catholic rebellion was persistent and potentially deadly."

"Catholic opposition from within England never endangered the security of the state."

Which of these statements provides the more convincing assessment of the Catholic challenge to Elizabeth I? (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

As usual, there are three valid overall approaches – first to adopt one view as "correct" and to refute the other; second to offer a differential assessment, partially agreeing with (and

perhaps re-defining) either or both statements; thirdly to reject both statements and to substitute a third theory altogether. The timescale allows for selection and priorities – it cannot be expected that answers will be comprehensive or cover aspects in equal depth. This topic has been used twice in recent papers as the focus of a source-based question – there is a wide range of material available, both on “Catholic opposition” more generally and on specific plots. Many answers may concentrate in detail on Mary Queen of Scots, or the Babington Plot, as a ‘case-study’ – this is a valid approach as long as there is a synoptic awareness of the thirty-year span from 1558–1588 to provide context.

Question 11

“After the defeat of the Armada, Elizabeth’s prestige and security were unchallengeable.”
How convincing is this assessment of the last years of Elizabeth I’s rule? (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

The question focuses on a classic debate – Golden Age, or creaking regime? The evidence for the pessimists is strong – not only the political disasters such as Ireland and Essex but also deep financial problems, and the social and economic crisis that culminated in the revision of the Poor Law in 1598 and 1601. On the other hand, Gloriana still has plenty of worshippers, especially those who love their culture and their Shakespeare. The key requirement is for a direct argument that shows a balanced understanding of the alternative view; even if they then write that alternative view off to the propaganda image of an ageing showgirl.

This question, and the specification as a whole, ends with 1603 and “Elizabeth’s rule” – many answers will, rightly, stop there, too. But it is possible that some answers, often good ones, will go beyond 1603 to explain how Elizabeth’s difficult legacy played out in the early years of James I. Such material is by no means essential (and should not unbalance the answer) but could be highly effective if well applied to the question.

Alternative N: Britain, 1483–1603**A2 Unit 6: The Problem of Poverty in Tudor England****Question 1**

- (a) Use
- Source A**
- and your own knowledge.

Assess the validity of the view provided in **Source A** about the causes of the “upsurge in social unrest” in the later years of Elizabeth’s reign. (10 marks)

Target: AO1.1, AO2

- | | | |
|-----|--|-------------|
| L1: | Summarises the content of the extract and the interpretation it contains. | 1-2 |
| L2: | Demonstrates understanding of the interpretation and relates to own knowledge. | 3-5 |
| L3: | As L2, and evaluation of the interpretation is partial. | 6-8 |
| L4: | Understands and evaluates the interpretation and relates to own knowledge to reach a sustained and well supported judgement on its validity. | 9-10 |

Indicative content

Regan’s basic interpretation is focused on the importance of rising population. Answers at Levels 1 and 2 will be able to use the literal evidence of the source about “rising population in a rigid economy” and will be able to relate this to the general context – e.g. how vagrancy and unemployment were closely linked. Better answers, at Levels 3 and 4, will evaluate Regan’s view in the light of other perspectives – e.g. comparing Regan’s view with the views of other authorities, especially from the nominated texts; “testing” the accuracy of Regan’s view against own knowledge and understanding of the social situation in the 1590s; noting the difference between Regan’s view and the ideas of contemporaries at the time.

Note that “depth” of own knowledge is not necessarily extensive factual material but may be depth of definitions (e.g. the “rigid economy”) or depth of conceptual grasp of the range of other, more “correct” interpretations.

(b) Use **Source B** and your own knowledge.

How useful is **Source B** as evidence about the problem of the poor in the 1580s and 1590s? (10 marks)

Target: AO1.1, AO2

- L1: Summarises the content of the extract in relation to the issue presented in the question. **1-2**
- L2: Demonstrates some appreciation either of the strengths and/or of the limitations of the content of the source in relation to its utility/reliability within the context of the issue. **3-5**
- L3: Demonstrates reasoned understanding of the strengths and limitations of the source in the context of the issue and draws conclusions about its utility/reliability. **6-8**
- L4: Evaluates the utility/reliability of the source in relation to the issue in the question to reach a sustained and well supported judgement. **9-10**

Indicative content

Answers at Levels 1 and 2 will tend to be focused on the literal source evidence, providing more or less accurate and substantial paraphrase of the relevant evidence; and perhaps offering general assessments of the usefulness of contemporary sources. Better answers will be more analytical in using own knowledge to place the source in context and to evaluate Lambarde directly in the light of own knowledge and understanding – e.g. this source relates to the origins of the 1598 Poor Law.

There is little to be known about Lambarde apart from what can be gleaned from the source itself – this is an expert well-informed witness offering a diagnosis of the urgent and growing problems of the 1590s and the pressures faced by the authorities at local and central level. There is great scope for evaluation of the tone and emphasis, showing hostility to “shameless and shameful rogues”; or perhaps being too ready to use “poor soldiers” as a convenient excuse for rising social problems. Good answers may also use their wider reading effectively to comment on the accuracy or otherwise of Lambarde’s views as compared with other contemporary sources, or more modern interpretations.

- (c) Use **Sources A, B** and **C** and your own knowledge.

“The actions of central and local government were a belated and ineffectual response to a major social crisis.”

How justified is this view of government actions to deal with ‘rogues and vagabonds’ in the later years of Elizabeth’s reign? (20 marks)

Target: AO1.1, AO1.2, AO2

- L1: Is able to demonstrate, by relevant selection of material, *either* from appropriate sources *or* from own knowledge, implicit understanding of the question. Answers will be predominantly or wholly narrative. **1-6**
- L2: ***Either***
Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands, but will lack weight and balance.
- Or***
Demonstrates, by relevant selection of material, *both* from the sources *and* from own knowledge, implicit understanding of a wide range of relevant issues. These answers, while relevant, will lack both range and depth and will contain some assertion. **7-11**
- L3: Is able to demonstrate, by relevant selection of material, *both* from the sources *and* from own knowledge, explicit understanding of the issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial. **12-15**
- L4: Demonstrates, by selection of a wide range of precisely selected material, *both* from the sources *and* from own knowledge, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope. **16-18**
- L5: As L4, but also shows appropriate conceptual awareness which, together with the wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question. **19-20**

Indicative content

This question focuses on the years of rising discontent and social unrest from the 1580s to the late 1590s, culminating in the legislation of 1598–1601. Answers agreeing with the quotation have much potential material to work with, both from own knowledge and from the sources: Regan, Lambard and Slack all suggest large-scale problems; and there is much scope for own knowledge about government policy, both at national and local level. But answers challenging the quotation also have much powerful ammunition to support an argument either that the ‘major social crisis’ was actually less serious than has been claimed; or that government action was not “belated and ineffectual” but contained the problems reasonably well. The question specifies “both at national and local level”. Even coverage is **not** required but both aspects should be recognised. An answer omitting local issues entirely, for example, would be badly “lacking in balance”. Conversely, answers which **differentiate** effectively between national and local level should be duly rewarded.

As always, we should not expect “balance” to mean even-handed, ‘middle-of-the-road’ assessments, nor comprehensive coverage. Many answers may be trenchantly argued in favour of one particular viewpoint but will nevertheless be highly effective as long as they are well argued, backed by specific evidence from own knowledge, from the three sources, and (at Levels 4 or 5) from a grasp of other perspectives from the nominated texts or from wider independent reading.

Note that the question focuses on the years 1580s–late 1590s – many excellent answers may be enclosed entirely within this time frame. But due credit should be given to those answers which make relevant arguments out of post-1590s material, using it to buttress arguments about the long-term failures to deal with ‘sturdy beggars in the reign of James I (or, again, challenging the view that the turn of the century *was* a time of deep social crisis). Such material is not required, nor should it be descriptive or unbalanced – but, if well applied, it should be rewarded. The same principles apply to material from the 1570s or earlier. Such material **could** have relevance in setting the context but it should not be narrative for its own sake, and it should not unbalance the answer.