

## General Certificate of Education

# History 5041/6041

*Alternative N Britain, 1483–1603*

## Mark Scheme

*2006 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**

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#### **A: INTRODUCTION**

The AQA's 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 specification. 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 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 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.

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.

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**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 ‘northern followers’ (line 3) in the context of Richard III’s reign. (3 marks)

*Target: AO1.1, AO2*

- L1: Basic explanation of the term using the source, e.g. stating that Richard III was unpopular but had support in the North; or that after Buckingham’s rebellion he had to plant northerners in the South – this alienated many nobles. 1
- L2: Demonstrates developed understanding of the term and its significance in relation to the context, e.g. shows how Richard’s power-base was centred on Richmond and York; or gives examples of resentment of northerners; or shows awareness of Richard’s reaction to Buckingham’s rebellion, imposing northern nobles on the South, which alienated many. 2-3

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

How useful is **Source B** as evidence about the reign of Richard III? (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. all-purpose speculation about a contemporary historian being well-informed; or literal and uncritical extrapolation of the contents of the source. 1-2
- L2: Developed evaluation of utility/reliability of the source in relation to the issue linking source, own knowledge and provenance, e.g. using own knowledge to “test” the accuracy of the source-evidence against the usual trend to denounce Richard out of hand, or explaining key phrases in the context of how chroniclers were always flattering their monarchs. 3-5

L3: Developed evaluation, drawing conclusions about utility/reliability based on strengths and weaknesses and judged against the context of the debate about ‘Crookback’, e.g. applying specific evidence to show how the Tudor propaganda machine later blackened Richard’s name; or explaining that Rous himself later wrote absurdly hostile stuff against Richard. Answers showing knowledge that the same Rous later wrote hostile denunciations of Richard can go direct to Level 3. **6-7**

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

‘The overthrow of Richard III was not caused by the strength of support for Henry Tudor but by Richard’s own mistakes.’

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 focus of the question is on the relative importance of key factors in the Henry Tudor’s eventual triumph at Bosworth. Some answers will entirely agree with the quotation and bring

in much own knowledge of Richard's 'mistakes' – the usurpation, the murder of the princes, alienating powerful supporters like Buckingham or former allies of Edward IV, and making military mistakes in the actual battle. Other answers will relegate these factors to only secondary importance, seeing the key factors as the skill and persistence of Henry Tudor and his backers. (A third approach might be to reject both parts of the statement and suggest that the outcome was due to the insurmountable weaknesses of Richard's position from 1483 and the impossibility of getting safely through the royal minority, with or without usurpation). The central focus should be on why Richard was overthrown in 1485.

There is plentiful evidence in all sources. Source A deals with mistrust and suspicion after the events of 1483; Source B (like the first part of Cook) implies that it can't have been Richard's mistakes because he was such a capable king. Source C strongly supports the view that Richard caused his own downfall by 'recklessly squandering' Edward IV's inheritance; and gives much implicit evidence about Henry Tudor's cause, and the actual events on the battlefield including the defection of the Stanleys. As usual, the key requirement is an argued and relevant case agreeing or disagreeing with the statement, supported by applied own knowledge and with sensible use of specific evidence from the sources.

## Question 2

- (a) Comment on 'backlash against some of his councillors' (lines 3 and 4) in the context of reactions after Henry VII's death. (3 marks)

*Target: AO1.1*

- L1: Basic or partial explanation of the issue based on either the source or own knowledge, e.g. describes in general hostile reactions against Henry's financial policies. **1**
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. gives specific examples such as Empson and Dudley; or comments on the significance of Henry VIII finding useful scapegoats at the beginning of the new reign. Candidates should only be awarded maximum 3 if they show specific understanding of Empson and Dudley (or the dismantling of the Privy Council). **2-3**

- (b) Explain why Henry VII's policies towards the nobility became increasingly harsh during the later years of his reign.

(7 marks)

*Target: AO1.1, AO2*

- L1: Demonstrates implicit understanding of the issue, e.g. shows awareness of Henry's reputation as a grasping and money-grabbing King. **1-2**
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. relates Henry's motives to specific developments in the years 1504–1509 including the roles of Empson and Dudley; or refers to other issues such as Henry having now fully consolidated his power and thus able to get away with being harsher. **3-5**
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L3: Demonstrates explicit understanding of a range of factors, and prioritises, makes links and draws conclusions in order to provide an explanation, e.g. evaluates the extent to which Henry's personality changed in his last years; or challenges the assumption that he *did* act more harshly at this time.

Note that Level 3 answers may have less evidence but deal with it better – making links drawing conclusions in order to provide an explanation. **6-7**

(c) Explain the importance of Henry VII's success in increasing the wealth of the Crown, in relation to other factors, in strengthening his position as King in the years to 1509. *(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 the security and authority of Henry VII's kingship by the end of his reign – and on the relative importance of various factors in the consolidation of royal power. Many answers will indeed argue that financial strength was the determining factor, both in building up his own strength and in clipping the wings of the nobility – but this should be balanced against other factors. Successful answers will provide a balanced assessment of what contributed to Henry's dominance, including, perhaps, foreign policy, law and order, and exploiting 'new men' in government and the Church to counter the traditional nobility. Others may focus on Henry's good fortune brought by the number of magnates who had been killed or lost their power in and before 1485. Some answers may treat finance issues only briefly before developing 'more important' factors in greater depth. A balanced answer need not be comprehensive or even-handed. On the other hand, there is

much material available on finance, such as attainders, bonds and recognisances, domestic and foreign trade (and, especially in the early years, subsidies from abroad). As usual, the basis of successful answers will be a balanced overall assessment supported by precise and well-chosen evidence directly applied to the question. Answers at Level 4 will not necessarily have more sheer substance but will have precise definition of issues and the ability to differentiate between factors and issues of greater or lesser relative significance.

### Question 3

- (a) Comment on ‘voyages of exploration’ (lines 2–3) in the context of Henry VII’s economic policies. (3 marks)

*Target: AO1.1*

- L1: Basic or partial explanation of the issue based on either the source or own knowledge, e.g. describes in general the aim to find new trade routes in the western ocean. **1**
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. gives specific examples such as the voyages of John Cabot in 1497–1498, the Bristol merchants in the early 1500s and Sebastian Cabot’s voyage of 1509; or explains Henry’s motives to compete with other economic powers such as Spain and Venice. **2-3**

- (b) Explain why the domestic economy ‘flourished’ under Henry VII. (7 marks)

*Target: AO1.1, AO2*

- L1: Demonstrates implicit understanding of the issue, e.g. shows awareness of the importance of wool and the cloth trade and Henry’s encouragement of it; or mentions the rise of towns and trade. **1-2**
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. defines the domestic economy in terms of both agrarian concerns and commerce; or gives specific examples of areas of economic success like London and Bristol. **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. evaluates the extent to which the economy actually ‘flourished’.
- \*\*\*Note that Level 3 answers may not contain more plentiful evidence than those at Level 2 – they will be more effective in focusing on explanation. **6-7**
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- (c) Explain the importance of Henry VII's treaties with foreign powers, in relation to other factors, in expanding England's overseas trade. (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 the expansion of overseas trade, and on the relative importance for this of the way Henry VII went about his foreign policies. It is probable that most answers will see foreign policies as having a vital role – with extensive evidence about Magnus Intercursus, trade blockades on Burgundy, and the economic issues underpinning the alliance with Spain etc. Some answers may argue that foreign treaties were of little significance and the main factors were political stability at home and Henry's skilful encouragement of trade and shipping through the Merchant Adventurers, the Navigation Act and so on.

## Alternative N: Britain, 1483–1603

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

#### Section A

#### Question 1

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

To what extent do these sources agree in their view of the motives behind the Western Rebellion of 1549? (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 firmly places religion as the essential force behind the rebellion; Youngs speculates that economic factors may have been a significant part of complex causes. Cornwall also marks out a big difference between ‘waging war’ in the west and the ‘sit-down strike’ in East Anglia – Source B makes one brief reference to Kett’s revolt that seems to put the two risings on a similar level. There is also a notable difference in tone and emphasis – Source A has a very certain, unequivocal judgement, whereas Youngs has a much more provisional and ‘arguable’ approach. On the other hand, there is room for differentiation and the identification of some agreement – Cornwall starts out with a list of similarities between the two risings; Source B admits that the influence of religion was important. 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 own knowledge and understanding – not least by taking sides and indicating which view is ‘correct’. (Some answers may use material here from other more recent historians; this could be very effective but is not the only way to Level 4).

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

‘The social and political instability during the reign of Edward VI showed that there was indeed a major crisis of government.’

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 direct response to a provocative assertion – many answers will relish attacking it and putting forward trenchant arguments that there was no real ‘mid-Tudor crisis’ in the reign of Edward VI and that there was a great deal of stability and continuity. Some answers might legitimately challenge both sides of the quotation and argue convincingly that the dreadful social and economic disasters of the time amounted to a major crisis but that political instability was much less serious. All the sources and especially Source C have plentiful material related to government crisis (or the absence of it) growing out of the response of the 1549 risings. Source A and Source C both point out how the risings were ‘complex’ and ‘all was not well with central government’. Source B is more implicit. Candidates should also explain the broader context, using own knowledge to support a direct and relevant argument – either there was a real crisis to “prove” that Source C is right or that there was relative stability in the 1550s.



## Section B

Questions 2-11 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 2**

To what extent did the growth of towns bring about economic prosperity in England between c1525 and c1600? (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 trends over the period as a whole. Comprehensive or even coverage cannot be a requirement here – there may well be a greater emphasis and weight of evidence in some aspects or regions than others. The “prosperity”, for example, may bring a focus on particular decades – there may also be a difference between those answers looking at the overall picture with brief specific examples and those who focus on two ‘case-histories’ such as London and Norwich. Successful answers will establish a relevant overall argument in response to the question, illustrated by appropriate, necessarily selective, specific examples, and showing awareness of trends over the period as a whole.

**Question 3**

‘Protestantism had little to do with Henrician Reformation of the 1530s; Henry VIII’s real motives were sex and greed.’

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 motives. Many answers may indeed have much to say about Protestant idealism, crediting real influence and driving force to committed Protestant reformers, some of them close to the King. Others, perhaps a majority, may seize on the ‘sex and greed’ to emphasise the significance of the royal divorce, and/or the financial gains made out of the dissolution. For such answers, Protestant pressure for reform is likely to be seen as a convenient tool to be used by Cromwell and the King in pushing through their policies. Some answers may avoid an “either/or” approach, attempting to differentiate between a range of complex issues wider than the choices in the key quotation. Such an approach could be highly effective but only if it is directly focused on this specific question and not following a rigid prepared agenda. The key date, “1530s”, should receive attention. It is likely that most answers will focus on the causes rather than the course of the Reformation but there should

be some synoptic awareness of developments over time and of the relationship between ‘greed’ and the dissolution of the monasteries in 1536–1539. Some better answers may offer skilful differentiation between different phases of a complex process.

#### **Question 4**

‘A Tudor revolution in government.’

‘Thomas Cromwell’s impact on Tudor government was patchy and short-lived.’

Which of these statements provides the more convincing view of the Henrician government in the 1530s? (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 may take one of several possible approaches to this question. Some will find it easy to agree firmly with one quotation and refute the other; there will also be answers which mix-and-match to provide a third perspective. The question is not only about Cromwell and should not become a biography; nor should it be a description of this well-worn debate. Successful answers will resolve the clash of interpretations into a coherent central argument about Henrician government between 1532 and 1540, backed by appropriate specific evidence.

Note that the timescale of the question is “the 1530s” but the key words “revolution in government” and “impact of Cromwell” could imply a wider look at what went before and what came after. Material on the legacy of Wolsey, or on faction in the 1540s could be made relevant and very effective as long as it does not unbalance the answer – but it is *not* a requirement and many excellent answers will focus exclusively on the 1530s.

**Question 5**

‘A tyrannical but weak ruler, unable to control the political and religious rivalries that dominated his court.’

How justified is this view of Henry VIII’s government in the years 1540 to 1547? (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 focus of this question is an overview of royal government in the last years of Henry VIII. The implicit assumption of the key quotation is that there was ‘weak government and dangerous factional rivalries’ at this time – many answers may challenge this and argue that government carried on effectively with Henry in charge almost to the end. But the implication of the key date 1540 is about Cromwell’s legacy and many answers are likely to discuss this. One, Eltonian, view is that allowing Cromwell’s overthrow was a ruinous mistake by the King, leaving a deadly political vacuum; other historians argue that both Cromwell’s achievements and the consequences of his fall later in the 1540s have been much exaggerated. Effective answers will produce balanced assessments of the extent of faction as compared with the continuing authority of the King – supported by accurate selected evidence about various specific factions. One feature of better answers may be the ability to differentiate and analyse changes over time.

**Question 6**

‘England’s foreign policies towards both Scotland and France succeeded in the 1530s but fell apart between 1540 and 1558.’

Assess the validity of 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 sets out a clear list of ingredients – foreign policy towards both Scotland and France, covering the reigns of Henry VIII, Edward VI and Mary I. We cannot expect comprehensive or even coverage of all aspects and events but the overall framework of the question should be addressed. Many answers will find it very easy to agree with the quotation; but there is room for argument and exceptions. Aims were not always the same – some answers will find instances of success between 1540 and 1558 and instances of failures in the 1530s. Some answers may fall into a literal and descriptive approach, lacking the

required explanation and assessment; on the other hand many answers in a chronological narrative style will provide relevant and effective comment as they go along. The amount of detailed evidence offered may be more plentiful for either Scotland or France – again, equal coverage is not a requirement as long as both countries are given adequate attention over the period as a whole.

### **Question 7**

With reference to the years 1558 to 1566, explain the reasons why Elizabeth I was able to overcome the political and religious dangers she faced and to establish her authority as Queen. (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 should be focused on Elizabeth's consolidation of her authority after coming to the throne – using her political skills and sense of survival to build up legitimacy and control of her government by the mid-1560s. But the key date 1558 allows for the transition from Mary to Elizabeth and at least some attention to Elizabeth's dangerous years in waiting and how she had used those same skills and sense of survival to stay out of harm's way in Mary Tudor's reign. There may be many candidates who seize on this aspect with enthusiasm, perhaps taking their lead from David Starkey's account of the young Elizabeth – but this should not unbalance the answer by neglecting the crucial years to 1566. The end date 1566 is an artificial one based on the Specification – answers may see 1563 as a turning point, or look ahead to the challenges of 1569–1571. Again, this can be effective as long as it directly applies to the question, assessing the outcome of the first stage of Elizabeth's success in establishing her rule.

Many answers will find the key reasons in Elizabeth herself but there is a wide range of possible factors, including clever advisers, the favourable inheritance provided by Mary's unpopularity, the idea that the religious situation was actually more stable and easy to manage than it seemed because of the readiness for religious peace after the upheavals of the Reformation and the Catholic reaction of Mary's reign.

**Question 8**

‘The Elizabethan Church Settlement provided no lasting solution to the problems of dissent from Catholics and radical Protestants in England.’

With reference to the years 1558 to c1580, how valid 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 is focused on a view that goes against traditional assumptions. Many candidates will wish to argue that Elizabeth was a masterly politician, ‘not wishing to look into men’s souls’, who achieved a statesmanlike compromise between the conflicting religious groupings and brought political stability and religious peace after the extremism of 1547–1558. Such answers will fundamentally challenge the key quotation – but other responses may convincingly support it with evidence of deep and continuing concern about the ‘Catholic threat’ and a slower-burning but still difficult problem with Puritanism. One feature of high-quality answers may be the ability to differentiate – either between the extent of the challenge from Catholicism and Protestantism, or between differences according to chronology within the period. (The end date “c1580” can be loosely defined; material from the 1580s can be relevant. The main reason for the choice of date was to steer away from Mary Queen of Scots and 1585–1587.)

**Question 9**

Assess the relative importance of political, religious and economic factors in shaping Anglo-Spanish relations in the years 1558 to 1596. (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 were three main themes in England’s relations with Spain in these years – first Elizabeth’s wish to avoid conflict in spite of the problem of the Netherlands on her doorstep; second the long-running saga of attempts to open up the Spanish-American empire to English traders and raiders; thirdly the danger; especially after 1570, that Spain would be at the head of a dangerous anti-English Catholic alliance. The focus of the question is on English-Spanish relations over time; and on the relative importance of a range of factors in influencing Elizabeth’s policy decisions. There is room for a variety of interpretations – and for differentiation according to change over time. Many answers will play down religious

considerations, seeing ‘national security’ as the key; many will see these issues as two sides of the same coin. The balance of coverage need not be comprehensive or even – there is a lengthy timescale to cover and a wide range of factors. Many answers, for example, will give little emphasis to economic issues (though there is massive scope for those who do). The key requirement is a coherent argument, supported by appropriate selected evidence and showing some synoptic awareness of developments over a thirty-year time-span.

### **Question 10**

‘Elizabeth I was dependent on her ministers to save her from her own impetuous mistakes.’

‘The Queen was a skilful political manipulator, always in control.’

Which of these statements provides the more convincing view of politics in the court of Elizabeth I in the years 1563 to 1589? (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 focus of this question is on relationships (plural) between Elizabeth and her ministers. There should be some synoptic awareness – and a feature of many good answers may be the ability to differentiate and to show changes over time. There could, for example, be answers arguing that Elizabeth badly needed (and often benefited from) wise advice at the start of her reign; and/or that she ran into trouble at the end of her reign because the wise advice was not there any more (and/or she would no longer listen to it). There is room for a variety of interpretations in response to the key quotations. Many will see Elizabeth as a master puppeteer, pulling the strings of power with skill and deception. Others will see her as erratic and wilful, all too often making “impetuous” mistakes. The key dates cover a wide period – this means that comprehensive coverage is out of the question – evidence can be freely selected but there should be at least some attention to aspects from earlier and later in the reign. The best answers will have a clear and balanced assessment, supported by selective specific examples of ministers and favourites. Burghley and Leicester will probably loom largest but there are many other possibilities.

**Question 11**

‘A creaking regime unable to cope with mounting political and economic pressures.’  
How convincing is this assessment of the last decade 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 Essex, Ireland and clashes with Parliament but also deep financial problems, and the social and economic crisis that culminated in the 1598 Poor Law. On the other hand, Gloriana still has plenty of worshippers, especially those who love their culture and their Shakespeare. It can still be argued (and *is* argued forcefully by John Guy) that Elizabethan government ‘worked’. The key requirement is for a direct argument that shows a balanced understanding of the alternative views.

This question, and the specification as a whole, ends in 1603 – most answers will stop there, with the “last years of Elizabeth”. 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 – either to prove how smoothly James took up power, or to show the sharp tensions with Parliament and the Puritans. 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 in **Source A** about the problems of poverty and vagrancy in the later sixteenth century. *(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

Beier's basic interpretation is focused on the extent and the urgency of the problems of poverty and vagrancy – things were bad and getting worse. Answers at Levels 1 and 2 will be able to use the literal evidence of the source about the “massive poverty problem” and “real menaces” – they may also attempt to relate this to the general context of Elizabeth's reign and the origins of the Elizabethan Poor Laws. Better answers, at Levels 3 and 4, will evaluate rather than describe Beier's view in the light of other perspectives – e.g. compared with the optimistic views of some other authorities like Palliser, or the more complicated assessments by Paul Slack (both nominated texts) or otherwise “testing” the accuracy of Beier's view against own knowledge and understanding of the social situation in the later 16<sup>th</sup> century; noting the difference between the views of historians and the ideas of contemporaries at the time.

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

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

How useful is **Source C** as evidence about local initiatives to deal with the problems of poverty in the later sixteenth century? (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 focus 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 the contemporary evidence contained within the source. Better answers will be more analytical in using own knowledge to place the source in context and to evaluate the specific evidence from Miles Sandys and Worcestershire in the light of own knowledge and understanding of how local government responded to poverty issues. Some good answers may develop this theme fully, using comparisons with other localities. There is also scope for placing this extract from Slack in the context of the 1572 Law and other government responses in the later sixteenth century.

There is only narrow evidence to be evaluated from the contents of the source itself – this is a historian’s interpretation quoting one specific local example – but there are valuable inferences to be drawn about the role of local justices; and the trenchant implied criticism of central government expressed by Sandys. What is revealed here as to what was *typical* of government interventions to deal with poverty and its consequences could be the focus of an effective evaluation.

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

‘The actions of local government were invariably more generous and more effective than any interventions by the state.’

How convincing is this view of actions taken to deal with the problems of poverty during the reign of Elizabeth I? (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 responses of central and local government to the perceived crisis of poverty issues in the second half of the sixteenth century. The key quotation makes a categorical assertion about the relative successes of local provision for the poor and virtually dismisses parliamentary legislation as “ungenerous” and “ineffective”. Answers agreeing with this view have much potential material to work with, both from own knowledge and from Source C and, especially, Source B. But answers challenging the quotation also have much powerful ammunition to support their argument that central government was very active and often very successful in this field, above all in the classic legislation of 1597–1601. And the provocative word “invariably” invites answers that will differentiate by exceptions and qualified judgements. The first essential requirement is for a balanced but decisive argument responding directly to the question, backed by appropriate depth of own knowledge and understanding of the issues. (As always, “balanced” should not be taken to mean comprehensive coverage or an even-handed, “middle-of-the-road” approach; as long as

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there is awareness of issues and other perspectives, trenchant, “one-sided” arguments can be perfectly valid).

The second essential requirement is for precisely selected evidence from the three sources (without any explicit use of the sources, many otherwise promising answers will be limited to the top of Level 2) and (at Levels 4 or 5) for material showing a grasp of other perspectives from the nominated texts or from wider independent reading. Palliser, for example, sees the late Elizabethan legislation through a rosy glow, while Paul Slack and very recent authorities like Steve Hindle are much more sceptical.

Note that the question, like the Specification as a whole, ends in 1603. But social history is not always easily fitted into a specific time frame and nominated texts like Slack and Beier go on to deal with early Stuart England – some answers may choose to go into the early seventeenth century to evaluate the longer-term impact of measures taken up to 1601. Due credit should be given to such answers which make relevant and effective points in this way – but this approach is *not* a requirement for top-level achievement.