



General Certificate in Education

AS History 5041

Alternative N Unit 2

Mark Scheme

2008 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.

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CRITERIA FOR MARKING GCE HISTORY:

AS EXAMINATION PAPERS

General Guidance for Examiners

A: INTRODUCTION

The AQA's AS 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 level candidates for a number of years.

Most questions will address more than one objective reflecting the fact that, at AS 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.

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) and in deciding on a mark within a particular level of response (Section C).

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: DECIDING ON MARKS WITHIN A LEVEL

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.

June 2008

Alternative N: Britain, 1483–1603

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

Question 1

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

Explain briefly the meaning of ‘benevolences’ (line 8) in the context of Richard III’s reign. (3 marks)

Target: AO1.1, AO2

L1: Basic explanation of the term using the source or own knowledge, e.g. literal paraphrase of the material in the source on Richard having previously made benevolences illegal. **1**

L2: Demonstrates developed understanding of the term and its significance in relation to the context, e.g. defines benevolences as forced loans and shows secure understanding of the context of the reference to Richard being pushed by political weakness into a measure he had previously opposed. **2-3**

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

Explain how useful **Source B** is as evidence about 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 statement identifying utility/reliability of the source based on the content, e.g. all-purpose speculation about how Vergil ‘must be’ well-informed; or provides only literal and uncritical paraphrase of the contents of the source. **1-2**

L2: Developed statement about utility/reliability in relation to the issue and based on content and own knowledge, 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 Tudor chroniclers and historians blackened Richard’s reputation. **3-5**

L3: Developed evaluation of the sources, with reference to the sources and own knowledge, drawing conclusions about the extent/degree of utility/reliability of the source, e.g. applying specific evidence from own knowledge to show how the Tudor propaganda machine promoted the ‘black legend’ of Richard. (The 2006 source was a positive view by John Rous – after 1485 Rous himself wrote very hostile words against Richard, leading the way for Vergil and More. Rous is also mentioned in Source A). **6-7**

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

'Richard III's downfall was mostly due to his unpopularity.'
Explain why you agree or disagree with this statement.

(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, based on *either* own knowledge *or* 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 downfall of Richard III. Some answers may agree with the quotation and bring in much own knowledge of Richard's problems in gaining either popularity or legitimacy (either with Yorkist followers or with 'the people') because of factors such as his usurpation, the murder of the Princes, and alienating powerful former followers of Edward IV, and specifically the deaths of his young son and wife, coupled with the scandal and the failure of his attempt to marry Elizabeth of York. Some answers may argue effectively that marrying Elizabeth was the key reason why Henry succeeded in gaining popular support, and that not marrying her was a key factor undermining Richard (but it is not essential to make comparisons between Richard and Henry). Other answers, however, will focus much more on the 'other factors', seeing the key factors as the intrinsic difficulties of Richard's position after the premature death of Edward IV, the skill and persistence of Henry Tudor and his backers, or by events on the battlefield at Bosworth.

***Note that, depending on the case being argued, answers might *either* include substantial evidence about Henry's strengths *or* focus entirely on the weakening of Richard's position from 1483 to 1485. Either approach is valid.

There is plentiful evidence in all of the sources. Source A deals with the general context of mistrust, the 'prejudices of his subjects' and how people 'saw a cynical motive behind everything he did'. Source B implies lack of trust by its general tone and emphasis – and reference to the 'plot and deceive'. Source C strongly supports the quotation with its references to the humiliating rumours about poisoning his wife so that he could marry his niece. There is also plenty of scope for own knowledge and understanding to be used, both about the bad luck of the death of Richard's young son and about the 'other factors' – the weakening of Richard's grip on power from 1483 due to his own actions, the foreign support for 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 'overmighty magnates' (line 2) in the context of Henry VII's approach to government. (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 power of the barons. **1**
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. gives specific examples such as Stanley in 1495; or comments on the significance of Henry VII's ways of using attainders and measures against livery and maintenance etc., both to raise money and to keep the great nobles in check – or pointing out that the actual number of great nobles was much reduced. **2-3**

- (b) Explain why Henry VIII encouraged a backlash against some of his father's key advisers after the death of Henry VII. (7 marks)

Target: AO1.1, AO2

- L1: Demonstrates implicit understanding of the issue, e.g. shows awareness of Henry VII'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. provides specific references to the roles of Empson and Dudley and how the nobility resented the harshness of Henry VII's financial policies in the latter years of his reign. One feature of effective answers will be awareness of the situation after the death of Henry VII and how Henry VIII was anxious to distance himself from the unpopularity of his father in 1509. **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 motives of

Henry VIII in wishing to gain popularity among his nobles by turning against his father's enforces (but not giving them their money back!). **6-7**

- (c) Explain the importance of concerns for law and order, in relation to other factors, in explaining Henry VII's policies towards the nobility. **(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, implicit 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 in relation to his nobility – and on the relative importance of law and order issues and other factors in the exercise of royal power. Many answers will indeed argue that law and order was the determining factor in clipping the wings of the nobility through legal measures, attacks on private armies, use of justices of the peace etc. – but there is much scope for the other factors, perhaps especially building up financial strength, or use of new methods of government, such as exploiting 'new men' in government and appointments to the Church in order to bypass the traditional nobility. Some answers may deploy effectively references to Henry's good fortune in the number of magnates who had been killed or lost their power in and before 1485. Some answers may treat law and order issues only briefly before developing 'more important' factors in greater depth. A balanced answer need not be comprehensive or even-handed. 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.

Question 3

- (a) Comment on 'a second queen' (line 3) in the context of Henry VII's foreign policy in the last years of his reign. (3 marks)

Target: AO1.1

L1: Basic or partial explanation of the issue based either on the source or own knowledge, e.g. describes in general the death of Henry's first wife. **1**

L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. gives specific examples of Henry's attempts to arrange a new royal marriage; or explains Henry's motives in terms of his continuing search for prestige and security. **2-3**

- (b) Explain why Henry VII was especially concerned about relations with France and Brittany early in his reign. (7 marks)

Target: AO1.1, AO2

L1: Demonstrates implicit understanding of the issue, e.g. shows awareness of the importance of security for Henry and his worries about possible foreign support for pretenders. **1-2**

L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. defines the diplomatic steps taken by Henry in making the treaties of Redon and Etaples – and how Henry backed away from any more wars with France. **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 Henry's policies were realistic and/or successful. **6-7**

- (c) Explain the importance of Henry VII's desire for international prestige, in relation to other factors, in explaining England's foreign policies in the years 1489 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 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 motives behind Henry VII's foreign policies after his first consolidation of authority – and on the relative importance of his obsession with gaining prestige. Though there is much evidence in support of this, it is probable that most answers will see other factors as having a more vital role – with extensive material on such issues as:

- trade (*Magnus Intercursus*, trade blockades on Brittany, and the economic issues underpinning the alliance with Spain etc.);
- security (keeping pretenders away from the clutches of Spain, Scotland or the Empire);
- the pre-eminence of relations with Spain overshadowing all other concerns.

One danger is that some answers may offer only a rigid and inflexible descriptive account of foreign policy and specifically the pretenders; the key requirement of this question is an evaluation of the *motives* shaping policy. Successful answers will provide a balanced assessment of a range of factors influencing the policy choices made during Henry's reign.