



ASSESSMENT and
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GCE

History

Alternative N: Units 2 and 5

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General Guidance for Examiners: AS and A2 examination papers

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.

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.

AS Unit 2N: Henry VII and the Establishment of a Secure Monarchy, 1483-1515**Question 1**

- (a) **Use Source A and your own knowledge.**
Explain briefly what is meant by “a Council” in the context of Henry VII’s government of England.

Target: AO1.1, AO2

- L1: Basic explanation of the term using the source, e.g. understands this refers to the body of men who helped Henry VII govern England. **1**
- L2: Demonstrates developed explanation of the term and its significance in relation to the Indicative content/context, e.g. develops the evidence in the source that Henry VII used able councillors such as Morton and Fox to help him govern and that a key role of the council was to see that justice was both immediate and cheap. Also references to councils other than the Councils in London will be credited. **2-3**

- (b) **Use Source B and your own knowledge.**
Explain how useful Source B is as evidence of Henry VII’s authority.

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. relies on description of the contents of the source or makes a general comment that Henry is feared rather than loved. **1-2**
- L2: Developed evaluation of utility/reliability of the source in relation to the issue linking source, own knowledge and provenance, e.g. that the source was written by a foreign ambassador who may not have fully grasped the nature of Henry’s government in that he had no obvious favourite. There may be references to Henry’s financial policies and his concern to exploit the royal rights to revenue through feudal dues and exploitation of crown estates. **3-5**
- L3: Developed evaluation, drawing conclusions about utility/reliability based on strengths, weaknesses and judged against the context, e.g. Henry could be very severe and that financial motives were his major concern in government, with examples provided. Also will be able to judge utility of the source in that it is a letter to inform the Duke of Milan who were the key members of Henry’s government, and in regard to that the source is only partially correct. **6-7**

- (c) **Refer to Sources A, B and C and use your own knowledge.**
“Henry VII’s ministers, rather than the king himself, were responsible for the success of his government.”
Explain why you agree or disagree with this opinion.

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 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* own knowledge, implicit understanding of the relevant issues. These answers, while relevant will lack both range and depth and contain some assertion. **5-8**
- L3: Is able to demonstrate, by relevant selection of material, *both* from source *and* 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* own knowledge, explicit understanding of the demands 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 the question is on how far it was Henry VII’s ministers, rather than the king himself, who were responsible for the success of his government. From the sources candidates should understand that in Source A Henry made effective use of councils, while in Source B the suggestion is that Henry and Bray were the key figures in his government. Source C puts an emphasis on Henry’s use of councillors who, like Morton, may have had considerable initiative to govern in the king’s interest. The best answers will be aware of the very different views of Henry VII which are offered in Sources A and B.

L1 answers will be generalised or vague and will produce literal paraphrases of the sources. L2 answers will make more references to the sources allied to descriptions of government under Henry VII, with only limited judgement on the role of the king’s ministers. L3 answers will provide a focused explanation of how far his ministers such as Morton, Fox, Bray etc were responsible for the success of Henry’s government rather than the king himself, but will lack depth or balance. L4 answers will provide a range of relevant material which will consider the extent of Henry’s ministers’ responsibilities for the success of his government as against that of the king himself. L5 answers will integrate their own knowledge with effective use of the evidence, to provide a clear judgement on how far or not the success of Henry VII’s government was due to the efforts of his ministers.

Question 2

- (a) **Using the source and your own knowledge, comment on “enclosures” in the context of farming in the early Tudor period.**

Target: AO1.1

L1: Basic or partial explanation of the issue based either on the source or own knowledge, e.g., makes the point that enclosures were concerned with conversion of common land to arable or sheep walks. **1**

L2: Developed explanation demonstrating understanding of the issue based both on the source and on own knowledge eg that enclosures, especially in the regions adjacent to London and those regions concerned with wool production, were concerned with the drive to more specialised farming to meet both the needs of industry and also more food for a population that was just beginning to increase. **2-3**

- (b) **Explain why “laws were passed against enclosures” in the years 1483 to 1515.**

Target AO1.1, AO2

L1: Demonstrates implicit understanding of the issue through general and unsupported statements, e.g. that people resented losing common land for commercial farming. **1-2**

L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. the General Enclosure Act of 1489 demonstrated government awareness of society’s concern about the practices of converting from arable to pastoral farming. **3-5**

L3: Demonstrates explicit understanding of a range of factors, and prioritises, making links or draws conclusions in order to provide an explanation. E.g. well explained factors such as the concern about changes from arable to pastoral farming, especially in areas already notable for sheep farming, where common rights to grazing were being overturned and there were concerns about de-population which was reflected in the growth of literary agitation about enclosures. **6-7**

(c) **How important, in relation to other factors, was enclosure as a cause of economic and social change in the years 1483 to 1515?**

Target: A01.1, A01.2, A02

- L1: The answer is excessively generalised and indiscriminating amounting to little more than assertion, involving generalisation 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 issues.
- Or*
Demonstrates, by relevant selection of material, implicit understanding of a wider range of 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 or 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 the question is on whether or not enclosure was the major cause of social and economic change in the period 1483 to 1515. Weaker answers will tend to concern themselves with descriptions of enclosure and its effects, with some concentration on its supposed evils such as depopulation. More focused responses will consider how far enclosure was causing change as opposed to other factors such as the growth of specialised farming to meet the needs of a growing textile industry, the growth of other industries, as well as the growth of urban centres such as London which depended on the south eastern region to supply its needs.

L1 and L2 answers will be vague and generalised and in L2 very descriptive in approach. L3 answers will be more on the demands of the question and will be concerned with enclosure as a cause, among others, of social and economic change. L4 answers will provide a range of reasons concerning social and economic change and assess how far enclosure was or was not a major factor in this. L5 answers will provide a clear explanation concerning the extent to which enclosure was a cause or perhaps a symptom of social and economic change.

Question 3

- (a) **Using the source and your own knowledge, comment on “the importance of foreign support” in the context of the struggle for the throne in 1485.**

Target: A01.1

- L1: Basic or partial explanation of the issue based either on the source or own knowledge, eg Henry received foreign aid in his campaign to become king in 1485. **1**
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. explains that Henry VII owed some of his success to French support in the shape of ships and mercenaries in his bid to replace Richard III in 1485. **2-3**

- (b) **Explain how the marriages of Henry VII’s children “strengthened diplomatic links” with other kingdoms in the years 1485 to 1503.**

Target: A01.1, A02

- L1: Demonstrates implicit understanding of the issue through general and unsupported statements. eg marriages were vital as they strengthened family ties between different royal families. **1-2**
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material explaining how the marriages of Henry VII’s children strengthened diplomatic links, e.g. the marriage between Arthur and Catherine of Aragon or that between James IV of Scotland and Henry’s daughter Margaret. **3-5**
- L3: Demonstrates explicit understanding of a range of factors, and prioritises, making links or draws conclusions in order to provide an explanation. eg the Spanish marriage which was concerned with identifying England with Europe’s rising power, as well as strengthening trade links and ensuring greater security for Henry VII’s government from possible pretenders. **6-7**

(c) **How important, in relation to other factors, was the need for security in explaining Henry VII's foreign policy between 1485 and 1509?**

Target: A01.1, A01.2, A02

- L1: The answer is excessively generalised and indiscriminating amounting to little more than assertion, involving generalisation 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 issues.
- Or*
Demonstrates, by relevant selection of material, implicit understanding of a wider range of 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 or 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 the question is how important was the need for security in Henry VII's foreign policy when compared to other factors such as prestige and trade. The source material makes clear Henry's insecurity in the light of his own usurpation and his awareness of the need for security as very much the basis of his foreign policy after 1485. Weaker candidates will tend to provide generalities or narratives of Henry's relations with France, Brittany, Burgundy and Spain in particular. More developed and focused responses will recognise the need to consider the extent to which security was Henry VII's predominant concern in his diplomacy between 1485 and 1509.

L1 answers will be based on generalised assertions about Henry's relations with other powers without much consideration of those factors that influenced the king's reactions and decisions. L2 answers will contain more developed narratives of Henry's foreign policy between 1485 and 1509 with attention probably being paid to the effect of the pretenders Simnel and Warbeck on policy, with limited consideration of other factors such as finance and trade. L3 answers will focus more on the demands of the question and how Henry went about ensuring security through marriages and treaties with France, Spain, Burgundy and Scotland and how his priorities between security and other factors shifted throughout his reign, but there will be a lack of range or balance in such answers. L4 answers will provide balanced and well developed accounts of how far security was the predominant factor in Henry's foreign policy as against prestige and trade throughout his reign. L5 answers will provide a clear explanation of those factors which affected Henry VII's foreign policy, especially in regard to security, trade and prestige which were often inter-related, as treaties throughout his reign testified, such as the Magnus Intercursus of 1496 or Medina del Compo in 1489.

A2 Unit 5: Reformation, Reaction and the Age of Elizabeth, c1525–1603**Question 1**

- (a) **Use Sources A and B and your own knowledge.**
How far do the authors of these two sources disagree about the influence of Edward VI on government?

Target: AO1.1, AO2

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

Indicative content.

L1 candidates will extract information from the sources rather than commenting on them to indicate that Sources A and B differ over the influence of Edward VI on government. L2 candidates will demonstrate implicit understanding of the differences between Sources A and B regarding Edward's influence on government with Source A seeing his role as increasingly important while Source B dismisses him as an "articulate puppet". L3 candidates will demonstrate explicit understanding of differences of interpretation between Sources A and B and offer some explanation of the differences between Dawson in Source A and Hoak in Source B. L4 candidates will use appropriately selected material to reach a sustained judgement on the extent of difference in interpretation in regard to the importance of Edward's influence on government. In Source A there will be consideration that, as he matured, Edward's protestant convictions had an increasing influence on his ministers, while Source B does not address that essential issue but confines itself to emphasising that Edward merely followed state procedures with little or limited understanding of policies.

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

“Weak rule first by a boy-king and his ministers, and then by a woman, explain why England experienced major crises between 1547 and 1558.”

To what extent do you agree with this view?

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 is a synoptic question and candidates' responses should be rewarded for the range of factors covered. These are specified in the following coverage of the sources and are linked to the levels.

The question is concerned with the extent to which Tudor government was weak because of the monarchs being successively a minor then a woman. It is concerned with the role of individuals, attitudes, ideas, beliefs as well as the political, social, religious and economic factors behind the so called “crises” of 1547 to 1558.

Candidates at L1 will select material from the extracts that argues for or against Edward having had any influence upon government but otherwise will produce very generalised or narrative accounts probably concentrating more on the roles of the monarchs than the nature of those crises which faced the country during the mid-Tudor period.

At L2 candidates will be able to use the extracts or their own knowledge, or both, to demonstrate some understanding of the range of issues which lies behind the question beyond the drawbacks of the rulers themselves. There may be some development on the crises of the period – social, economic, religious and political – especially the rebellions of 1549 and 1554 and the differing religious views of the monarchs and their ministers and advisors. However, such answers may be uneven in their treatment of the two reigns and be descriptively inclined or assertive, lacking both range and depth. Candidates who rely on the sources **or** their own knowledge should not progress beyond Level two.

L3 candidates may challenge the proposition that it was weak rule first by a minor and his ministers and then by a woman that were responsible for the crises of 1547 to 1558. There may be consideration of the economic and social factors that affected mid-Tudor England such as poor harvests, debasement and inflation, as well as the increased religious tensions caused by the spread of protestant ideas, especially under Edward's rule and the subsequent reaction under Mary. Their answers will contain a relevant selection of material both from the sources and their own knowledge, especially in relation to the crisis of the succession in 1553 when the known religious views of both Edward and Mary played their part.

L4 candidates will be able to demonstrate by the selection of a wide range of precise material both from the sources and their own knowledge, explicit understanding of the demands of the question and provide a range of examples that explain the crises of 1547 to 1558 and the role of Edward and Mary in them, even if at times, especially in regard to social and economic factors, that role was very limited.

L5 candidates will cover much of the same ground as those in L4 but will demonstrate sound conceptual awareness by precise use of the sources in regard to Edward's influence allied to a wide selection of knowledge which ranges over the major crises of 1547 to 1558 and the significance of the respective roles of the two monarchs, if any, in regard to them. There will be a grasp of the complexity of the mid-Tudor period with its upheavals, not least in politics and religion, as well as social and economic change, the causes of which was often misunderstood by contemporaries. Finally, there may be some challenging of the whole idea of major crises between 1547 and 1558 with an emphasis on the essential strength of the monarchy in spite of the occupation of the throne first by a minor and secondly by a woman. Such answers will offer independent and sustained judgement appropriate to the full demands of the question and may either challenge or agree with its proposition.

Section B

These questions are synoptic in nature and the rewarding of candidates 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 each specific mark scheme for each question.

Standard mark scheme for essays at A2 (without reference to sources)

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 almost to 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, explicit 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.

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

“The expansion of trade outlets in Europe and the world”

“Growth in the domestic economy”

Which of these two statements provides the more convincing explanation for expanding prosperity in the years 1525 to 1603?

Target: AO1.1, AO1.2, AO2

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

Candidates are being asked to discuss the major influences on the growth or otherwise (political, social and economic) on the English economy during the period 1525 to 1603.

L1 candidates will produce generalised or assertive accounts that will either agree or disagree as to the extent of the growth of England’s trade as against the growth in the domestic economy in increasing national prosperity. Such candidates may concentrate on the voyages of Drake and Hawkins with limited reference to other factors. References to any growth in the domestic economy will be restricted to the growth and fortunes of the wool trade.

L2 candidates may agree or disagree with the question and tend to provide fuller narratives of the English overseas in Russia, the Mediterranean and later the New World than L1 answers. Also there may be consideration of the ups and downs of the Antwerp cloth market while there may be some knowledge of the growth of English trade with the Baltic and Germany. In regard to the growth in the domestic economy, candidates will tend to concentrate on the wool and cloth trades with perhaps some discussion of the growth in mining and in the increasing manufacture of metal goods, assisted by the introduction of the blast furnace from Germany.

L3 candidates will provide a wider range of appropriate material, probably related to a greater awareness of English trading endeavours in the Mediterranean, the Middle East, Asia and Africa, as well as economic activities in the New World later in the century. In regard to the growth in the domestic economy, candidates may explain its impact on national prosperity by providing fuller accounts of the wool and cloth trades, as well as other industries and their impact. At this level there is more likely to be some challenging of the statements in the question that there was any increase in national prosperity, especially in the 1540s and 1550s and again in the 1590s.

L4 candidates will make a well supported and sustained response to the question drawing on a wide range of examples to buttress their argument which may agree or not agree that the expansion of trade was more important than the growth in the domestic economy in increasing national prosperity. Also, there will be awareness that growing prosperity, if indeed it was occurring, was due to a wide range of factors in which growth in the domestic economy as well as an expansion of overseas trade played their part.

L5 candidates will show sound conceptual awareness of the demands of the question and will provide a well selected range of evidence in which the emphasis may be on the complexity of explaining whether or not there was an increase in national prosperity during the period and how far this was due to growth of economic activity both at home as well as abroad and what was the input of a growing population on these developments.

Question 3

Either in the years 1529 to 1559 or the years 1566 to 1603 assess the extent to which Parliament helped or hindered Tudor government.

Target: AO1.1, AO1.2, AO2

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*Either*

Candidates are being asked to discuss the extent to which parliament helped or hindered government under Henry VIII and his successors. Parliament became increasingly useful, especially between 1529 and 1536, in the implementation of the Henrician Reformation and also in the introduction of further religious changes between 1537 and 1559. Also answers will involve discussion of parliament's role in policies that affected the political, religious, social and economic life of the kingdom. L1 candidates will tend to provide narratives of Henry's governments' policies between 1529 and 1547 and consider the work of the Reformation Parliament of 1529–36 in particular. They will grasp only vaguely that they are being asked to consider how parliament influenced the effectiveness of government policies and the extent perhaps to which this was due to greater use of parliament, especially in the years 1547 to 1559.

L2 candidates will be more aware of the demands of the question and will consider the role of parliament in England between 1529 and 1559 but their answers may lack depth or balance with an over-concentration on some of the key legislation of the 1530s such as that concerned with the break from Rome or the dissolution of the monasteries. There may well be some reference to the role of Cromwell and his use of parliament in relation to government in Henry VIII's later years and its use during the period 1547 to 1559 indicate that perhaps government mostly found parliament to be a help in the implementation of their policies.

L3 candidates will be better able to select their material to agree or disagree that parliament became increasingly effective in helping government because of its greater use by government ministers. There will be consideration of how the government used parliament to impose its will on the country in regard to both religious and political factors such as doctrinal change and the matter of the succession. Under Edward VI in 1549 and 1552 and in the return to Rome parliament played a vital role but it did not always help government as when there was opposition to Mary I's policies in regard to the return of ex-monastic lands to the church.

L4 candidates will realise that, especially in the 1530s and to an extent later, parliament played a crucial role in obtaining the acceptance of "the political nation" for the massive political and religious changes of the period which were introduced due to Henry's desire for a divorce and a stronger and richer crown which may have been to an extent Cromwell's agenda in the 1530s. This crucial role will have been discussed in regard to the years 1547 to 1559 when it was necessary to identify "the political nation" with crucial changes in religion, although the succession crisis of 1553 was played out with no reference to parliament.

L5 candidates will demonstrate sound conceptual awareness of the demands of the question by the use of a wide range of well-selected examples to assess how far parliament helped or hindered government. The latter was becoming increasingly effective because Henry VIII made greater use of parliament to enhance his authority. There will be consideration of the role of parliament in giving legislative effect to Henry's changing agenda in regard to religion, strengthening the government's control of the outlying regions of the kingdom and enriching the crown. There will be sound judgement on the motives of the king and his ministers in increasing their use of parliament after 1529 in enforcing the royal will on the nation. Also, this

will apply to the politics and religion of the mid-century when often the involvement of parliament was crucial to government, especially with the Edwardian Reformation, the return to Rome under Mary and the subsequent Elizabethan religious settlement. There may be discussion of the fact that parliament was increasingly involved in passing economic and social legislation, often at the behest of MPs themselves rather than as a result of government initiative.

Or

Candidates are being asked to discuss whether or not Parliament under Elizabeth I became more effective in helping or hindering her government. This will involve the discussion of policies which affected both the political, religious, social and economic life of the kingdom.

L1 candidates will tend to produce narratives of the work of Elizabeth's parliaments between 1566 and 1603 with reference to the role of Parliament in the Elizabethan Settlement in particular or its anti-Roman Catholic or Poor Law legislation. They will grasp only vaguely that they are being asked to discuss the effectiveness of Parliament in helping or hindering government.

L2 candidates will be more aware of the demands of the question and will consider the role of Parliament in the government of Elizabethan England but their answers may be narrative or very assertive. There may be some concentration on parliamentary legislation in regard to religion or the social and economic legislation of the period and its criticism of aspects of government, especially in the latter years of Elizabeth's reign.

L3 candidates will be better able to select their material to focus on how far Parliament became increasingly effective in helping or hindering government as in some ways the monarch made greater use of it. There will be awareness of the importance of Parliament as a national forum for the discussion of the key issues of the day such as religion, or the royal succession, whether Elizabeth wished this or not. There may be consideration of how Elizabeth and her councillors attempted to control the business of Parliament.

L4 candidates will concentrate on the extent to which Parliament did or did not help Elizabeth's government to become increasingly effective because it made use of Parliament. There may be consideration that Elizabeth did in fact make greater use of Parliament, unlike her father Henry VIII and his minister, Cromwell. Under Elizabeth, Parliament was called infrequently, but normally it was summoned not just for taxation but also at moments of crises. Also, there will be consideration of the economic and social legislation of Parliament to deal with what both monarch and the "political nation" as represented in Parliament saw as disturbing problems affecting stability such as masterless men and vagabondage. Neither Parliament nor government hindered one another in ensuring that the ruling elite kept an effective hold on the country.

L5 candidates will demonstrate sound conceptual awareness of the demands of the question by wide ranging discussion of the importance of Parliament under Elizabeth, not least its role as the mouthpiece of the "political nation" and in enforcing royal control through legislation covering a wide range of national life and activity. Also, they will discuss the opposition which the Queen encountered in regard to matters of religion, Mary Queen of Scots, and the abuses of the royal prerogatives as over the matter of monopolies.

Question 4***Either***

“Henry VIII’s wish for a divorce was the single most important cause of the English Reformation.”

How valid is this judgement of those factors which caused the English Reformation in the years 1529 to 1536?

Target: AO1.1, AO1.2, AO2

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

Candidates are being asked to discuss how far Henry’s wish for a divorce was the most important cause of the English Reformation between 1529 and 1536 or not. This will involve the discussion of policies which affected both the political and religious life of England during this period.

L1 candidates will tend to produce narratives or generalisations regarding the significance of the wish for a divorce as the major factor in the explanation of the causes of the English Reformation between 1529 and 1536 or they will have an implicit grasp of the question resulting in predominantly narrative answers which may give chapter and verse on the progress of the royal divorce. Also, at this level there may be over-concentration on the personalities at the expense of policies and also religious ideas.

L2 candidates will have a more certain grasp of the issues involved, the wish for a male heir as against the wishes in some quarters to reform the church or the prevalence of anti-clericalism. As well as personalities, there may be accounts of important changes in legislation and the extent to which the latter were influenced by Henry’s wish for a divorce.

L3 candidates will be able to focus clearly on the demands of the question by considering how far the divorce was the most important cause of the English Reformation. They may decide that the divorce was the major factor in explaining change during the period or they may argue for the significance of other factors too, such as royal control of the church, anti-clericalism, protestant ideas for example, but there will be some lack of balance in the use of material in some of these answers.

L4 candidates will demonstrate by the selection of a wide range of material the importance or otherwise of the divorce in explaining the English Reformation to at least 1533 but the prevalence of other factors such as the influence of the reformers will feature.

L5 candidates will demonstrate a sound grasp of the demands of the question and by the selection of a wide range of evidence offer an independent and developed judgement on the significance of the divorce as the prime cause of the Henrician Reformation between 1529 and 1536 and the extent to which political factors, such as increasing the power of the crown, was a major cause too.

Or

“Elizabeth I and her government deliberately exaggerated the religious and political threat posed by Roman Catholics in the years 1558 to 1603.”

Assess the validity of this view.

Target: AO1.1, AO1.2, AO2

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

Candidates are being asked to discuss the extent of the Roman Catholic threat to Elizabeth I and her government between 1558 and 1603. This will involve the discussion of the nature of Roman Catholicism in England and how the government dealt with this and how this affected events in both the political and religious sphere.

L1 candidates will either produce narrative accounts of the Roman Catholic threat as they see it or generalisations. There may be concentration on plots and more plots – Mary, Queen of Scots etc, without any great evidence to consider the nature of the threat which Roman Catholicism posed to Elizabeth and her government and whether or not they exaggerated it.

L2 candidates will produce accounts which may be narratives of the Roman Catholic threat with a range of examples which will establish links to the question and may consider aspects of both the political as well as the religious aspects of the threat which Roman Catholicism presented, especially after the papal excommunication of 1570 and the impact of the missionary priests and how far or not the government exaggerated this threat in order to increase their control.

L3 candidates will make a selection of material which is more relevant to a discussion of the Catholic threat and government reaction to it and perhaps begin to challenge effectively the proposition in the question, especially in the later years of the reign. There will be a tendency towards some lack of balance in the use of material or a lack of range.

L4 candidates will appreciate the demands of the question and also the importance of making a judgement on how far the Queen and her government exaggerated the Roman Catholic threat. Such answers will be buttressed by a range of material which will consider the nature of the Catholic threat and government reaction to or exploitation of it.

L5 candidates will provide a wide range of well selected material to assess how far the Roman Catholic threat to Elizabeth and her government was exaggerated by them. They make the point that the intensity of the threat varied at different times during the reign and can be easily exaggerated as essentially the majority of Roman Catholics remained loyal, not least in the face of the Spanish threat after 1585.

Question 5***Either***

“England’s security and Henry VIII’s prestige were more important factors than religion in the conduct of foreign policy in the years 1529 to 1547.”

How far do you agree with this view?

Target: AO1.1, AO1.2, AO2

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

Candidates are being asked to consider the extent to which English foreign policy was influenced by both political and religious factors in the years 1529 to 1547.

L1 candidates will tend to provide generalised narratives of foreign policy between 1529 and 1547 with probably greater concentration on the period after 1540, especially in regard to relations with Scotland. They will grasp only vaguely that they are being asked to discuss the varying factors affecting foreign policy between 1529 and 1547.

L2 candidates will be more aware of the external factors which affected English foreign policy, not least Valois/Habsburg rivalry and the situation in Germany, but their answers may lack some depth or balance with an over concentration on the 1540s and Henry’s attempts to affect closer relations with Scotland.

L3 candidates will be able to focus the question to better effect and will select their material to either agree or disagree with the question. They will be aware that to an extent in both the 1530s and the 1540s the progress of the Henrician Reformation was a factor in the international scene, as well as in relations with Scotland. They may be aware of the importance of Cromwell’s role in the formulation of policy in the 1530s and Henry’s desire for a stabilised situation in respect of a still Catholic Scotland in the 1540s.

L4 candidates will realise, as in L3, the importance of international factors, as well as the interaction of the key personalities in the formulation of policy, especially Henry’s own role and preoccupations throughout the period, not least the king’s concern for his own prestige as evidence of the renewal of war with France in the 1540s.

L5 candidates will demonstrate sound conceptual awareness of the demands of the question by providing a good range of well selected evidence to assess the objectives of Henrician foreign policy during this period. There will be evidence of sound knowledge of the 1530s and the 1540s allied to sound judgement of the motives between the twists and turns of Henrician foreign policy, whether or not it was based on religious considerations or more motivated by concerns for prestige and security.

Or

“England’s security and Elizabeth I’s prestige were more important factors than religion in the conduct of foreign policy in the years 1558 to 1585.”

Comment on the validity of this view.

Target: AO1.1, AO1.2, AO2

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

Candidates are being asked to discuss how far Elizabeth I’s foreign policy was affected by considerations of security and prestige rather than religious considerations in the years 1558 to 1585.

L1 candidates will tend to provide generalised narratives of Elizabethan foreign policy, especially relations with Phillip II of Spain, over this period or their answers will amount to little more than assertive generalisations. There may be references to the Scottish intervention in 1560, the massacre of St Bartholomew in 1572 and the proposed marriages to the French prince Anjou in the 1570s.

L2 candidates will be able to demonstrate a greater grasp of the issues whether concerned with security, prestige or religion or all three. There may be narratively inclined accounts of the twists and turns of Elizabeth’s foreign policy in reaction to France and Spain and most importantly the situation in the Netherlands after 1566, as well as accounts of the English in the New World where Drake and others ruffled Spanish feathers.

L3 candidates will demonstrate, by a sound selection of relevant material, that Elizabethan foreign policy was much influenced by a range of factors, the prime motive being cautious support for co-religionists as in the Netherlands after 1566 and England’s own safety from French or Spanish invasion. However, coverage may be lacking in either depth or breadth or both.

L4 candidates will demonstrate a sound grasp of the demands of the question and provide analytical responses buttressed by sound selection of material. They may, for instance, make the point that by the 1570s Spanish persecution in the Netherlands allied to increasing religious divisions in France made England’s position increasingly precarious from the viewpoint of security.

L5 candidates will provide a wide range of well selected evidence to assess the extent to which security and prestige, as against religious considerations, played a key role in Elizabeth’s policy and will be aware that by the 1580s they were becoming increasingly important in regard to the Netherlands and France in particular.

Question 6

With reference to *either* the years 1529 to 1547 *or* the years 1566 to 1603, assess how far political and religious rivalries undermined Tudor government.

Target: AO1.1, AO1.2, AO2

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*Either*

Candidates are being asked to discuss how far government under Henry VIII was undermined by political and religious rivalries.

L1 candidates may produce generalised narratives of the rivalries between those factions around the king who strove to ensure that either a reformist or a more conservative policy was followed in regard to both the church and domestic policy. There may be assertive accounts of the respective roles of Cromwell, Cranmer, Anne Boleyn, Norfolk and others and how far their ambitions undermined the effectiveness of government.

L2 candidates will demonstrate a more secure knowledge of the leading politicians of the period such as Cromwell, Norfolk, Gardiner and others and of the major problems and issues of the 1530s and the 1540s such as religion, the church and the maintenance of order.

L3 candidates will select their material more precisely to discuss how far government was undermined by the political and religious ambitions of politicians. There will be awareness that Henry VIII could be influenced, not least by what he saw as threats to his royal authority, which either explained the downfall of Anne Boleyn in 1536 or his dislike of many aspects of reformist religion which led to Cromwell's demise in 1540. Such answers will lack a full appreciation of the demands of the question.

L4 candidates will demonstrate a sound grasp of the demands of the question which is to discuss how far Tudor government could be regarded as stable in the light of the factions around Henry VIII and to assess the extent of their influence on the king at key turning points between 1529 and 1547.

L5 candidates, with their selection of a wide range of relevant material, will be able to assess the extent to which political and religious rivalries undermined government effectiveness. Also, there may be an argument that in spite of the ambitions of politicians, government under Henry VIII remained essentially stable, not least because of the effectiveness of many who served him whatever their differences, and the overwhelming effect of the king's own perceptions.

Or

Indicative content

Candidates are being asked to consider how far government was undermined by the political and religious rivalries.

L1 candidates will produce generalised narratives of the rivalries between Burghley and Leicester and later Robert Cecil and Essex which will contain little that is relevant to the demands of the question, or assertive accounts which contain little beyond inadequately supported arguments concerning how far their differences undermined government.

L2 candidates will demonstrate more secure knowledge of the rivalries between the politicians and they will produce more developed answers which may produce some consideration of the major problems of the period concerning the royal marriage, the succession, Mary, Queen of Scots, as well as foreign policy issues, which saw significant differences between Leicester and Burghley in the 1570s and 1580s.

L3 candidates will select their material more precisely in order to discuss how far the rivalries between politicians undermined government, especially the heightened tensions of the 1590s due to the pressures of war and economic depression. Answers may lack full appreciation of the demands of the question.

L4 candidates will demonstrate a sound grasp of how far the rivalries of the politicians in regard to both politics and religion undermined government, especially in regard to the rivalries of the late 1570s and early 1580s and later the 1590s in regard to the war with Spain and the situation in Ireland.

L5 candidates, by the selection of a wide range of relevant material, may well agree that in spite of the rivalries the politicians in fact often co-operated, and often the differences in policy were ones of emphasis, for example, in regard to religion and the scale of intervention in the Netherlands or the prosecution of the war against Spain in the 1590s. There may be recognition that differences between the politicians often helped rather than hindered the effectiveness of Elizabethan government, except in the 1590s when the differences became increasingly personal and increasingly beyond the ability of Elizabeth I to control.

Question 7

“The necessary workhorses of Tudor government.”

Assess the importance of the role of JPs during *either* in the years 1525 to 1566 *or* the years 1566 to 1603.

Target: AO1.1, AO1.2, AO2

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

Candidates are being asked to examine the role of JPs between 1525 and 1566 or between 1566 and 1603 and how far it was reflected in matters of religion and politics, as well as social and economic issues.

L1 candidates will produce either generalised or assertive answers or general descriptions of the role of the gentry as JPs especially in their localities while failing to consider their role as essential links in the chain binding together the localities and central government.

L2 candidates will provide answers that may be either of the narrative with links variety or the assertive approach. There will be descriptions of the role of JPs and some consideration of their function as “link men” carrying out the demands of the Privy Council or superintending the execution of parliamentary legislation, the maintenance of law and order and the collection of taxes.

L3 candidates will make a more precise selection of material to demonstrate why JPs were so vital both to the government and also the people of their localities. There will be consideration of their role in regard to law and order in both periods – the quarter sessions, masterless men, vagabonds, the enforcement of parliamentary legislation such as Poor Laws, especially after 1566 as the problem of unemployment grew.

L4 candidates will demonstrate a sound grasp of the demands of the question and will consider how far JPs were vital to carrying out the demands of government and also parliament at the local level. Hopefully, there will be development on JPs role at the centre, as well as locally, due to their activities as MPs and in some cases members of the Privy Council too. There will be appreciation of the overlap in personnel in terms of central and local government.

L5 candidates will demonstrate a sound grasp of the demands of the question by a wide selection of relevant material focusing on the vital nature of the activities of JPs, both locally and at the national level, reflected in the gentry’s vital role as the “political nation” of their day supporting Cromwell’s policies in the 1530s or those of government in the war years after 1585.