

GCE 2005
January Series



Mark Scheme

History Alternative N Units 2 and 5 *(Subject Code 5041/6041)*

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 and A2 EXAMINATION PAPERS****General Guidance for Examiners**

A: INTRODUCTION

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

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

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

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

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

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

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

B: EXEMPLIFICATION OF AS LEVEL DESCRIPTORS**Level 1:**

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

Exemplification/Guidance

Answers at this level will

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

Level 2:***Either***

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

Or

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

Exemplification/Guidance

Either responses will have the following characteristics: they will

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

Or responses will have the following characteristics: they will

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

Level 3:

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

Exemplification/guidance

These responses will have the following characteristics: they will

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

Level 4:

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

Exemplification/guidance

These responses will have the following characteristics: they will

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

Level 5:

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

Exemplification/guidance

These responses will have the following characteristics: they will

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

C: EXEMPLIFICATION OF A LEVEL (A2) DESCRIPTORS

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

A study of the generic levels of response mark scheme will show that candidates who operate solely or predominantly in AO1.1, 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 (AO1.2), 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 (AO2, 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 characteristics: 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 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

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 “the succession question” in the context of the early years of Henry VII’s reign. (3 marks)

Target: AO1.1, AO2

- L1: Basic explanation of the term using the source, e.g. stating that Henry VII was a usurper who needed to establish a legitimate claim. 1
- L2: Demonstrates developed understanding of the term and its significance in relation to the context, e.g. how Henry was threatened by pretenders, especially up to Stoke in 1487; or how Henry was quick to secure the succession by his marriage; or how extensive ‘Tudor propaganda’ was used to blacken the name and attack the legitimacy of Henry’s predecessors; or how the marriage produced a legitimate son and heir. 2-3

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

How useful is **Source B** as evidence about the establishment of Henry VII’s authority in 1485? (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 the Ambassador 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, or to explain the context. 3-5
- L3: Developed evaluation, drawing conclusions about utility/reliability based on strengths and weaknesses and judged against the context, e.g. applying specific evidence to show that the Ambassador was a well-informed expert observer with good contacts at

court (or, alternatively, was a foreigner with only limited inside knowledge and prone to wishful thinking about how well things were going). **6-7**

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

“The key factor in the stability of England in the years from 1485 was the skill of Henry VII in limiting the powers of the nobility.”

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 relative stability of England after Bosworth. Some answers will entirely agree with the quotation and bring in much own knowledge of Henry’s tactics of mixing rewards with intimidation, and his “master-stroke” in marrying Elizabeth of York. Other answers may relegate these factors to only secondary importance, seeing the key factors as the virtual elimination of credible challengers to his throne, foreign support, etc. The central focus should be on how stability was secured. There is plentiful evidence in all the sources, perhaps especially Source A. As usual, successful answers will combine a clear argument agreeing or disagreeing with the

statement, supported by applied own knowledge and with sensible use of specific evidence from the sources.

Note that there will probably be a number of answers which explicitly or implicitly challenge the fundamental assumption about “stability after 1485” – it could be claimed that Henry was far from safe at that early stage and that the Pretenders were a real danger even in the 1490s. Such an approach could indeed be relevant and effective, but it is by no means essential. Other answers will merit Level 4 or Level 5 by a different route.

Question 2

- (a) Comment on “customs revenues” 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. general points about Henry raising money for the crown finances. **1**
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. customs revenues benefited Henry in all aspects of the expansion of overseas trade. Better answers will explain how carefully and effectively Henry’s trade and foreign policies fostered this, leading to increased ordinary revenues. **2-3**

- (b) Explain why Henry VII encouraged the growth of England’s trade with other countries.
(7 marks)

Target: AO1.1, AO2

- L1: Demonstrates implicit understanding of the issue, e.g. refers to Henry’s basic concerns with prestige, security or raising money. **1-2**
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. explains a range of motives; or makes the point that almost all Henry’s treaties had trade clauses. **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. not only describes Henry’s motives but explains them, perhaps with specific examples, such as the Hanseatic League or Venice. **6-7**

Note that Level 3 answers may deal with fewer factors, but better. Many answers at Level 2 will have a longer ‘list’ of factors but not differentiate them. Level 3 answers will make links and draw conclusions in order to provide an explanation.

- (c) Explain the importance of England's overseas trade, in relation to other factors, in influencing Henry VII's relations with other states in Europe. (15 marks)

Target: AO1.1, AO1.2, AO2

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

Indicative content

Note that this question requires an assessment of relative importance. Many answers will focus at length on 'other factors' here, especially Henry's pervasive fear of foreign support for potential usurpers. Many answers may treat trade concerns 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 available material, especially on the treaties of 1496 and 1497, to support the view that Henry did see trade as a key aspect of foreign policy – with an especial emphasis on Burgundy (the cloth trade) and Gascony.

The central focus of this question is on relations with other states in Europe – there is a range of possible approaches. As usual, the basis of successful answers will be a balanced overall assessment supported by precise and well-chosen evidence. Answers at Level 4 will not necessarily have more sheer substance but will have precise definition of issues and the ability to differentiate between factors and issues of greater or lesser relative significance.

Question 3

- (a) Comment on “clerical abuses” in the context of the English Church in the early years of the sixteenth century. (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 evil and immoral behaviour by churchmen. **1**
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. gives specific examples such as absenteeism, pluralism etc.; or comments on the extent and significance of abuses (or not) on the eve of the Reformation. **2-3**

- (b) Explain why Humanism influenced the rise of anti-clericalism in England in the early sixteenth century. (7 marks)

Target: AO1.1, AO1.2

- L1: Demonstrates implicit understanding of the issue, e.g. shows awareness of Humanism as something to do with Erasmus and the New Learning. **1-2**
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. relates Humanism to other issues such as Lollardy, printing, the spread of vernacular bibles or key personalities like Colet. **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 influence of Humanism varied from region to region, or has been exaggerated by historians. **6-7**

- (c) Explain the importance of the role of Henry VII, in relation to other factors, in maintaining the stability of the English Church in the years to 1515. (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 stability of the English Church, and the relative importance of the way the King and his chosen appointees such as John Morton controlled it. Some answers may argue that there was some resentment and opposition to the bishops – pointing out for example how many saw Morton as an unpopular instance of a high position in the Church being used for material gain and to carry through Henry VII's political purposes – but most historians agree that there was little stress and strain in church-state relations under Henry VII and there was little sign of a big reform movement before the accession of Henry VIII. This “stability” needs to be explained.

Most answers will probably find it easy to support the proposition that Henry was an absolutely vital figure, but this should be balanced against other factors – the role of Morton and other leading churchmen such as Bray, etc; the strongly traditional religious piety of most English people at this time; the lack of any really strong influences from the Continent until much later. Henry VII is the main event – but the key date 1515 should involve at least brief attention to the situation in the early years of Henry VIII. Successful answers will provide a balanced assessment of a range of factors influencing the Church under Henry's control.

Alternative N: Britain, 1483–1603**A2 Unit 5: Reformation, Reaction and the Age of Elizabeth, c1525–1603****Question 1**

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

To what extent do these sources differ in their view of the impact of Mary I's persecution of Protestants in the years to 1558? *(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 suggests Mary might have succeeded with more time – Ridley states flatly that she had already fundamentally failed by 1556. There is also a notable difference in tone and emphasis – Source A takes a balanced approach (“has long been criticized”; “subsequent reputation blackened”) implying that Mary has been unfairly denigrated; Ridley’s approach is more plainly denouncing Mary’s errors. On the other hand, there is room for differentiation and the identification of some agreement – Ridley recognizes that Mary was popular at first and that there was a change over time, especially after the Cranmer affair. Many thorough answers will show efficient analysis of the text but be limited to Level 2 because they fail to go beyond that. Better answers will also be able to differentiate; and to set the comparison in the context of understanding and own knowledge.

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

“The reasons why Mary I died a failure had little to do with her religious fanaticism and everything to do with her political miscalculation.”

Assess the validity of this view.

(20 marks)

Target: AO1.1, AO1.2, AO2

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

L2: ***Either***

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

Or

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

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

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

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

Indicative content

This question invites a direct response to a provocative assertion – many answers will relish attacking it and putting forward a trenchant argument that Mary’s religious fanaticism was indeed the decisive factor. There are also, however, strong grounds for supporting the idea of political miscalculation – the Spanish marriage, the mishandling of the ‘pregnancy’, Calais, and Mary’s often poor choices of advisers. Some answers might legitimately challenge both sides of the quotation and argue convincingly that Mary was very unlucky – not only in her early death but in the dreadful social and economic disasters of the mid-1550s. All the sources and especially Source B have plentiful material related to religious fanaticism, for and/or against. Both Source A and Source C point out how Mary’s reputation was blackened afterwards.

Candidates should also be able to explain the broader context, perhaps by showing that persecutions and burnings were not unique to Mary’s reign; or by emphasizing how popular

she was at her accession. As usual, a balanced answer does not necessarily demand comprehensive or equal coverage of all aspects. The essential requirement is a relevant central argument explaining the reasons why Mary's reign ended so badly – supported by appropriate depth of evidence and selective use of the sources.

Section B

These questions 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

“Despite the periodic hardships, a time of overall growth and prosperity.”

How valid is this assessment of social and economic developments in England from the 1530s to the 1590s? (20 marks)

Use standard mark schemes 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 greater emphasis and weight of evidence in some parts more than others. The “hardships”, for example, may bring a focus on the 1540s and 1550s, or on the 1590s. Similarly, answers may be selective in their view of the wide range of social, and economic issues. Some may concentrate on urban growth more than agriculture, some might differentiate between different regions. Successful answers will establish a relevant overall argument in response to the question, illustrated by appropriate, necessarily selective, specific examples.

Question 3

“The key to the success of Henry VIII in achieving his political and religious objectives in the 1530s was his skilful manipulation of Parliament.”

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 invites a direct assessment of the Reformation in the 1530s – and on the relative importance of the role of Parliament. Many answers may indeed have much to say about Parliament, either as a source of self-motivated pressure for reform or as a convenient tool to be used by the King in pushing through his policies. The Act of Supremacy may well be analysed in depth, but the question also invites challenge – many answers will relegate Parliament to a lesser supporting role only and will concentrate their argument on a range of other factors such as financial motives, the influence of key personalities, etc. As long as Parliament is addressed adequately (not necessarily at length) this approach is entirely valid. The key dates also require attention. There should be some synoptic awareness of

developments over time during this momentous decade; one feature of very good answers may be skilful differentiation between the early, middle and later stages of a complex process.

Question 4

To what extent was the growth of religious and political rivalries in the 1540s the result of the overthrow of Thomas Cromwell? (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 with the implication of the question – that the 1540s was indeed a time of weak government and uncontrolled factional rivalries. Some may be eager to refute this assumption, claiming that Henry’s authority remained intact until the very end. The key requirement for an effective answer is an argued case about the political developments of 1540–1547 and the extent to which the King’s authority was undermined by Cromwell’s fall. Answers taking a narrative approach *may* be effective if links to the question are made often and well; but literal descriptive accounts of faction fighting will be of limited value.

The “ghost” in this question is Thomas Cromwell. He was not directly involved in the developments of 1540–1547 because he was dead – but his legacy was indeed involved, especially perhaps for those answers regarding Cromwell as a skilful operator who was indispensable to royal government and never adequately replaced.

Some answers will use material on Cromwell in an inappropriate way, offering descriptive accounts of the 1530s and of the reasons for Cromwell’s fall; this will be of little relevance or value. On the other hand, there may be answers making highly effective comparisons between the 1530s and 1540s, “proving” that faction fighting in the 1540s grew out of the political vacuum left by Cromwell’s removal.

Question 5

“Inconsistent and yet obsessed with the search for personal glory.”

How convincing is this assessment of Henry VIII’s foreign policies in the years 1529 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 England’s foreign policies, especially concerning France and Scotland, in the years between the fall of Wolsey and the death of Henry VIII. Many answers will find it easy to agree with the thrust of the quotation, which suggests that there was no coherent view of the national interest, only the personal whims of the King and the often chaotic responses to circumstances as they arose. A minority of answers, however, might argue that there *was* continuity of policy (one example was Henry’s policy of expanding and improving the navy) and that the England’s perceptions of possible threats from France, Scotland and Ireland were based on strategic considerations that rarely changed. Either approach is entirely valid, as long as it addresses foreign policy over an extended period to reach a balanced argument. Comprehensive coverage of all the possible evidence is not required but there should be reference to relationships with at least two foreign powers, and some awareness of developments over time.

The question begins in 1529 with the fall of Wolsey. Lengthy descriptive material on Wolsey would therefore be inappropriate. But some answers, often good ones, may make effective points about Wolsey’s legacy and how it influenced policies after he was gone.

Question 6

“Brief eruptions which never threatened the Tudor state.”

How valid is this verdict on religious and regional discontent in the years 1536 to 1554?
(20 marks)

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

Marks as follows:

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

Indicative content

Many answers to this question may be focused very much on 1549 – on Kett’s rebellion, the Prayer Book rebellion, Somerset and his fall, etc., but the key dates should be observed. 1536 points to Henry VIII and the Pilgrimage of Grace; 1554 points to Mary I and the upheavals at the start of her reign. The key words “religious and regional” must also be

addressed, though there is much flexibility as to how candidates choose to view individual examples (the Western rebellion, for example, could be categorised as either or both) – and answers should not be expected to be comprehensive or equal in coverage. Effective answers will provide a balanced assessment of the extent to which the Tudor state was “threatened” by events such as those of 1536, 1549 and 1554 and others. One feature of good answers may be differentiation – perhaps between the motivations of different rebellions, or between the extent to which they endangered the state. As usual, the essential requirements are a relevant and balanced argument, selective specific evidence and some synoptic awareness of events over a twenty-year period.

Question 7

“The Elizabethan church settlement succeeded in the years 1559 to 1566 because it was founded more on political realism than on religious conviction.”

How convincing is this assessment?

(20 marks)

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

Marks as follows:

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

Indicative content

Answers to this question might be focused mostly on Elizabeth and her political skills and sense of survival – there will be many candidates who agree strongly with the thrust of the key quotation, perhaps taking their lead from David Starkey’s account of the young Elizabeth. Other answers, however, may play down the importance of Elizabeth’s vaunted “political realism” and concentrate more on the context of 1558 and the range of factors that worked in favour of the church settlement – the unpopularity of Mary by the end of her reign, or the readiness for religious compromise after the upheavals of the Reformation and the Catholic reaction. The central focus should be on the “success” of the settlement both at the outset and in its consolidation in the 1560s. The end date of 1566 is there partly to keep within the bounds of the specification but also so that “consolidation” is seen as a complex process over time, not just a deal reached in 1559. There is scope for much selective material to be applied here – specific measures to balance the interests of Catholics and Puritans, the role of key individuals in advising the young Queen, relations with Spain, the crisis of 1562 etc. Evidence relating to the “success” of the settlement in the longer term could be used effectively but should be applied to argument and explanation, not merely narrative description that ignores the key dates of the question.

Question 8

“The strength of royal government in the years 1558 to 1588 owed little to the personality and political skill of Elizabeth I; the key factor was that she had capable ministers.”

To what extent do you agree with 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 classic, never-ending debate – was Elizabeth a brilliant, manipulative politician, playing off the many powerful and ambitious individuals within her court against each other and always having the last word, or was she a volatile and inconsistent ruler, at some times unable to control the factions and personal feuds, at other times needing to be saved from her impulsive and potentially disastrous errors by cool heads like Burghley? The thrust of the key quotation directly challenges Elizabeth’s myth – the drama queen who always knew how to act her role and how to dominate those around her by a mixture of concealment, threats and flattery. Answers, therefore, may follow a variety of approaches. Some will agree with the quotation and support their arguments with specific instances where Elizabeth was *not* in control through her “political skills” – others, probably the majority, will argue the opposite case. Some good answers may differentiate effectively, or show awareness of change over time. The key requirements, as usual, will be synoptic awareness, a direct argument in response to the question, and well-selected supporting evidence.

Question 9

Which was more important in shaping Elizabeth I’s policies towards France in the years 1558 to 1587 – Scotland or Spain? (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 France in these years – firstly the ‘Auld Alliance’ and fears of French support for Mary Queen of Scots; secondly the long-running saga of the on-off Alençon marriage; thirdly the danger, especially after 1570, that France would become part of an anti-English Catholic alliance. The focus of the question is on English-French relations over time and on the relative importance of Scotland and Spain in shaping those relations. It is likely that most answers will see Spain as having the greater

importance – perhaps arguing that English intervention in the Netherlands grew out of fears that France could not provide an adequate balance against Spain; or that what actually happened between 1585 and 1587 showed how Elizabeth’s ultimate nightmare was a link between Spain and the Guise faction in France. On the other hand, Scotland was the nerve-centre of the other life-or-death threat to Elizabeth through Mary Stuart and the succession – it could be argued that the French marriage scheme was all about guarding against that threat. Elizabeth’s careful cultivation of the Scottish Lords was also part of this. There is scope for answers to play down the significance of both Scotland and Spain and to bring in other factors – but this must be made directly relevant to the question. The timescale allows for selection and priorities – it cannot be expected that answers will be comprehensive or cover aspects in equal depth.

Question 10

To what extent were the relationships between Elizabeth I and her parliaments based on co-operation rather than conflict? (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 between Crown and Parliament during a long reign. 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. One traditional view of this issue is that Elizabeth faced greater conflict with her parliaments towards the end of the reign; many historians would challenge this view, maintaining that Elizabeth used parliament with skill and almost always got her own way on the big issues. It is unlikely that answers will be based on one-sided, dogmatic argument; most will see some sort of balance between times of co-operation and times of strained relations. The best answers will have a clear balanced assessment, supported by selective specific examples. We cannot expect the evidence provided to be comprehensive but it should refer to relationships over the reign as a whole.

Question 11

“By the end of her reign, challenges such as Ireland and the Essex affair showed how far Elizabeth had lost control.”

How convincing is this assessment of the last years of Elizabeth I’s rule? (20 marks)

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

Marks as follows:

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

Indicative content

The question focuses on a classic debate – Golden Age, or creaking regime? The evidence for the pessimists (among them Robert Ashton and Christopher Haigh) is strong, including the political disasters mentioned in the quotation:

- the Essex Affair, seemingly showing how court politics was getting out of hand because Elizabeth had allowed the Cecil faction too much power
- the increasingly expensive and unsuccessful military campaigns in Ireland.

And also other significant factors:

- deep financial problems involving worsening relations with Parliament
- increased pressure from radical Protestantism
- the failures in the privateering war against Spain
- the social and economic crisis leading to the Poor Laws of 1598 and 1601.

On the other hand, Gloriana still has plenty of worshippers, and there are valid reasons for the view that Elizabeth’s reign ended in a glow of success:

- the flourishing of culture in the ‘Age of Shakespeare’
- the prestige of Elizabeth in person and of England’s international position
- the security from any credible foreign threat
- the sheer longevity of the reign and stability it brought (historians such as John Guy stress how Elizabeth’s government still ‘worked’ in the 1590s).

The key requirement is for a direct response to the key quotation, for or against, with a balanced understanding of the alternative views, supported by selective applied evidence.