



# General Certificate of Education

## History 5041

*Alternative N Britain, 1483–1603*

# Mark Scheme

*2006 examination – January series*

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

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

## **CRITERIA FOR MARKING GCE HISTORY:**

### **AS EXAMINATION PAPERS**

#### **General Guidance for Examiners**

---

#### ***A: INTRODUCTION***

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

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

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

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

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

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

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

**B: EXEMPLIFICATION OF AS LEVEL DESCRIPTORS**

**Level 1:**

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

**Exemplification/Guidance**

Answers at this level will

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

**Level 2:**

***Either***

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

***Or***

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

**Exemplification/Guidance**

*Either* responses will have the following characteristics: they will

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

*Or* responses will have the following characteristics: they will

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

**Level 3:**

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

**Exemplification/guidance**

These responses will have the following characteristics: they will

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

**Level 4:**

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

**Exemplification/guidance**

These responses will have the following characteristics: they will

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

**Level 5:**

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

**Exemplification/guidance**

These responses will have the following characteristics: they will

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

**C: DECIDING ON MARKS WITHIN A LEVEL**

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

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

So, is the response:

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

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

---

**January 2006**

**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 what is meant by ‘dynastic ambitions’ (line 6) in the context of Henry VII’s foreign policies in the 1490s. (3 marks)

*Target: AO1.1, AO2*

- L1: Basic explanation of the term using the source, e.g. identifying the reference about ‘wanting to secure his throne and gain the respect’, or showing general awareness of Henry VII being a usurper in search of legitimacy. 1
- L2: Demonstrates developed understanding of the term and its significance in relation to the context, e.g. defines accurately the basis of Henry’s aims for his newly-acquired heir; or how Henry pursued his aims in other issues besides the Spanish marriage. 2-3

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

How useful is **Source B** as evidence about Henry VII’s relationship with Spain in the 1490s? (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 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 Spanish sovereigns had actually been using the Pretenders issue as a
-

way of pressuring Henry; or how the source comes from an expert observer with good contacts at court. 6-7

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

‘Henry VII’s alliances with European powers achieved no lasting success.’

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 *either* on own knowledge *or* the sources. 1-4

- L2: ***Either***  
Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues.

***Or***

Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, implicit understanding of a wide range of relevant issues. Most such answers will be dependent on description, but will have valid links.

***Or***

Demonstrates, by limited selection of material, *both* from the sources *and* from own knowledge, implicit understanding of the relevant issues. These answers, while relevant, will lack both range and depth and will contain some assertion. 5-8

- L3: Is able to demonstrate, by relevant selection of material, *both* from the sources *and* from own knowledge, some understanding of the demands of the question. 9-11

- L4: Demonstrates, by selection of a wide range of precisely selected material, *both* from the sources *and* from own knowledge, explicit understanding of the question and provides a balanced explanation. 12-13

- L5: As L4, but contains judgement, as demanded by the question, which may be implicit and partial. 14-15

### **Indicative content**

The focus of the question is on the relative successes and failures of Henry VII’s foreign policy. Some answers will agree with the quotation and bring in much own knowledge to support the assessments made in Source C. It is likely, however, that most answers will strongly challenge the negative view in the key statement – joining in the chorus of praise that is generally directed towards Henry’s skill and cunning. Such answers will point to Henry’s success in neutralising the threat of the pretenders, in boosting foreign trade and in bringing about the Spanish marriage (Tudor propagandist myths about Henry VII die hard). Either approach is valid as long as the central focus is on an overall assessment of Henry’s

---

policies (looking back from 1509 at outcomes, not narrative description of the policies as they happened). 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.

Answers showing differentiated assessment should be rewarded appropriately.

## Question 2

- (a) Comment on ‘the perils of a minority’ (line 3) in the context of England in the years 1483 to 1487. (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 the problems caused when the monarch is only a child. 1
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. how the unexpectedly early death of Edward IV undermined the apparently strong Yorkist dynasty; or how Henry VII was desperate to solve his own succession problem as soon as possible by marrying Elizabeth of York and producing a healthy heir. 2-3

- (b) Explain why England experienced ‘economic well-being’ (line 2) in the years 1485 to 1509. (7 marks)

*Target: AO1.1, AO2*

- L1: Demonstrates implicit understanding of the issue, e.g. refers to Henry’s basic concerns with raising money through encouraging trade. 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 of Henry’s treaties had trade clauses; or gives a range of specific examples such as overseas exploration, or the Navigation Acts; or relates the economy to growing political stability. 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 motives but explains them, with precisely selected specific examples. Note that Level 3 answers may deal with fewer factors, but more effectively – many Level 2 answers may have a longer ‘list’ of factors but not differentiate them. Level 3 answers will make links and draw conclusions to provide an explanation. 6-7

Note that financial aspects are of **very** limited relevance to economic well-being of the national economy. Better answers will focus on issues such as agriculture, trade (both internal and external) and urban growth (e.g. London and Bristol). Answers focused mostly or wholly on finance will not exceed Level 1.



- (c) Explain the importance of Henry VII's financial policies, in relation to other factors, in consolidating his authority as King in the years to 1509. (15 marks)

*Target: AO1.1, AO1.2, AO2*

- L1: The answer is excessively generalised and indiscriminating amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place. **1-4**
- L2: ***Either***  
Demonstrates, by relevant selection of material, some understanding of a range of relevant issues. **5-8**
- 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 relations with his barons, law and order, dynastic and marriage issues, and policies in overseas trade. Many answers will thus treat financial policies only briefly before developing 'more important' factors in greater depth. A balanced answer need not be comprehensive or even-handed. On the other hand, there is much available material, especially on things like the exploitation of attainders and wardships, the use of bonds and recognisances, Empson and Dudley etc, to support the view that Henry did indeed see strong finances as an absolutely essential platform for securing his control over the state. 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 ‘heretics’ (line 2) in the context of the English Church in the early sixteenth century. (3 marks)

*Target: AO1.1*

- L1: Basic or partial explanation of the issue based on either the source or own knowledge, e.g. describes in general opposition to the ‘official’ views of the Church. **1**
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. gives specific examples such as the Lollards, or Lutheran ideas coming from abroad. **2-3**

- (b) Explain why the English Church faced ‘complaints about abuses’ (line 4) in the years c1500 to c1515. (7 marks)

*Target: AO1.1, AO2*

- L1: Demonstrates implicit understanding of the issue, e.g. shows awareness of anticlericalism because of immorality and abuses. **1-2**
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. gives specific examples of abuses such as pluralism, nepotism etc; or explains the influence of Humanist reformers in publicising and criticising abuses; or shows awareness of individual events such as the Hunne case. **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 complaints about abuses were actually justified or exaggerated. **6-7**

- (c) Explain the importance of Henry VII’s relationship with the Papacy, in relation to other factors, in maintaining the stability of the English Church in the years 1485 to 1509. (15 marks)

*Target: AO1.1, AO1.2, AO2*

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

***Or***

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

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

### **Indicative content**

The focus of this question is on the security and stability of the English Church in the reign of Henry VII – and on the relative importance of a range of factors involved, especially the relationship with the Papacy. Many answers will indeed argue that this relationship was indeed vital (and that breaking this relationship was the key to the Reformation in the following reign) and that Henry VII worked hard and continuously to keep it in good repair, but this should be balanced against other factors. Successful answers will provide a balanced assessment of a range of factors contributing to religious stability, perhaps including: Henry's own personal piety and support for building churches and religious houses; his careful use of the church as an arm of government through Morton, Bray etc; the fact that up to 1509 the inward flow of reforming ideas from the Continent had not yet really developed. Answers cannot be expected to be comprehensive or even-handed. The key requirement is for a relevant argument based on a range of selected factors.

Defining the 'stability' can be flexible. Some answers will explore tensions beneath the surface – and this can be a valid approach. But most answers, quite properly, will accept the underlying idea of stability as a given and base the entire answer on explaining the basis of that stability. Again, the best answers will not be those with the most exhaustive evidence but those with the greatest depth of understanding and assessment.