



General Certificate in Education

AS History 5041

Alternative N Unit 2

Mark Scheme

2007 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.

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CRITERIA FOR MARKING GCE HISTORY:

AS EXAMINATION PAPERS

General Guidance for Examiners

A: INTRODUCTION

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

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

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

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

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

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

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

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

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

Exemplification/Guidance

Answers at this level will

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

Level 2:***Either***

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

Or

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

Exemplification/Guidance

Either responses will have the following characteristics: they will

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

Or responses will have the following characteristics: they will

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

Level 3:

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

Exemplification/guidance

These responses will have the following characteristics: they will

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

Level 4:

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

Exemplification/guidance

These responses will have the following characteristics: they will

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

Level 5:

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

Exemplification/guidance

These responses will have the following characteristics: they will

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

C: DECIDING ON MARKS WITHIN A LEVEL

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

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

So, is the response:

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

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

Alternative N: Britain, 1483–1603**AS Unit 2: Henry VII and the Establishment of a Secure Monarchy, 1483–1515****Question 1**

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

Explain briefly the meaning of 'livery and maintenance' (line 9) 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. it relates to private armies and Henry took action against his nobles to stop it. **1**
- L2: Demonstrates developed understanding of the term and its significance in relation to the context, e.g. defines precisely in context the two aspects involved; or explains accurately why Henry was worried and the range of measures he took to clip the wings of the magnates, such as the Laws against Retaining. **2-3**

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

Explain how useful **Source B** is as evidence about the political situation in England at the end of 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 statement identifying utility/reliability of the source based on the content, e.g. all-purpose speculation about the source of the report being well-informed; or literal and uncritical paraphrase of the contents of the source. **1-2**
- L2: Developed statement about utility/reliability in relation to the issue and based on content and own knowledge, e.g. using own knowledge to explain the context of late 1485 and uncertainties about the new reign and the fear of new upheavals. **3-5**
- L3: Developed evaluation of the sources, with reference to the sources and own knowledge, drawing conclusions about the extent/degree of utility/reliability of the source, e.g. awareness of the sympathetic tone about the victims of attainder; or evaluating the source in the light of other views about the situation at the end of 1485. **6-7**

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

'In the years between the Battle of Bosworth and the end of 1487, Henry VII was able to consolidate his grip on power with surprising ease.'

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 process by which Henry VII was able to consolidate his power after his controversial accession. Source A and Source B both make it plain how tense and vulnerable Henry's position seemed in the early stages. Some answers will entirely disagree with the quotation and bring in much own knowledge of Henry's problems and how the Tudor propaganda version of 1485 has exaggerated the differences between the usurpations of Richard III and Henry himself. Henry had a weak dynastic claim and he had gained the crown by killing the previous king. He depended crucially on all sorts of people he could not safely trust. Such answers may emphasise how seriously Henry worried about pretenders until at least 1497.

On the other hand, many answers will be ready to see 1485 as a real turning point and to explain the advantages Henry had as he came to the throne and how quickly and relatively easily he eliminated or tamed his opponents. Source C fits in with this line. Such answers will point to key events between Bosworth and the end of 1487, including effective use of Parliament, the marriage to Elizabeth of York and the relative ease by which Henry crushed the

Lovell rebellion of 1486 and the invasion by Simnel and his supporters in 1487. Answers which focus almost exclusively on 1485 will be seriously unbalanced.

Note that some answers may use material relating to events after 1487 to support their case. Such material **could** be made relevant and effective but should not be description for its own sake and should not unbalance the answer.

Successful answers will have a clear argument, supported by applied own knowledge and sensible use of sources.

Question 2

- (a) Comment on 'Yorkist claimants' (line 4) in the context of Henry VII's foreign policy in the years from 1485. (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 foreign support for pretenders. 1
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. gives specific examples of foreign backing (such as Burgundy and Maximilian helping Warbeck); or explains how many of Henry VII's diplomatic efforts were to guard against this. 2-3

- (b) Explain why Henry VII was 'in debt to Brittany and France' (lines 2 and 3) at the beginning of his reign. (7 marks)

Target: AO1.1, AO2

- L1: Demonstrates implicit understanding of the issue, e.g. refers to the support Henry received before Bosworth. 1-2
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. provides a sound range of evidence about Henry's exile in 1483 – 1485 and his financial dependence on the French pension. 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 factors but explains them in the light of a judgement. 6-7

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

- (c) Explain the importance of maintaining good relations with Spain, in relation to other factors, in explaining Henry VII's foreign policies in the years 1489 to 1509. (15 marks)

Target: AO1.1, AO1.2, AO2

- L1: The answer is excessively generalised and indiscriminating amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place. **1-4**
- L2: ***Either***
Demonstrates, by relevant selection of material, some understanding of a range of relevant issues.
- Or***
Demonstrates, by relevant selection of material, some understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **5-8**
- L3: Demonstrates, by selection of appropriate material, explicit understanding of some 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 concerns for security, the importance of trade relations with the Netherlands, Venice, the Hanseatic League etc., and the importance of Brittany and France (and of Maximilian and the Empire) early in his reign. On the other hand, there will be strong arguments that Spain was indeed the key factor, especially the long-running saga of the marriage alliance. Spain was the new rising great power and Henry spent a huge amount of time and effort on relations with Spain. There was also a connection with the security issue here in that Henry was very anxious about possible Spanish support for Warbeck (and knew he was being lied to when Ferdinand and Isabella assured him that they had never had anything to do with him).

A balanced answer need not be comprehensive or even-handed – answers may have either massive material on Spain or something much more slender according to the case being argued. As usual, the basis of successful answers will be an argued overall assessment supported by precise and well-chosen evidence. Answers at Level 4 and above will not necessarily have more sheer substance but will have precise definition of issues and the ability to differentiate between factors of greater or lesser relative significance.

Note the key dates 1489 and 1509. The start date should link answers to Medina del Campo as the real beginning of the relationship (and should deflect answers away from repeating the material used in Question 2(b)). The end date requires answers to go beyond 1500 and to look at issues in the context of the reign as a whole.

Question 3

- (a) Comment on 'succeeded to the kingdom peaceably' (line 2) in the context of Henry VIII's accession to the throne. (3 marks)

Target: AO1.1

- L1: Basic or partial explanation of the issue based on either the source or own knowledge, e.g. describes in general the trouble-free accession in 1509. **1**
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. gives specific evidence of the circumstances inherited by Henry VIII; or explains how this contrasts with the violent and uncertain transfers of the crown in 1483 and 1485. **2-3**

- (b) Explain why Henry VII was regarded as a 'very great miser' (lines 2 and 3). (7 marks)

Target: AO1.1, AO2

- L1: Demonstrates implicit understanding of the issue, e.g. shows awareness of Henry's reputation for being rich and grasping. **1-2**
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. gives specific examples of Henry's methods for raising money and avoiding war; or shows awareness of how he became harsher in the last years of his reign (causing a backlash after his death). **3-5**
- L3: Demonstrates explicit understanding of a range of factors, and prioritises, makes links and draws conclusions in order to provide an explanation, e.g. evaluates the extent to which Henry really was a miser (he spent lavishly on putting on a show at his court and was generous in founding churches). **6-7**

- (c) Explain the importance of Henry VII's success in dealing with the Church, in relation to other factors, in explaining the stability of the kingdom inherited by Henry VIII. (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 legacy of Henry VII, and on the relative significance of a range of factors within that legacy. Some answers may argue, critically, that Henry's legacy was not as stable as all that and that there were many problems brewing, in religion and in the unpopularity of Henry VII's henchmen. This approach could indeed be highly effective and should be rewarded appropriately but is not a requirement – the framing of the question treats 'stability' as a given.

Many answers will firmly disagree with the idea that control of the Church was the key – arguing instead that other factors had a greater impact. They might include:

- success in keeping the nobility under his thumb
- the full treasury gained by his careful handling of finance, the use of loans, benevolences and so on
- successful policies fostering growth of the domestic economy
- foreign policies and the avoidance of war.

There must, however, be adequate attention (at least a well-focused paragraph) to the issue of dealings with the Church. Some answers will cover this aspect more extensively, using some of the following arguments:

- Henry VII was very successful in his relations with the Papacy
- he got loyal support from the bishops

- he used church appointments very effectively to build up his power base
- Henry was himself a pious, traditional Christian who made many church endowments
- there were few signs before 1509 of any restiveness or demands for radical religious reform.

The key to successful answers will be a balanced assessment of Henry VII's legacy in the context of a range of relevant evidence about the state of the kingdom in 1509. Extensive coverage of Henry VII's early years is not essential – but there may be answers that make effective, selective use of 'what happened next?' to develop their assessment of the stability that existed in 1509.