



## **General Certificate in Education**

# **AS History 5041**

## **Alternative N Unit 2**

# **Mark Scheme**

*2007 examination – June series*

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

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

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

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

### **AS EXAMINATION PAPERS**

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

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#### **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).

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**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.

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**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.

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**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.

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**June 2007**

**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 what is meant by ‘retaining’ (line 4) in the context of Henry VII’s authority.  
(3 marks)

Target: AO1.1, AO2

- L1: Basic explanation of the term using the source or own knowledge, e.g. stating that Henry VII took action against his nobles to stop it, or makes a basic point about private armies. **1**
- L2: Demonstrates developed understanding of the term and its significance in relation to the context, e.g. how Henry was threatened by the presence of private armies and that this was part of a range of measures he took action against, including livery and maintenance, attainders etc. **2-3**

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

How useful is **Source B** as evidence about the power and authority of Henry VII?  
(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 extrapolation of the contents of the source. **1-2**
- L2: Developed statement about utility/reliability in relation to the issue and based on content and own knowledge, e.g. using own knowledge to ‘test’ the accuracy of the source evidence, or explain the context of 1497 just after the defeat of the Cornish rebels, and the Treaty of Ayton. **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. showing that both Milan and the Venetians kept a permanent presence in England and that the author of the report in Source B is a typically well-informed and highly-placed

expert observer with good contacts – 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.

‘Henry VII’s government was never all-powerful. Even near the end of his reign Henry faced considerable opposition.’

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 strength of Henry VII’s government – and, implicitly, on the degree of stability in the kingdom. Some answers will entirely agree with the quotation and bring in much own knowledge of Henry’s problems, and how Tudor propaganda has exaggerated Henry’s achievements. Most answers will probably follow the tone of the sources, all of which are mostly complimentary. Elton in Source A stresses the ‘new men’ and how effective their administration was. Pollard in Source C stresses the king’s success in taming the nobility. The Italian Report in Source B is more general but stresses the obedience of the nobility, especially after 1497. All three sources refer directly or indirectly to success in increasing the wealth of the Crown. The central focus should be agreeing or disagreeing with the key quotation, using own knowledge to support or challenge the sources. 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.

NB The key words “all-powerful” allow the opportunity to range over the reign as a whole; but answers addressing the key words “even near the end of his reign” should be appropriately rewarded.

## Question 2

- (a) Comment on ‘discontented Yorkists’ (line 3) in the context of Richard III’s reign. (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 derived from the extract about ‘joining’ Henry Tudor and being ‘alienated’. **1**
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. gives specific examples such as Morton; or explains how many of Edward IV’s family and followers turned against Richard after 1483; or were alienated by Richards’ failure to reward them enough. **2-3**

- (b) Explain why Richard III removed his brother’s sons in 1483. (7 marks)

*Target: AO1.1, AO2*

- L1: Demonstrates implicit understanding of the issue, e.g. refers to the usurpation and/or the murder of the princes. **1-2**
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. provides a sound range of events and motives for the usurpation. **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 in the light of a judgement on Richard as a rational politician or a murdering monster. **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 events on the battlefield at Bosworth, in relation to other factors, in explaining the triumph of Henry Tudor in 1485. (15 marks)

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

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

### Indicative content

Note that this question requires an assessment of relative importance. Many answers will focus at length on 'other factors' here, especially Richard's weakening position since 1483 and the skillful political leadership (and foreign support) behind Henry Tudor. Because of the various factors that had weakened his position since 1483, there will be strong arguments that Richard was doomed to defeat long before the battle. In such answers, there might be slender coverage of Bosworth. On the other hand, there is much evidence to suggest that Henry was making a big gamble by invading, and that Richard might well have won. Many answers will cover the battle in detail, dealing with matters of generalship, such as Richard's wild charge – and matters of betrayal, with Percy hanging back and Stanley's decisively turning against Richard at the last moment. A balanced answer need not be comprehensive or even-handed.

As usual, the basis of successful answers will be an argued 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 and lesser relative significance.

The focus of this question is on how and why Henry Tudor overthrew Richard III – events at Bosworth were the culmination of this and most answers, correctly, will look back from Bosworth to assess short-term and longer-term factors. 'The triumph of Henry Tudor in 1485' could, however, be interpreted to include successful measures he took **after** winning the throne. Such material could indeed be used effectively – but it should not unbalance the answer and is not a requirement.

**Question 3**

- (a) Comment on 'Navigation Acts' (line 4) in the context of Henry VII's economic policies. (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 acts passed to boost shipping. **1**
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. gives specific evidence of the acts of 1485 and 1489; or explains how the acts required foreign goods to be imported in English ships, with English crews; or explains Henry's motives behind the acts. **2-3**

- (b) Explain why the trade between England and the Netherlands was so important. (7 marks)

*Target: AO1.1, AO2*

- L1: Demonstrates implicit understanding of the issue, e.g. shows awareness of the cloth trade. **1-2**
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. relates trade with the Netherlands to the long decline in English wool exports and how keen Henry was to encourage the Merchant Adventurers; or explains the *Magnus Intercursus*. **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 let concerns for Netherlands trade affect his relations with other countries. **6-7**

- (c) Explain the importance of Henry VII's treaties with foreign powers, in relation to other factors, in explaining the expansion of England's trade and prosperity during his reign. (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**

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- 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 expansion of the economy, both internally and overseas, and the relative importance of the way Henry VII's diplomacy promoted economic growth. Some answers may argue, at times rather uncritically, that Henry's personal contribution was massively important and massively successful, crediting him with everything from domestic farming, to cunning trade clauses in his treaties, to the growth of London and Bristol, and to overseas exploration. Many answers are likely to credit Henry's diplomacy with huge success in this area – Medina del Campo, Magnus Intercursus, etc. Other answers may be willing to see the limitations Henry had to deal with (and this his priorities were not always trade but security) explaining how England found it difficult to compete with powerful trade blocs like Venice and the Hanseatic League – or that things like the Cornish rebellion showed how unsuccessful and unpopular some of his economic policies were. Successful answers will provide a balanced assessment of Henry's diplomacy in the context of a range of other factors affecting trade and prosperity.

NB Foreign policy issues **can** be made relevant; but answers **should** see trade and the economy as the key. Those answers tilted too much towards foreign policy and security will be deemed unbalanced; or only with implicit relevance.