



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

Mark scheme January 2004

GCE

History

Alternative N: Units 2 and 5

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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 'objective-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 undiscriminating 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 undiscriminating 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 the language, be coherent in structure, but limited grammatically.

Analytical responses will have the following characteristics:

- arguments which have some focus and relevance
- an awareness of the specific context
- some accurate but limited factual support
- coverage of all parts of the question but be lacking in balance
- some effective use of language, be coherent in structure, but limited grammatically.

Level 3:

Demonstrates by selection of appropriate material, explicit understanding of a range of issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial.

Exemplification/guidance

Level 3 responses will be characterised by the following:

- the approach will be generally analytical but may include some narrative passages which will be limited and controlled
- analysis will be focused and substantiated, although a complete balance of treatment of issues is not to be expected at this level nor is full supporting material
- there will be a consistent argument which may, however, be incompletely developed, not fully convincing or which may occasionally digress into narrative
- there will be relevant supporting material, although not necessarily comprehensive, which might include reference to interpretations
- effective use of language, appropriate historical terminology and coherence of style.

Level 4:

Demonstrates by selection of a wide range of precisely selected material, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope.

Exemplification/guidance

Answers at this level have the following characteristics:

- sustained analysis, explicitly supported by relevant and accurate evidence
- little or no narrative, usually in the form of exemplification
- coverage of all the major issues, although there may not be balance of treatment
- an attempt to offer judgement, but this may be partial and in the form of a conclusion or summary
- effective skills of communication through the use of accurate, fluent and well directed prose.

Level 5:

As Level 4 but also shows appropriate conceptual awareness which, together with the selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question.

Exemplification/guidance

Level 5 will be differentiated from Level 4 in that there will be:

- a consistently analytical approach
- consistent corroboration by reference to selected evidence
- a clear and consistent attempt to reach judgements
- some evidence of independence of thought, but not necessarily of originality
- a good conceptual understanding
- strong and effective communication skills, grammatically accurate and demonstrating coherence and clarity of thought.

D: DECIDING ON MARKS WITHIN A LEVEL

These principles are applicable to both the Advanced Subsidiary examination and to the A level (A2) examination.

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

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

So, is the response:

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

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

January 2004**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 “the local powers of the nobility” in the context of Henry VII’s government of England. (3 marks)

Target: AO1.1, AO2

- L1: Basic explanation of the term using the source, e.g. involves ownership of land, and local authority. **1**
- L2: Demonstrates developed understanding of the term and its significance in relation to the context, e.g. explain Henry’s urgent need to either placate the nobility, or bring them under control by other means. **2-3**

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

Explain how useful **Source B** is as evidence of Henry VII’s achievements as king. (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. literal description of the source or generalised assertion. **1-2**
- L2: Developed evaluation of utility/reliability of the source in relation to the issue linking source, own knowledge and provenance, e.g. uses own knowledge to confirm or challenge the source. **3-5**
- L3: Developed evaluation, drawing conclusions about utility/reliability based on strengths and weaknesses and judged against the context, e.g. shows good understanding of the nature of a funeral oration; or shows differentiation in evaluating its accuracy. **6-7**

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

“Henry VII successfully restored the power of the crown.”

Explain why you agree or disagree with this opinion.

(15 marks)

Level descriptors for response *with* use of sources and own knowledge

Target: AO1.1, AO1.2, AO2

- L1: The answer is excessively generalised and indiscriminating, amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place, based on *either* own knowledge *or* the sources. **1-4**
- L2: ***Either***
Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues.
- Or***
Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, implicit understanding of a wide range of relevant issues. Most such answers will be dependent on description, but will have valid links.
- Or***
Demonstrates, by limited selection of material, *both* from the sources *and* 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 how far or not Henry VII re-established the power of the crown during his reign. From the sources, candidates will understand that Source A provides evidence of Henry’s concern with security and perhaps his insecurity in the early years of his reign (pretenders etc), while Source B demonstrates that by 1509 it could be argued that Henry VII’s reputation stood high; while Source C indicates that on balance Henry did succeed in restoring the power of the crown, especially as experience taught him to be wary of imposing too much in the way of general taxation.

Level 1 answers are likely to be generalised and vague or may rely heavily on paraphrasing the sources, especially Source B and C. Level 2 answers will make greater reference to the sources allied to probably supportive descriptions or assertions regarding Henry VII’s success

in restoring the power of the crown. Level 3 answers will either agree or disagree with the proposition and provide an explanation of Henry VII's policies in restoring the power of the crown in regard to law and order, the nobility, finances and pretenders. Such answers may well be lacking in depth of treatment or in range or balance. Level 4 answers will provide a developed range of reasons for or against the proposition that Henry VII successfully restored the power of the crown, including possible reference to widespread dislike of many of his policies, especially among the nobility and gentry in the later years of his reign. Level 5 answers will integrate their own knowledge allied to effective comment on the sources to support a clearly formulated judgement on whether or not Henry VII successfully restored the power of the crown and whether his achievements were or perhaps in reality rather modest. Candidates who show depth of understand of the implications of "restoring the crown" should be rewarded appropriately.

Question 2

- (a) Comment on "domestic industry" in the context of the economy in the early Tudor period. (3 marks)

Target: AO1.1

L1: Basic or partial explanation of the issue based on either the source or own knowledge, e.g. marking or manufacturing articles in the home. **1**

L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. explains that people often combined manufacture with farming, especially during the slack periods of the agricultural year. Also, there will be descriptions of domestic manufacture in either textiles or the metal trades or other activities in which often the whole family engaged. **2-3**

- (b) Explain why most people were engaged "in other occupations" during slack periods of the agriculture year. (7 marks)

Target: AO1.1, AO2

L1: Demonstrates implicit understanding of the issue, e.g. in the form of general or unsupported statements, e.g. many people combined farming with making textiles or other goods in their homes. **1-2**

L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. that the agricultural year made farming, especially in the winter months apart from animal husbandry, rather part-time and that family income needed to be supplemented by often taking in outwork for local clothiers or ironmasters. **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. the sheer necessity of making a living especially when farming was so uncertain – weather, the seasons of the year, disease, plenty and dearth, allied to an already increasing population. There will be sound examples of work undertaken in regard to textiles, the metal trades and other forms of livelihood. **6-7**

- (c) Explain the importance of agricultural developments, in relation to other factors, as a cause of social and economic change in the years 1483 to 1515. (15 marks)

Standard Mark Scheme for Essays at A2 (without reference to sources)

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 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 the question is on social and economic change and how important industry was as a factor in such developments. The weaker answers will probably tend to be concerned with general accounts of the cloth trade and perhaps enclosures and not a great deal more. More focused answers will be able to develop not just on industry's role in social and economic change, but also on other economic activity that was a feature of the period such as agricultural developments, especially in the South East.

Level 1 answers will be very generalised or descriptive in approach. Level 2 answers will contain more developments on industry and other factors, but will tend to adopt a narrative approach. Level 3 answers will provide an explanation of how far industry as opposed to other factors was a cause of social and economic change, but such answers will be lacking in depth, balance or range. Level 4 answers may provide a range of examples in regard to social and economic change concentrating on industry, as well as agriculture and trade. There may be concentration on the growth of the metal trades in the West Midlands and South Yorkshire, as well as the export of cloth and the growth of specialised farming to meet the demands of London, especially in the South Eastern region. Also the importance of the cloth trade will receive due recognition, not least in encouraging economic change in the move of

some industrial activity out of the towns and into the countryside. Level 5 will provide a clear judgement on whether or not industry was more important than other factors in causing a social and economic change. Also a range of well developed examples in regard to industry, agriculture and trade, as well as their social effects, will be advanced in support of their arguments.

Question 3

- (a) Comment on “a new dynasty” in the context of relations with other powers under Henry VII in the years 1485-1487. (3 marks)

Target: AO1.1

- L1: Basic or partial explanation of the issue based on either the source or own knowledge, e.g. defines the basis of Henry’s need for legitimacy in 1485. 1

- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. explains how Henry was vulnerable as a usurper and needed foreign recognition of his legitimacy. For L2, answers should relate the definition to aspects of foreign policy. 2-3

- (b) Explain why relations with Spain were important for Henry VII in the years 1487 to 1509. (7 marks)

Target: AO1.1, AO2

- L1: Demonstrates implicit understanding of the issue, e.g. deals with Henry’s plan for a Spanish marriage. 1-2

- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. explains the consequences of the death of Arthur; or the importance of trade concerns. Some answers may explain the importance of Spain in relation to other foreign powers. This should be rewarded but it is *not* a requirement for a successful answer. 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. shows differentiation; and/or awareness of change over time. 6-7

- (c) Explain the importance of prestige, in relation to other factors, in explaining Henry VII’s foreign policy in the years 1485 to 1509. (15 marks)

Standard Mark Scheme for Essays at A2 (*without* reference to sources)

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, implicit 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 a broad assessment of Henry VII's foreign policy. Within this, the question requires candidates to take a view of the relative importance of a range of factors – either “prestige” or other motives and pressures. Some candidates will rate prestige as very significant and will deploy substantial evidence to support their contention; others will relegate prestige to a minor role and write at length about other factors – such as Henry's constant preoccupation with security; or concerns to protect and expand English trade; or the political ambitions behind the various marriage schemes. Any of these approaches can be valid, as long as there is a balanced understanding of a range of issues. The best answers will not necessarily be the most comprehensive ones but those showing depth and differentiation – for example, answers that have depth of understanding of what “prestige” actually meant in practice; or how priorities changes over time, as the new dynasty became more secure from its early dangers. Many answers may make relevant use of the candidate's knowledge of domestic issues (such as finance) to explain nature of prestige and security, but this material must be applied to the question, not used descriptively for its own sake.

January 2004**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 two sources agree about Somerset's failings as Lord Protector?
(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

Level 1 answers will often fail to make comparison – being based on only one source, making vague unsupported assertions, or relying on literal and uncritical description of the source evidence. Many answers at Level 2 will make a valid comparison, but will often be based entirely on more or less skilful/thorough comprehension of what each source “says”. (Some answers may use own knowledge but only descriptively, not to explain the comparison). Answers reaching Level 3 and above will not only grasp the source evidence accurately but will show one or more of the following:

- the ability to differentiate between degrees of similarity and difference, according to tone and emphasis;
- appropriate own knowledge applied to explanation of the context;
- depth of comparison based on implicit understanding of the issue;
- evaluation of the provenance and reliability of one or both sources. For example, the contemporary nature of Source A (and very anti-Somerset tone), compared with the “revisionist” secondary interpretation offered in Source B.

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

“The weakness of mid-Tudor government in the years 1547-1558 is explained by social and economic discontent rather than the inability of the monarchs to control the struggles between ambitious politicians.”

Comment on 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 requires a synoptic view of the central issue (the “weakness of mid-Tudor government”) in the light of a range of factors – social discontent; ambitious politicians; any other factors that the candidate brings into play. We should not expect answers to be comprehensive or equal in coverage. Some may concentrate rather more on the problems of Edward as a minor, or on Mary as a female ruler. Some may agree with the quotation and focus on aspects of discontent; others (probably a majority) will challenge the assumption in the question and will deal at length with powerful individuals and factions. To produce a balanced argument it is necessary to show awareness of such a range of issues but not to give them all equal weight of evidence. Some answers may give excessive attention to the *motives*

of the rebels – this question is about the weaknesses of government. Material on the nature of the rebellions should be applied to this issue.

Some answers, often good ones, might legitimately challenge the question on a fundamental level, arguing perhaps that the “weakness” of government in the so-called mid-Tudor crisis is a bit of a myth (as is hinted at the end of Source C) – or playing down the significance of the two factors in the quotation and pointing to other more important explanations, such as the legacy of Henry VIII, of Mary I’s personal failings. Another productive approach might be to differentiate within the timescale of the question, perhaps arguing that the years 1549-1553, unlike the rest of the period, were essentially stable.

All the sources have plentiful material related to the issues. Both Source A and Source B make direct judgements about the political rivalries; Source C outlines the background of discontent. Many answers will reach Level 2 by extensive, if literal, use of this material, with some superficial knowledge of the context. (Sadly, some intelligent and argued answers will reach no higher than top of Level 2 because they completely ignore the sources). Answers at Level 3 and above will, in varying degrees of depth and balance, produce a well-directed, argued assessment supported by selective evidence both from the sources and from own knowledge and understanding.

Section B

Questions 2 – 7 are synoptic in nature and the rewarding of candidates should be clearly linked to the range of factors or issues covered in the generic A2 Levels of Response mark scheme and by the indicative content in the specific mark scheme for each question.

Standard Mark Scheme for Essays at A2 (*without reference to sources*)

L1: ***Either***

Is able to demonstrate, by relevant selection of material, implicit understanding of the question. Answers will be predominantly or wholly narrative.

Or

Answer implies analysis, but is excessively generalised, being largely or wholly devoid of specific information. Such responses will amount to little more than assertion, involving generalisations which could apply 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

To what extent did the rise in population contribute to the prosperity of England and Wales in the years 1525 to 1603? *(20 marks)*

Target: AO1.1, AO1.2, AO2

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

Marks as follows:

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

Indicative Content

Discussion is required of the nature of change in regard to increasing population levels and their social and economic effects in England in the years 1525 to 1603 and to what extent this contributed (if at all) to the country's increasing prosperity.

At Level 1 candidates will tend to produce superficial and generalised responses. There may be some description of the rise in population, especially after 1558, but these will be literal and not linked to levels of prosperity. Level 2 candidates may demonstrate a more secure knowledge of population increase, including the fact that although there was a steady rise between 1525 and 1547 this accelerated after 1558 owing to increased fertility rates rather than an increasing death rate. There may be some awareness that farming developments, including enclosure, did reflect the need to feed a growing population that was to an extent becoming better fed; but such answers will tend to be excessively narrative or overly assertive. At Level 3, candidates will be more selective in their use of material, addressing the demands of the question explicitly and very probably will be able to demonstrate that population increase, in spite of some setbacks, such as bad harvests in the mid-century and again in the 1590s, did increase steadily throughout the period. Such answers may address the question of prosperity in that developments, especially in agriculture and textiles, and the growth of some towns did provide work for an increasing population, or there may be some challenging of the proposition that there was increasing prosperity, especially if one considers runs of bad harvests and contemporary concerns regarding vagabondage and vagrancy; but will lack range or depth of treatment. At Level 4, candidates will demonstrate by a wide

range of well selected material, explicit understanding of the demands of the question. There will be awareness that population increase accelerated after 1558 and that by 1603 was approximately 4 million. There will be awareness that there was some growth in employment opportunities, especially in industry and agriculture and also in larger towns and cities such as London. Also, there may well be challenging of the proposition that population increase necessarily meant increased prosperity – that was rarely the contemporary view. At Level 5, candidates will demonstrate, by sound selection of material, clear understanding and sustained judgement on whether or not population increase necessarily meant more prosperity for most of the population. There may be some consideration of wage levels and of real wages that often did not have so much purchasing power by the end of the Elizabethan era than had been the case earlier in the century. Also, there may be consideration of falling mortality rates in the Elizabethan period that would indicate a healthier and better fed population which argued for some increasing prosperity, not least in the countryside.

Question 3

“The political and religious rivalries of ambitious individuals consistently undermined the power of the monarch.”

Comment on this view with reference to the years 1529 to 1547. (20 marks)

Target: AO1.1, AO1.2, AO2

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

Marks as follows:

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

Indicative Content

Candidates are being asked to consider how far or not the power of Henry VIII was undermined by the political and religious rivalries of ambitious politicians and the extent to which the king was or was not the victim of faction. Level 1 candidates will either produce unsupported generalisations regarding the king and his relations with the leading political figures of the period; or produce merited narratives. Level 2 candidates may produce fuller narratives of the relations between Henry VIII and the other leading figures of the day and how far their political and religious rivalries undermined his power, or there may be some relevant but superficial development of the rivalries of the 1530s and how these related to religion and politics with attention perhaps being paid to the events surrounding the fall of Anne Boleyn in 1536 or the overthrow of Cromwell in 1540 or the rivalries of the 1540s. Level 3 candidates will demonstrate by selection of relevant material explicit understanding of the proposition of Henry’s control being undermined by the political and religious rivalries of ambitious politicians. There may be some concentration on the 1540s when the increasing illnesses and isolation of the king became more apparent. There may be some development on the rivalry between the “conservative” and the “reformist” groups in Henry’s last years and their respective attempts to secure the support of the king. However, such answers may be lacking in depth or in their coverage of the question. Level 4 candidates will produce developed and well sustained accounts of how far or not Henry was the victim of the religious and political agendas of ambitious politicians. They will be aware of much of the

conflicting nature of the evidence surrounding Henry, especially in the 1540s – was the king the puppet or the puppet master? Such candidates will be adept at conveying the views of historians such as David Starkey, Lacey Baldwin Smith and Eric Ives. At this level a certain amount of accurate historiography is to be expected from a number of candidates – but this is by no means essential for a good answer. Level 5 candidates may demonstrate depth of awareness of how far or not the king’s power was undermined by the political and religious agendas of ambitious politicians and will offer independent judgement. For example, there may be recognition that although manipulated at times Henry was in the last resort usually in control of the political and the religious agenda and that in any case it is often difficult to disentangle political from religious rivalries at this time.

Question 4

Examine the view that “parliament was vital to the effectiveness of Tudor government, both at national and at local level, in the years 1529-1558”. (20 marks)

Target: AO1.1, AO1.2, AO2

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

Marks as follows:

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

Indicative Content

Candidates are being asked to discuss how valid is the view that parliament was vital to the effectiveness of Tudor government to both the national as well as the local level. That will require the consideration of parliament’s activities in the religious, political, as well as the social and economic sphere.

Level 1 candidates will either produce highly generalised accounts of Parliament’s role in government, or uncritical narratives of some of the significant issues of the period in which Parliament was of necessity involved such as the Henrician Reformation. Level 2 candidates may make a relevant selection of material – such as the work of the Reformation Parliament in the implementation of the Henrician Reformation and other subsequent religious changes, as well as some consideration of the social and economic legislation for which Parliament was responsible, such as the regulation of trade, industry and the poor, both deserving and undeserving; but will be either superficial or essentially descriptive accounts. Level 3 candidates will demonstrate a more specific grasp of the demands of the question and will focus more clearly on how far Parliament was or was not vital to the effectiveness of Tudor government, both at the national and the local level. There may be consideration of the often key role of Parliament in ensuring vital legality and acceptance for government policies whether in matters of religion, the economy or social regulation; or recognition that much of the day to day tasks of government at the local level depended on the support of Parliamentary legislation – but the answer will lack depth and/or balance. Level 4 candidates will demonstrate by a wide and precise selection of material how Parliament was or was not that vital to the effectiveness of government both locally and nationally. There may be recognition that Parliament was the body which gave legal effectiveness both to government

policy in a variety of spheres as well as providing a vital legal framework for the operation of government at the local level. Level 5 candidates will show conceptual grasp of issues such as the extent to which Parliament was vital to the workings of government both locally and nationally. There will be depth of awareness that the policies of governments needed the support of the political nation to be truly effective and for this to be achieved the use of Parliament was vital while in the local sphere the activities of officials such as JP's increasingly depended on parliamentary legislation to make their roles more effective in their local areas.

Question 5

“The success of the Reformation in the years 1529-1553 owed more to the state's desire to control the church than to the attraction to protestant ideas.” (20 marks)

Target: AO1.1, AO1.2, AO2

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

Marks as follows:

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

Indicative Content

Candidates are being asked to discuss how far the spread of protestant ideas in England between 1529 and 1547 was the key reason for the Henrician Reformation. This will include the discussion of a range of political, economic and religious factors.

Level 1 candidates will tend to produce generalised narratives of the religious changes between 1529 and 1547, or they may have a vague implicit grasp of the question. There may be narratives or unsupported assertions regarding the other factors in the reformation such as the royal divorce or the dissolution of the monasteries. Level 2 candidates will have some grasp of the issues involved – religious conservatism versus religious radicalism. Such answers may take the form of descriptive accounts of significant changes in legislation and of the extent to which these were influenced by protestant ideas. Also there may be some coverage of advancing religious ideas, especially those held by Cromwell, Cranmer and Anne Boleyn. At Level 3 candidates will make more focused responses to the question. They will explain the importance or otherwise of the spread of protestant ideas (this may include some discussion of the Six Articles of 1539 and other legislation that indicates that the least of Henry's interests may have been the establishing of Protestantism in England). The fact that his overwhelming interest may have been royal control to the church, as the Act of Supremacy indicated, and greed may have lain behind the dissolution of the monasteries. However, balance or depth of treatment will be lacking. Level 4 candidates will demonstrate by the selection of a wide range of precise material that influence of protestant ideas on English religious changes was or was not limited during this period. They may consider that religious change was increasingly influenced by protestant ideas and that the dissolution of the monasteries and the introduction of the English bible in 1538 were significant steps on the road to Protestantism, as too was the influence of both Cromwell and Cranmer. Also they may be aware that conservative factors such as Henry VIII himself or the influence of a

Catholic faction, especially in the events surrounding the fall of Anne Boleyn in 1536 and later of Cromwell in 1540 make it harder to argue that Protestant ideas were often not in the ascendant, at least at court. Level 5 candidates will provide a wide range of precisely selected material, as in Level 4, but will be able to produce depth of judgement on the key importance or otherwise of protestant ideas as the key agent in explaining religious change in England between 1529 and 1547.

Question 6

With reference to the years 1529 to 1560, assess the extent to which England's foreign policy was more concerned with prestige than security.

In your answer you should refer to relations with Ireland, Scotland and France.

(20 marks)

Target: AO1.1, AO1.2, AO2

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

Marks as follows:

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

Indicative Content

Candidates are being asked to consider how far English foreign policy was more concerned with national security than with creating a Greater Britain. This will involve consideration of both political and religious factors as both impinged on security as well as some of the motivations behind the idea of a Greater Britain.

Level 1 candidates will produce vague generalisations or uncritical narratives of some aspects of Henry VIII's foreign policy in the 1530s and the 1540s. Level 2 candidates will have some grasp of the range of issues governing England's foreign policy during this period both under Henry VIII and his successors but either superficial in argument and comment or excessively descriptive. At Level 3, there may be appreciation that in the mid-and later-1530s issues of security were predominant while in the 1540s Henry VIII to some extent revived his concerns to cut a figure on the European stage with his invasion of France, although England found itself in danger of an invasion in the mid 1540s; or some consideration of Henry's policies in regard to Scotland and then Somerset's concern to push a protestant agenda there in the later 1540s. Security concerns in the 1550s and the 1560s may receive attention. Answers may include knowledge of Henry VIII's motivation in the 1530s and 1540s including the dangers of foreign invasion and the wish to ensure that Scotland was a friend rather than an enemy. In the case of the latter his policy failed while as ever prestige was not far from the king's thoughts, as the renewal of war with France in the 1540's indicated. There may be consideration of Somerset's attempts to bludgeon Scotland into the protestant camp, and Northumberland's policy of disengagement between 1549 to 1553 when financial considerations played a significant part in policy. There may be consideration of foreign policy under Mary, which was pro-Spanish, and under Elizabeth, when concerns were more diverse but very concerned with national security too, but Level 3 answers will lack depth and/or balance. At Level 4, possibly candidates will demonstrate a sound grasp of the

demands of the question, arguing that national security was the predominant motive throughout the period, especially in the 1530s and 1540s and again in the late 1550s and early 1560s. Level 5 candidates will offer both precisely selected evidence and depth of argument for or against the proposition that national security was the guiding light of English foreign policy. There will be clear appreciation that Scotland was a vital concern to English governments, especially in the period 1540 to 1566. There will be evidence of clear judgement when the complexities of foreign policy was concerned. Note that there are many possible issues and specific examples here. We cannot expect answers to be comprehensive or equal in coverage. The suggestions of the factual content to be found at various levels of response are indicative only – levels should be decided by intrinsic qualities, not by inclusion or omission of certain facts.

Question 7

“The motives of the rebels usually had much more to do with social unrest than with religious protest.”

How valid is this view of rebellions against Tudor governments in the years 1547-1558? (20 marks)

Target: AO1.1, AO1.2, AO2

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

Marks as follows:

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

Indicative Content

The focus of this question is on the origins and motivation of Tudor rebellions. The key dates, 1547-1558, require attention to the major rebellions of 1549 and 1554 – candidates may refer to other less prominent examples of unrest and rebellion but this is not essential – nor should comprehensive or equal coverage be expected. Many successful answers may choose to focus in greater depth on one key case study. Candidates should address the key quotation, either to agree or disagree with its main contention about social causes; or to provide a differentiated argument (for example that the Western Rebellion was a religiously-motivated exception); or challenge the quotation more fundamentally, bringing in relevant “other factors” deemed to be of greater significance. Answers at Level 2 will often be well informed but very literal and descriptive; or based on a relevant but superficial overview. Answers at Level 3 will have relevance and appropriate evidence but will lack sufficient depth and/or balance. At Level 4 and Level 5, answers will be balanced and competent, differentiating between a range of factors in order to resolve a coherent and balanced argument.

Question 8

How effectively did Elizabeth I's control of the political and religious rivalries of ambitious individuals in the years 1558-1603 enhance the power of the Crown?

(20 marks)

Target: AO1.1, AO1.2, AO2

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

Marks as follows:

L1: 1-6

L2: 7-11

L3: 12-15

L4: 16-18

L5: 19-20

Indicative Content

Candidates are being asked to consider how far or not the power of Elizabeth I was or was not undermined by the political and religious rivalries of ambitious politicians. There will probably be some concentration on faction, especially in the latter years of the Queen's reign.

Level 1 candidates will either produce vague generalisations regarding the Queen and her relationships with the leading politicians of her day with probably scant interest being paid to their political and religious agenda; or produce unrelated narratives. Level 2 candidates may produce fuller narratives regarding Elizabeth and her relations with the leading politicians such as Burghley and Leicester and their religious and political preoccupations in the earlier decades, with adequate links to the question. There may be some coverage of the later years of her reign and of the growing rivalries between the Cecils and Essex over the prosecution of the war against Spain in particular. Level 3 candidates will demonstrate explicit understanding of the proposition of royal control being undermined by the political and religious interests of ambitious politicians. There may be coverage of the differences over the conduct of foreign policy as between Burghley and Leicester with his advocacy of a more interventionist approach in the Netherlands in the 1580s or of the differences over the conduct of the war against Spain in the 1590s. Such answers will be lacking, however, in range or depth of treatment. Level 4 candidates will produce developed and well-sustained accounts of how far or not Elizabeth was the prey of competing politicians and their respective religious and political agendas. They may show awareness of the debates which raged around Elizabeth but also how much harder this became in the latter years of the reign, with increasing pressures both domestically and externally affecting the conduct of government. Level 5 candidates will demonstrate awareness of how far Elizabeth's power was undermined by the ambitious of competing politicians and their religious and political agendas, and will offer independent judgement on this. They will be aware of the pressures that operated on the Queen and of how adroitly she often side-stepped them. However, they will show conceptual grasp of the ways that the political and religious agendas were often intertwined and that the pressures of the latter years of the reign were made worse not just by economic and social problems and the war against Spain, but by the overweening ambitions of Essex who overplayed his hand and rebelled in 1601 leading to the triumph of his enemies and considerable reduction on the Queen's capacity to manoeuvre among politicians and their rivalries. Answers *may* deal in depth with a number of specific "individuals", but this question allows for the core issue (enhancing the power of the Crown) to be addressed through other factors.

Question 9

“The threat presented by Roman Catholicism to Elizabeth I and her government was more political than religious in the years 1558 to 1588.”

Assess the validity of this judgement.

(20 marks)

Target: AO1.1, AO1.2, AO2

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

Marks as follows:

L1: 1-6

L2: 7-11

L3: 12-15

L4: 16-18

L5: 19-20

Indicative Content

Candidates are being asked to discuss how far the threat from Roman Catholicism to Elizabeth I and her government were essentially more political than religious after 1566.

Level 1 candidates will either produce uncritical narratives of the Roman Catholic threat as they see it – plots and more plots, Mary, Queen of Scots etc – without any attempt to address the question; or they will depend on generalised assertions. Level 2 candidates will produce relevant but perhaps descriptive accounts of the nature of Roman Catholic threat to Elizabeth and her government. There may be some tendency to agree with the proposition in the question and concentrate on the more political aspects of the Roman Catholic threat – Mary, Queen of Scots, the Northern Rebellion, plots rather than excommunication and Jesuit missions in the 1580s. Level 3 candidates will make a more selective use of material to support a relevant argument that the Roman Catholic threat was or was not more political than religious, even though lacking the depth or balance for Level 4. Level 4 answers will demonstrate a sound grasp of the demands of the question and may begin to challenge the proposition in the question that the threat from the Roman Catholics was both political and religious and that it is difficult to disentangle political from religious motives during this period. Level 5 candidates will offer both precisely conceptual depth, such as selected evidence and the fact that the threat varied in its intensity during the period and can easily be exaggerated as the majority of Elizabeth’s subjects remained loyal, not least in the face of the Spanish threat after 1585.

Question 10

“Elizabeth’s interventions in the Netherlands were reluctant and had little to do with religion; her overriding concern was to avoid war with Spain.”

How valid is this view of England’s foreign policy in the years 1558-1585?(20 marks)

Target: AO1.1, AO1.2, AO2

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

Marks as follows:

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

Indicative Content

The focus of this question is on assessment of the key motives behind England's foreign policy from Elizabeth's accession to the open breach with Spain in 1585. Within this overall assessment, candidates will need to make an argued response to the proposition that Elizabeth was "reluctant" to intervene in the Netherlands (i.e. not motivated by strong concerns to protect the Protestant cause) with an "overriding" wish to avoid war with Spain (in which case, her foreign policy was at least to some considerable extent a failure). Successful answers will be able to take a synoptic view of these issues – either on the broad front of foreign policy as a whole, or by an analytical approach to the specific events in the Netherlands. Many Level 2 answers will provide substantial narrative description with adequate but undeveloped links to the question. Answers at Level 3 will establish a relevant case in response to key aspects of the question, but as is usual with Level 3 answers will lack either the depth of explanation or the balance required for Level 4. The most successful answers, at Level 4 and above, will have a secure grasp of the issues, appropriate selected evidence, and the ability to differentiate between the various influences upon policymaking (the role of key personalities, commercial motives, religious pressures etc) – including changes that occurred according to time and circumstances.

Question 11

Examine the view that "parliament was vital to the effectiveness of Tudor government, both at national and at local level, in the years 1566 to 1603". (20 marks)

Target: AO1.1, AO1.2, AO2

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

Marks as follows:

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

Indicative Content

Candidates are being asked to consider how vital Parliament was to the effectiveness of Tudor government whether at the local or the national level. This will involve consideration of Parliament's role in the formulation of policy and its implementation in the political, religious and the economic and social spheres.

Level 1 candidates will produce vague generalisations concerning parliament's role in government, or largely unfocused narratives of some aspects of the work of Elizabethan parliaments. Level 2 candidates will have some grasp of the issue of Parliament's role in government whether at the national or the local level. There may be appreciation that Parliament was vital to the Elizabethan Settlement of religion and its maintenance and also in

ensuring that the recusant threat was dealt with by the enactment of relevant legislation. There may be consideration of Parliament's involvement in the spheres of social and economic control during this period over issues such as the poor and wages. However, such answers will be overly descriptive, or superficial in argument and comment. Level 3 answers will demonstrate explicit understanding of the issues and may consider vital matters in which Parliament was concerned during this period such as religion and social and economic legislation to meet the threats of Roman Catholicism and in dealing with the "deserving and undeserving poor" while strengthening the powers of government at the local level. There may be consideration of how far local government depended on Parliamentary legislation to strengthen its control over the unruly, the young and those seen as a threat to social stability, but these answers will lack the depth and balance, required for Level 4. Answers at Level 4 will be balanced and competent. There may be consideration of the fact that the Tudor ruling classes saw Parliament, even if it met infrequently, as a vital arena of debate on the issues of the day whether political, religious or economic and social. Issues of national security and of the succession were given voice to there even if the Queen was adept at side stepping parliamentary advice and pressure or on occasions bowing to it as over the issue of monopolies in 1601. Level 5 answers will provide both precisely selected evidence for or against the proposition that Parliament was vital to the effectiveness of Tudor government, and conceptual depth such as recognition that Parliament was a vital aspect of Elizabeth's control of her country on occasion ensuring that government policies were appreciated by the political nation which was represented there. It provided a useful function in acting as a vital link in the communication between the ruling classes at the local level whether in town or countryside and the Queen and her government and so conveying their anxieties about national issues of religion, security and economic and social regulation and control.