

GCE 2004
June Series



Mark Scheme

History Alternative N Units 2, 5 and 6 *(Subject Code 5041/6041)*

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

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

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CRITERIA FOR MARKING GCE HISTORY:**AS and A2 EXAMINATION PAPERS****General Guidance for Examiners**

A: INTRODUCTION

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

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

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

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

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

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

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

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

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

Exemplification/Guidance

Answers at this level will

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

Level 2:***Either***

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

Or

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

Exemplification/Guidance

Either responses will have the following characteristics: they will

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

Or responses will have the following characteristics: they will

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

Level 3:

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

Exemplification/guidance

These responses will have the following characteristics: they will

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

Level 4:

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

Exemplification/guidance

These responses will have the following characteristics: they will

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

Level 5:

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

Exemplification/guidance

These responses will have the following characteristics: they will

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

C: EXEMPLIFICATION OF A LEVEL (A2) DESCRIPTORS

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

A study of the generic levels of response mark scheme will show that candidates who operate solely or predominantly in AO 1.1, 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 (AO 1.2), 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 (AO 2, 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 characteristic: 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.

June 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 A** and your own knowledge.

Explain briefly the meaning of “retaining” in the context of the nobility under Henry VII. (3 marks)

Target: AO1.1, AO2

- L1: Basic explanation of the term using the source, e.g. generalised references to nobles keeping groups of followers (armed men) in their service. **1**
- L2: Demonstrates developed understanding of the term and its significance in relation to the context, e.g. explains that many nobles were taking on more retainers than Henry thought necessary; or how retaining was based on a system of ‘indenture’ which specified the agreed conditions of service between a lord and his men. **2-3**

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

Explain how useful **Source B** is as evidence of Henry VII’s approach to government. (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. relies upon description of the contents of the Source, or makes ‘all-purpose’ general comments about the value of a contemporary account. **1-2**
- L2: Developed evaluation of utility/reliability of the source in relation to the issue linking source, own knowledge and provenance, e.g. makes the point that the Spanish ambassador was in a position to know a lot about Henry VII and his government; or uses own knowledge to ‘test’ the accuracy of specific evidence from the source in its context. **3-5**

L3: Developed evaluation, drawing conclusions about utility/reliability based on strengths and weaknesses and judged against the context, e.g. argues that the ambassador was a well-placed and well-informed witness who had access and many contacts at the court over an extended period; (or, alternatively, that he had only limited worth as an outsider and a foreigner who depended on what people told him); or uses precise own knowledge to analyse/show that later events proved the source correct, or not. Note that L3 answers will not usually be fuller and more substantial in content than L2 – they will use precisely selected evidence in order to support a direct evaluation of utility. **6-7**

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

“The success of Henry’s financial policies was the main reason for his re-establishing 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 *either* on own knowledge *or* the sources. **1-4**

L2: ***Either***

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

Or

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

Or

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

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

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

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

Indicative content

The focus of the question is on the relative importance of financial issues in the ‘re-establishing’ of royal authority by Henry VII. Some answers will entirely agree with the quotation and bring in much own knowledge of Henry VII as the ‘miser king’ and his various cunning plans for raising money. Other answers may relegate these factors to only secondary importance, seeing the key factors as political – including luck (the virtual elimination of credible challengers to Henry’s throne), intimidation of rivals (attainders etc), careful cultivation of foreign support, etc. The central focus should be on securing the ‘power of the crown’.

There is plentiful evidence in all the sources: Source A suggests that finance was not Henry’s sole concern and that law and order figured large; Sources B and C show how Henry was motivated by financial concerns and was personally closely involved in the processes of raising revenue, at some cost to his popularity. Own knowledge should also provide plentiful material – Henry’s use of bonds and recognisances, Morton’s Fork, the role of Empson and Dudley etc. One feature of good answers may be an awareness of change over time, that Henry VII is often regarded as becoming harsher as the reign progressed; and that this led to something of a backlash after his death. As usual, successful answers will combine a clear view of the statement, supported by applied own knowledge and with sensible use of specific evidence from the sources.

Note that some answers, often good ones, will challenge the central assumption of the question, arguing that Henry did not really ‘re-establish’ the crown and that the idea of a generation of chaos and instability before 1485 is a gross exaggeration encouraged by Tudor propagandists. Such an approach could indeed be highly effective but it is by no means a requirement; many answers will reach Level 4 or Level 5 by tackling the question on its own terms.

Question 2

- (a) Comment on “church courts” in the context of the church 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. basic or partial definition of church courts as being disliked; or literal material from the source on ‘payment of excessive tithes’. **1**
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. understanding of the issue based on secure own knowledge of ecclesiastical courts being a separate arm of the law, dealing with a whole range of problems relating to morality, as well as issues of property (such as wills and probate); and the fact that clerics often received lighter punishments from church courts than would be the case in the king’s courts. **2-3**

- (b) Explain why the church felt itself threatened by the Lollards in the years 1483 to 1515. (7 marks)

Target: AO1.1, AO2

- L1: Demonstrates implicit understanding of the issue, e.g. by generalised comments about Lollards as heretics; or by literal use of basic references from the source. **1-2**
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. shows awareness of the Lollards as followers of John Wyclif, who had challenged the necessity for a church hierarchy and put emphasis on the scriptures rather than on the authority of the church. **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. explains why the beliefs of the Lollards were a threat to both the church and the state; giving examples of the actions taken against Lollards in areas where they enjoyed support among the laity, such as the Chilterns, London and the South East. Note that L3 answers may deal with fewer factors, but better – many answers at L2 will have a longer ‘list’ of factors but not differentiate them. L3 answers will have more directness and depth of explanation. **6-7**

- (c) Explain the importance of anti-clericalism, in relation to other factors, as a challenge to the authority of the Catholic church in the years 1483 to 1515. (15 marks)

Target: AO1.1, AO1.2, AO2

- L1: The answer is excessively generalised and indiscriminating amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place. **1-4**
- L2: ***Either***
- Demonstrates, by relevant selection of material, some understanding of a range of relevant issues.
- Or***
- Demonstrates, by relevant selection of material, some understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **5-8**
- L3: Demonstrates, by selection of appropriate material, explicit understanding of some 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 the theory that anti-clericalism has been much exaggerated and that the state of the church in the sixteenth century was very stable, arguing that there was no groundswell of radicalism before the reign of Henry VIII and that most lay people were quite content with the church as it was. Other answers may argue strongly against this proposition, pointing to widespread disapproval of clerical abuses such as pluralism, absenteeism, ‘gluttony’ and so on, the growth of popular anti-clericalism, the influence of Humanism and religious reformers like Colet. A balanced answer need not be comprehensive or even-handed. As usual, the key requirement is a clearly argued response, supported by appropriate evidence.

Answers at Level 1 and Level 2 are likely to be either a relevant general overview, or excessively dependent on literal use of the sources. Successful answers will achieve a balance of argument, backed by precise, selective evidence both from the sources and own knowledge. The key dates, 1483-1515, should be observed. The timescale involves not only the reign of Henry VII but also the years to 1515 – many answers, for example, will refer to the Hunne case as an instance of growing religious tensions. Answers arguing for church stability may emphasise the point that the early years of Henry VIII gave little sign of the Reformation to come.

Question 3

- (a) Comment on “foreign support” in the context of Henry VII’s accession to the English throne in 1485. **(3 marks)**

Target: AO1.1

- L1: Basic or partial explanation of the issue based on either the source or own knowledge, e.g. generalised assertions about Henry Tudor as a usurper, invading England from continental Europe. **1**
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. developed explanation defining the nature of Henry’s backers, such as the support from France, including money and mercenary soldiers; or explanation of how he could never have kept himself going through long years of exile without foreign backing. **2-3**

- (b) Explain why Henry wished to improve the trading position of English merchants in Europe. (7 marks)

Target: AO1.1, AO2

- L1: Demonstrates implicit understanding of the issue, e.g. general and unsupported statements about Henry wanting to boost royal income through trade; or the central importance of the cloth trade with the Netherlands. **1-2**
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. how good relations with the rulers of the Netherlands and Spain were vital for Henry and trade was part of this; or specific points about the value to the king of customs revenues. **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 importance of income to support Henry's prestige; the trade aspects of his treaties with other powers such as Medina del Campo, Magnus Intercursus etc; or the way Henry showed a genuine commitment to trade expansion through his support for overseas exploration by the Cabots and the Bristol merchants throughout the years from 1497 to 1509. **6-7**

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

Target: AO1.1, AO1.2, AO2

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

Indicative content

The focus of this question is on the motives behind Henry VII's foreign policy. There is room here for further explanation of the importance of trade and commercial factors in the treaties mentioned above, but most answers will balance 'security' against 'prestige' (with many likely to argue that both added up to the same thing). Security meant many things to Henry: recognition of his rightful place as king, protection against pretenders, worries about the power of France. It can be convincingly argued, for example, that Henry was even prepared to hurt English interests by cutting off the trade with Burgundy because he was so concerned about the threat from Perkin Warbeck; or that he was so keen on the Spanish marriage alliance because he needed allies against France. On the other hand, there are also good arguments that Henry was genuinely concerned about glory and prestige, like any other king, or that trade and finance dominated his policies abroad as well as at home. One feature of good answers may well be the awareness of change over time, tracing the shifts in policy as Henry reacted to outside events like the French-Spanish rivalry in Italy; or the gradual lessening of his fears for security as the years passed, and especially after the execution of Warbeck in 1499. As usual, successful answers will provide a balanced assessment of a range of factors, supported by well-chosen specific evidence.

June 2004**Alternative N: Britain, 1483-1603****A2 Unit 5: Reformation, Reaction and the Age of Elizabeth, c1525-1603****Question 1**

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

To what extent do these two extracts agree about the causes of the English Reformation?
(10 marks)

Target: AO1.1, AO1.2

- L1: Extracts simple statements from the sources or refers to own knowledge to demonstrate agreement/disagreement on the issue/event which is the subject of debate. **1-2**
- L2: Demonstrates explicit understanding of aspects of agreement/disagreement on the issue/event which is the subject of debate, with reference to either sources and/or own knowledge. **3-5**
- L3: Demonstrates explicit understanding of similarity and difference of interpretation in relation to the debate and offers some explanation. **6-8**
- L4: Uses appropriately selected material, from both sources and own knowledge, to reach a sustained judgement on the extent of similarity and difference in interpretation in relation to the debate. **9-10**

Indicative content

There are several areas of agreement here but a big difference in overall interpretation. Source A says that the church stood in no real need of reform, whereas Source B suggests anti-clericalism was growing stronger and that there were many elements in favour of reform despite the lack of any unity between them.

Answers at Level 1 and especially at Level 2 will focus on textual comparison, often at great length. Better answers will show differentiation and will use own knowledge and understanding to explain similarities and differences in context – for example offering a view of which source is ‘correct’ in its view of the causes of the Reformation; or explanation of the similarities in the sources’ recognition of the significance of “a longer chain of events”.

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

“The course of the Henrician Reformation (1529-47) was influenced more by political than religious factors.”

How far do you agree with this judgement?
(20 marks)

Target: AO1.1, AO1.2, AO2

- L1: Is able to demonstrate, by relevant selection of material, *either* from the sources *or* from own knowledge, implicit understanding of the question. Answers will be predominantly, or wholly, narrative. **1-6**
- L2: ***Either***
Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands but will lack weight and balance.
- Or***
Demonstrates, by relevant selection of material, *both* from the sources *and* from own knowledge, implicit understanding of a wide range of relevant issues. These answers, while relevant, will lack both range and depth and will contain some assertion. **7-11**
- L3: Is able to demonstrate, by relevant selection of material, *both* from the sources *and* from own knowledge, explicit understanding of the issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial. **12-15**
- L4: Demonstrates, by selection of a wide range of precisely selected material, *both* from the sources *and* from own knowledge, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope. **16-18**
- L5: As L4, but also shows appropriate conceptual awareness which, together with a selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question. **19-20**

Indicative content

This question invites a direct response to the claim that the Henrician Reformation was driven by political imperatives – the divorce, Henry VIII’s desire to control the church, finance, Cromwell, Parliament etc. Answers should be able to balance these factors against the influence of religion – growing anti-clericalism, protestant radicalism, the influence of powerful individuals with a commitment to reform (many historians argue that both Thomas Cromwell and Anne Boleyn were in this category). Many answers, of course, will see both aspects as inextricably entwined. A balanced answer will not necessarily be even-handed or comprehensive. Note that this question is different from Question 1(a) – it is focused on the *course* of the Reformation through to 1547, as distinct from the causes, which bring the focus on the late 1520s and early 1530s. Some of the source evidence used will be re-cycled from answers to Question 1(a) but it will need to be applied to the question, not simply re-assembled. The key requirement is a relevant central argument, responding to the key dates and supported by appropriate depth of own knowledge and selective use of the sources.

One feature of higher quality answers is likely to be awareness of change over time, tracing changes in the direction and dynamics of the reform process (for example in the doctrinal changes in the later years of the reign; or the conflicts between conservatives and reformers in the 1540s). Note that several answers will include economic factors – this can be justified

as part of the ‘political’ factors demanded by the question, particularly in respect of Cromwell, finance and the dissolution of the monasteries.

Question 2

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

To what extent do these two extracts agree about the Roman Catholic threat?

(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

As usual, there will be a large proportion of Level 2 answers relying wholly upon textual comparison of the literal source evidence. Better answers will develop this comparison by means of own knowledge and understanding of the context, and/or by the ability to differentiate. There is a considerable degree of difference between Elton’s view of an ever-present threat demanding constant vigilance, as opposed to Dawson’s view of an ‘exaggerated’ threat from ‘over-estimated numbers’ who were actually an ‘isolated handful’. On the other hand, there are also basic similarities – the biggest difference is in Dawson’s tone and emphasis, rather than complete factual contradictions. The best answers will not merely identify these differences and similarities but will explain their comparisons in context

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

“The Roman Catholic threat to Elizabeth I and her government in the years 1566 to 1603 was political rather than religious in its nature.”

Examine 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

The focus of the question is on the nature of the Catholic threat. There will inevitably be some duplication in the source-evidence used here and in Question 2(a), though that question is squarely on the extent to which Elizabeth's state was or was not menaced by Catholic opposition – here it is on the extent to which that threat was more political or religious in its motivation and in the response of government to it. Many answers, of course, will argue that both aspects were inseparable – but a clearly differentiated argument *could* be made. It might be argued that the answer 'obviously' lies in the political sphere and that it was state security that obsessed the Queen and key advisers like Walsingham. Against this, it might be argued that it is equally 'obvious' that without sustained and passionate religious loyalties there would never have been any Catholic threat in the first place. As usual, the requirement is for a balanced argument supported by appropriate own knowledge and selective, targeted use of the sources.

Note that the key dates, 1566 to 1603 should be observed. This does not mean that coverage need be even or comprehensive – many answers, often good ones, will play down the significance of the later years and will show differentiation and awareness of change over time – for example in the lessening of the threat later in the reign and the winding down of the war with Spain. But there *should* be recognition of the long timescale involved – and the start date is 1566 *not* 1558! Background on the church settlement will be of small value.

Section B

Questions 3-12 are synoptic in nature and the rewarding of candidates' responses should be clearly linked to the range of factors or issues covered in the generic A2 Levels of Response mark scheme and by the indicative content in the specific mark scheme for each question.

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

Target: AO1.1, AO1.2, AO2

L1: *Either*

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

Or

Answer implies analysis, but is excessively generalised, being largely or wholly devoid of specific information. Such responses will amount to little more than assertion, involving generalisations which could apply to almost any time and/or place. **1-6**

L2: *Either*

Demonstrates, by relevant selection of material, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands, but will lack weight and balance.

Or

Demonstrates, by selection of appropriate material, implicit understanding of a range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **7-11**

L3: Demonstrates, by selection of appropriate material, explicit understanding of a range of issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial. **12-15**

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

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

Question 3

“A time of acute urban crisis.”

Comment on how far this view of economic and social developments in Tudor towns in the years 1525 to 1603 is justified. (20 marks)

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

Marks as follows:

L1: 1-6

L2: 7-11

L3: 12-15

L4: 16-18

L5: 19-20

Indicative content

The key to this question is the demand for a balanced assessment of the social and economic developments over the period as a whole – with a special focus on towns. Comprehensive or even coverage cannot be a requirement here – there may well be greater emphasis and weight of evidence in some parts than in others. The periods of social and economic crisis in the 1540s and 1550s, and in the 1590s, for example, might be used as ‘exceptions to the rule’, or as powerful evidence that the central assumption in the key quotation is correct. Many answers may directly challenge this assumption, arguing that the sixteenth century was a time of vast urban growth and commercial expansion; and that what some see as ‘crisis’ was no more than the growing pains of a modern economy. Successful answers will establish a relevant overall argument in response to the question, illustrated by appropriate, necessarily selective specific examples. There should be, for example, some analysis of individual towns. Candidates include London, Bristol, Coventry, York, but there is no prescribed list. There should also be some reference to specific trends and issues – e.g. the idea that industry was moving out of towns to escape guild restrictions. Again, there is no required body of knowledge that ‘must’ be included. As usual, answers which differentiate according to time and place should be rewarded.

Question 4

“The power of the monarch was fatally undermined by the rivalries between political factions.”

“The authority of Henry VIII remained dominant to the end.”

Explain which of these statements provides the more convincing view of the effectiveness of royal government in the years 1532 to 1540. (20 marks)

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

Marks as follows:

L1: 1-6

L2: 7-11

L3: 12-15

L4: 16-18

L5: 19-20

Indicative content

This question invites a direct assessment of ‘faction’ in the 1540s – and on the relative importance of the role of the king. The key quotations offer a stark choice between a view of declining authority and the ‘fatal’ effects of rivalry between rising power-blocs that could not be controlled – as opposed to the view that Henry VIII maintained almost dictatorial power throughout and that any real challenge to him would be ended, as always, by the axe. There should be a balanced assessment of the issues, with a clear case put forward in favour of one or the other views – or a relevant re-definition of the question to provide a third way. The key dates also demand attention. The focus on 1540 invites a starting point based on Henry’s position at the time of Cromwell’s fall (and perhaps the role of faction in that) – the reference to 1547 invites a summative conclusion with synoptic awareness of the situation at the accession of Edward VI. Material before 1540 and/or after 1547 *could* be relevant and effectively applied to the question but it must not be unbalanced or descriptive.

Question 5

To what extent was Thomas Cromwell responsible for the expansion in and effectiveness of government in the years 1540 to 1549? (20 marks)

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

Marks as follows:

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

Indicative content

Many answers will find it easy to agree with the implicit general thrust of this question – that Cromwell was the architect of a ‘Tudor revolution in government’. But there may also be many answers that relegate Cromwell to a lesser role and stress instead the importance of a range of ‘other factors’. The real focus of the question is on the expansion and effectiveness of government, not a political biography of Cromwell. There is scope here for considerable weight of argument and evidence about the personal power of the king, the central role Parliament and so on. The key requirement is a balanced assessment of the relative significance of Cromwell. Note that this *could include* material relating to the years after 1540 – e.g. an argument that the real importance of Cromwell was shown by the size of the hole left when he was gone; or that the factional struggles of the 1540s proved that the ‘effectiveness’ of government has been vastly overrated by historians.

Question 6

“Prestige rather than national security was the main concern of Henry VIII;s foreign policy in the years 1529 to 1547.”

Examine the validity of this view. (20 marks)

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

Marks as follows:

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

Indicative content

The focus of this question is on the motivation and direction of foreign policy under Henry VIII between the fall of Wolsey and the end of the reign. Material relating to the years before 1529 *could* be made relevant, especially as ‘Wolsey’s legacy’, but such pre-1529 references must be applied to this question, not description for its own sake. Lavish accounts of the Field of the Cloth of Gold, for example, would be of very small value. The question offers a clear choice between ‘prestige’ and ‘security’, with an implicit third choice arguing for a view which is neither of the above (perhaps that there was never any consistent theme, only unplanned reactions to events as they occurred), or a mixture of both. The evidence selected should relate to a range of policies involving more than one country, although France is likely to have a dominant place. For the purposes of this question, Ireland may legitimately be seen as an area of foreign policy. Successful answers will often show the ability to differentiate between contrasting specific examples; and to explain changes over time.

Question 7

With reference to the years 1529 to 1566, assess how far the role of Parliament was essential to England’s political and social stability. (20 marks)

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

Marks as follows:

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

Indicative content

Answers to this question might be focused mostly on Parliament, or on ‘other factors’, or on a fundamental challenge to the central assumption that England *was* stable during these years. There can be no escaping the key dates – the question includes, at least in part, four reigns – Henry VIII, Edward VI, Mary I and the early years of Elizabeth. Coverage cannot be expected to be equal or complete but there should be awareness of developments over the period as a whole. Narrative highlights might include: the Reformation Parliament 1529-36 which involved the nobility, the gentry and the propertied classes in the political process; the role of Parliament in pushing forward religious change under Edward VI; the role of Parliament in the other direction under Mary I; and the importance of Parliament to Elizabeth as she attempted to walk her religious and political tightrope from 1558-59. Some will argue strongly that Parliament was indeed vital, providing a forum for the interchange of ideas between monarchy and interested parties and, perhaps especially significant at the local level.

Others will point to the infrequent and sporadic nature of parliamentary involvement and suggest that real power was always with the monarch and key royal favourites and advisers. One feature of answers may be the ability to differentiate – perhaps contrasting the control of Henry VIII and Elizabeth with the ‘mid-Tudor crisis’.

Question 8

“The rebellions which threatened the Tudor state in the years 1547 to 1558 were the result of political and religious discontent.”

Examine the validity of this view. (20 marks)

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

Marks as follows:

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

Indicative content

The focus of this question is on the causes of Tudor rebellions – the extent to which they were primarily religious, political, both of the above, or something altogether different, such as outbreaks of regional discontents that had no clear rationale at all. Indeed, one of the features of successful answers will be the ability to differentiate between specific case-studies, perhaps arguing that the Western Rising was fundamentally different from other rebellions. The key dates 1547-58 include three main events (the Prayer Book rebellion and Kett’s rebellion in 1549 and Wyatt in 1554) with several other possibilities such as Lady Jane Grey and Northumberland, or the protests against the Marian persecutions. Answers need not be comprehensive but they should refer to at least two rebellions and also show awareness of the key dates. Material relating to before 1547, the Pilgrimage of Grace etc, *could* be made relevant as the basis of comparison and explanation but such material must not be descriptive or unbalance the answer.

Question 9

“The effectiveness of Elizabeth’s government in responding to political and economic problems in the years 1566 to 1603 was undermined by the growth of political faction.”

Examine the validity of this view. (20 marks)

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

Marks as follows:

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

Indicative content

The central theme of this question is the effectiveness (or not) of Elizabeth's government – and the extent to which this reflected the power of factions and key individuals at court rather than the guiding hand of Elizabeth herself. Some answers will take the 'effectiveness' for granted and go on to explain this, either by crediting the Queen herself with exceptional political skills, or by showing how she depended on the abilities of her ministers to keep the show on the road. Other approaches may implicitly or explicitly challenge this view, arguing that Elizabeth was at times little more than a cork on the stormy waters of politics, often forced into deceptions, temper tantrums and the 'cult of Gloriana' precisely because she found the factions and the competing ambitions of key individuals like Burghley, Leicester and Essex so difficult to control. Some answers, often good ones, will be able to differentiate according to time and circumstance, perhaps pointing to the decline of a 'creaking regime' after the end of the 1580s.

Note that the start date is 1566, *not* 1558. Material relating to Elizabeth's 'consolidation of power' before 1566 *could* be made relevant but should not be descriptive or unbalanced.

Question 10

With reference to the years 1566 to 1603, assess how far Parliament's role was essential to England's political and social stability. (20 marks)

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

Marks as follows:

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

Indicative content

The wording of this question is, of course, identical to that of Question 7. The general principles in assessing the quality and relevance of answers will be exactly the same – the only difference is in the key dates. Here, the focus is entirely on one long reign, instead of four shorter episodes. As usual, a feature of better answers will be the ability to trace changes over time, perhaps especially the view that Elizabeth was running into serious difficulties with her parliaments in the later years of her reign (or, on the other hand, that parliament was more important and effective than ever when it came to passing the mass of legislation dealing with the social and economic crisis of the late 1590s). The timescale allows for selection and priorities – it cannot be expected that answers will be comprehensive or cover aspects in equal depth.

Question 11

“National security rather than the defence of Protestantism was the key concern of Elizabeth’s foreign policy in the years 1566 to 1603.”

To what extent do you agree with this view? (20 marks)

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

Marks as follows:

L1: 1-6

L2: 7-11

L3: 12-15

L4: 16-18

L5: 19-20

Indicative content

This question is, implicitly, mostly focused on Spain and the way that Elizabeth needed ‘national security’ against the anti-Protestant forces dominated by Spain. Anglo-Spanish relations culminated in war in the 1580s – the thrust of the quotation also leads to the question of the Netherlands and the extent to which English intervention there was motivated by the ‘defence of Protestantism’. Answers, therefore, may follow a variety of approaches. Some will attack the key quotation and argue that the main issue, at home and abroad was indeed defending a Protestant kingdom against a Catholic threat, especially after 1571. Others, probably the great majority, will agree firmly with the proposition that security was all-important, and that Elizabeth was always first and foremost a pragmatic politician. The key dates 1566-1603 invite an overall view of a long period, allowing scope for differentiation. Some answers, likely to be good ones, may challenge *both* assumptions in the quotation, arguing that there was no consistent set of aims at all, only response to events as they happened, not least in relation to Scotland and France. Some may even argue that Elizabeth’s policies were more based on enriching herself at Spain’s expense through her backing for traders and raiders than on any high issues of state. Successful answers, as usual, will have synoptic awareness, a direct argument in response to the question, and well-selected specific evidence.

Question 12

“Attempts to change the English church in the years 1566 to 1603 were for political rather than religious reasons.”

Examine the validity of this view. (20 marks)

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

Marks as follows:

L1: 1-6

L2: 7-11

L3: 12-15

L4: 16-18

L5: 19-20

Indicative content

This is a very broad question – we should be flexible in our expectations. The ‘attempts to change the English church’, for example will probably be seen by most candidates in relation to government policies and actions; but the wording actually leaves it open for answers explaining changes from below, such as the Puritan reformers. The long timescale allows scope for a selective approach – answers could not be comprehensive. Most answers are likely to focus on Elizabeth’s attitudes and actions and will mostly agree that these were primarily political.

Note that the start date is 1566, not 1558. Material relating to the Elizabethan church settlement could indeed be applied to the question in a relevant and effective way, but it must not be description for its own sake.

June 2004**Alternative N: Britain, 1483-1603****A2 Unit 6: The Problem of Poverty in Tudor England****Question 1**

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

How valid is the interpretation given in **Source A** about the causes of poverty in Tudor England? (10 marks)

Target: AO1.1, AO2

- L1: Summarises the content of the extract and the interpretation it contains. 1-2
- L2: Demonstrates understanding of the interpretation and relates to own knowledge. 3-5
- L3: As L2, and evaluation of the interpretation is partial. 6-8
- L4: Understands and evaluates the interpretation and relates to own knowledge to reach a sustained and well supported judgement on its validity. 9-10

Indicative content

Lockyer's and O'Sullivan's view is that poverty was caused by inflation, with bad harvests in the 1540s and the 1590s making things worse. Many answers will focus almost exclusively on summarising and re-defining this view. Better answers will go on to support or challenge this interpretation through own knowledge of other issues and interpretations, such as the importance of population increase, or the effects of enclosures. The best answers will show precise understanding and analysis of a range of short-term and long-term factors in order to establish a critical assessment of the 'rightness' or otherwise of the view put forward in Source A.

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

How useful is **Source B** as evidence about the government's attitudes to the problem of vagabonds in Tudor England? (20 marks)

Target: AO1.1, AO2

- L1: Summarises the content of the extract in relation to the issue presented in the question. 1-2

- L2: Demonstrates some appreciation either of the strengths and/or of the limitations of the content of the source in relation to its utility/reliability within the context of the issue. **3-5**
- L3: Demonstrates reasoned understanding of the strengths and limitations of the source in the context of the issue and draws conclusions about its utility/reliability. **6-8**
- L4: Evaluates the utility/reliability of the source in relation to the issue in the question to reach a sustained and well supported judgement. **9-10**

Indicative content

Answers at Level 1 and Level 2 are likely to take a literal approach to this contemporary legislation, arguing that it must be useful as evidence of urgent government action to respond to the perceived and growing problem of vagabonds. Better answers will be more direct in evaluating the strengths and weaknesses of the sources, as one piece of evidence from early in the period; many good answers will make effective use of own knowledge of the context of this Act in the 1530s; and of comparisons with other government actions at other times. There was continued government concern about vagabondage throughout the century with a number of further Acts (including 1547, 1563, 1572 and 1597), several of great ferocity.

As always in Unit 6W, “own knowledge” refers just as much to familiarity with and awareness of the range of views in the nominated texts (and the candidate’s own interpretation) as to specific events and background.

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

“The policies of Tudor governments towards poverty were invariably short-term and repressive.”

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 appropriate 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 the 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 focuses on an evaluation of government policy responses to the problem of poverty. The first requirement is a relevant argument that either vindicates or challenges the negative assumptions in the key quotation. Many answers will endorse its criticisms of “limited understanding” and “invariably harsh” reactions, but others may offer a reasoned view of government action that was persistent, sporadically effective and often based on social concern. Some answers, often good ones, will show awareness of change over time and the ability to differentiate between periods when things were handled better or worse.

Legislation tended to follow times of crisis, as in 1531, 1536, 1542, 1572 and the rush of government action at the end of the 1590s. Many answers will note the link between these measures and the determination to uphold law and order and maintain social control – hence the “harsh” reactions. Others will note evidence of contemporary recognition that the problem of the poor could vary according to age and circumstance (the ‘deserving and undeserving poor’); and that in the later sixteenth century there was an attempt at long-term, comprehensive solutions. Answers at Level 3 will provide a balanced argument, supported by own knowledge and evidence from the three sources. At Level 4 and above there will be greater depth and differentiation, with use of material from the other nominated texts and wider reading, directly applied to the question. As always, we should not expect “balance” to mean even-handed, ‘middle-of-the-road’ assessments, nor comprehensive coverage. Many effective answers may be trenchantly argued, for or against the key quotation.