



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

Mark scheme

June 2003

GCE

History

Alternative N

Units 2, 5 and 6

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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 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 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.

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 “Attainers” in the context of government under Henry VII. (3 marks)

Target: AO1.1, AO2

- L1: Basic explanation of the term using the source, e.g. understands that this refers to the crown’s seizing the title and possessions of an accused by simply having them declared guilty of treason by parliament. 1
- L2: Demonstrates developed understanding of the term and its significance in relation to the context, e.g. develops on the evidence in the source that Henry VII used attainder or its threat as one of a number of means of controlling the nobility between 1485 and 1509. 2-3

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

Explain how useful **Source B** is as evidence about Henry VII’s policy towards the nobility. (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 on description of contents of the sources or makes general comment about Bacon’s usefulness as a source of information on the reign of Henry VII. 1-2
- L2: Developed evaluation of utility/reliability of the source in relation to the issue linking source or own knowledge and provenance, e.g. makes the point that Bacon was writing over one hundred years after Henry’s reign, but nevertheless the source does contain evidence of the King’s concern to rein in the power of the nobles, even those like Oxford who were among his most loyal supporters. May refer to the King’s other policies such as attainder and recognizances from own knowledge. 3-5

L3: Developed evaluation, drawing conclusions about utility/reliability based on strengths and weaknesses and judged against the context, e.g. shows that Henry was very concerned to keep nobles, even loyal ones, under control and that it is evidence along with his other policies such as bonds and recognizances of Henry's determination to be in charge. Also may make the point that although no contemporary, Bacon was concerned to explore royal power and the developments and limitations in Henry's control of his subjects. **6-7**

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

“Henry VII was successful as a king in the years 1487 to 1509 because above all he controlled the nobility firmly.” Explain why you agree or disagree with this opinion.
(15 marks)

Target: AO1.1, AO1.2, AO2

L1: The answer is excessively generalised and indiscriminating, amounting to little more than assertion, involving generalisations, which could apply to almost any time/and or place, based on either own knowledge or 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* own knowledge, implicit understanding of the relevant issues. These answers, while relevant, will lack both range and depth and contain some assertion. **5-8**

L3: Is able to demonstrate, by relevant selection of material, *both* from source *and* 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* own knowledge, explicit understanding of the demands 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 contact

The focus of the question is how far Henry's control of the nobility explained his success as king in regard to domestic policy. From the sources candidates should understand that A and B provide examples, whether reliable or unreliable, of Henry's determination to control, even the most loyal of nobles such as Oxford and that no one was exempt. Source C places greater emphasis on Henry's need to rely on the nobility to help him rule both on his council and also in the localities but not at the expense of the king or other nobles.

L1 answers will be generalised or vague and provide literal paraphrases of the sources. L2 answers will make more references to the sources allied to descriptions of Henry's policies to control the nobility, especially bonds and recognizances as well as acts of attainder. L3 answers will focus on how far Henry's control of the nobility explained his success as king, while considering other factors such as his policies on finance, law and order, councils and control of the regions, but may lack depth and balance. L4 answers will provide a range of relevant material which will consider why Henry was successful as a king. L5 answers will integrate their own knowledge with effective use of the evidence to provide a clear judgement on the issue of how far or not the success of Henry's government was due to his control of the nobility. There may be consideration that by the later years of his reign Henry's control was, in fact, becoming increasingly resented by the nobility and that in turn was beginning to affect the success of his government.

Question 2

- (a) Comment on "usurpation" in the context of 1483. (3 marks)

Target: AO1.1, AO2

L1: Basic or partial explanation of the issue, e.g. makes the point that Richard III had seized the throne from Edward V by claiming that the king was illegitimate and that Richard was the rightful heir. **1**

L2: Developed explanation demonstrating understanding of the issue, e.g. that Richard, perhaps fearful for his own security having disposed of both the Woodvilles and Lord Hastings and thus split the Yorkist party, decided that he had no choice but to replace his nephew Edward V with himself as king. This was done by a claim that Edward V and his brother Richard, Duke of York, were illegitimate and that Richard III was thus the heir to the throne. **2-3**

- (b) Explain why Richard III's position as king was unstable in the years 1483 to 1485. (7 marks)

Target: AO1.1, AO1.2

L1: Demonstrates implicit understanding of the issue through general and unsupported statements, e.g. Richard III had split the Yorkists or became unpopular as he was blamed for the deposition of Edward V. **1-2**

- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. the circumstances surrounding Richard III's usurpation in the summer of 1483 which split the Yorkists, Henry's own claims as the Lancastrian heir to Henry VI, the failure of the so-called Buckingham's Rebellion in the autumn of 1483 which showed up Yorkist divisions further. **3-5**
- L3: Demonstrates explicit understanding of a range of factors, and prioritises, making links or drawing conclusions, e.g. showing why Richard III's position as king was unstable e.g. the splits caused in the Yorkist support by Richard's usurpation in the summer of 1483 and the subsequent Buckingham's Rebellion in the autumn of that year, which led to numbers of former Yorkists fleeing to join Henry Tudor in exile. Also Richard III's attempts to win the support of the political nation were not helped by the planting of his northerners in southern counties after the failure of Buckingham's rebellion. The king's other attempts at reconciliation made limited progress in view of the growing rumours surrounding the fate of the princes in the Tower and the death of his wife as well as his son and heir in 1484. **6-7**
- (c) Examine the reasons why in 1485 Henry Tudor was easily able to overthrow Richard III. *(15 marks)*
- Target: AO1.1., AO1.2, AO2*
- L1: The answer is excessively generalised and indiscriminating amounting to little more than assertion, involving generalisation 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 issues.
- Or***
Demonstrates, by relevant selection of material, implicit understanding of a wider range of 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 or 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 key element in the question is why Richard III was overthrown by Henry Tudor and whether or not this proved to be easy. The source material from *The making of the Modern English State* suggests this was because of the divisions among the Yorkists caused by Richard III's usurpation which will need some explanation. Weaker candidates may describe why Henry Tudor overthrew Richard III by concentrating on the events which led to Bosworth Field, while more developed answers will explain the wider context of Richard III's defeat and death in 1485.

L1 answers will be based on generalised assertions about Henry being able to exploit Richard III's unpopularity due to the widespread rumour that by 1485 he had killed the princes, with limited consideration of other factors. L2 answers will tend towards either a narrative or an assertive approach. L3 answers will provide a focused explanation of why Henry Tudor was able to overthrow Richard III which may be lacking in depth or balance in its approach. L4 answers will provide a wide range of reasons explaining why Richard III was overthrown, not least his own lack of a viable heir. L5 answers will provide a clear explanation of why Henry Tudor was able to overthrow Richard III, not least because by 1485 the king was mistrusted even by the northern nobility and perhaps reacted too quickly to Henry's advance into the Midlands.

Question 3

- (a) Comment on "customs dues" in the context of the king's revenue. (3 marks)

Target: AO1.1

- L1: Basic explanation of the term using the source, e.g. makes the point that customs dues was the income the crown gained from taxes on trade. **1**
- L2: Demonstrates developed understanding of the term and its significance in relation to the context, e.g. customs dues was that income the crown received from the taxation of English wool and cloth and other articles passing through England's ports. It was an income that the king was granted for his lifetime by parliament. **2-3**

- (b) Explain why Henry VII was interested in "securing advantages for English merchants" during his reign. (7 marks)

Target: AO1.2, AO2

- L1: Demonstrates implicit understanding of the issue through general and unsupported statements, e.g. because he would obtain more income from customs dues. **1-2**
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. treaties made with Burgundy (1496) or Spain (1489) which obtained favourable terms for English merchants in those countries. **3-5**

L3: Demonstrates explicit understanding of a range of factors, and prioritises, making links or draws conclusions in order to provide an explanation, e.g. explaining why Henry VII was interested in obtaining trading advantages for English merchants, e.g. the treaties such as Magnus Intercursus with Burgundy in 1496, Medina Del Campo with Spain in 1489 or those with Denmark and Florence which were concerned with trade advantages, especially in reducing the customs duties and taxes that English merchants had to pay in those countries. **6-7**

(c) How important in relation to other factors was foreign trade in Henry VII's foreign policy? **(15 marks)**

Target: AO1.1, AO1.2, AO2

L1: The answer is excessively generalised and undiscriminating amounting to little more than assertion, involving generalisation 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 issues.

Or

Demonstrates, by relevant selection of material, implicit understanding of a wider range of 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 or 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 key element in the question is how far foreign trade was the key element in Henry VIII's foreign policy. The source material makes clear that Henry was interested in encouraging trade to obtain both customs dues and advantages for foreign merchants. Weaker candidates will tend to provide generalities or narratives of Henry VII's foreign policy with some attention being given to trade. More sophisticated responses will recognise the importance of trade to Henry, especially as he wished to increase his revenues but that other factors especially security, was in the end probably more important.

L1 answers will be based on generalised assertions about the king's concerns with trade without much consideration of those other factors that influenced Henry VII's foreign policy. L2 answers will contain more developed narratives of Henry's trade dealings between 1485 and 1509 with perhaps some recognition that factors such as security and prestige were important too. L3 answers will focus on how far Henry VII encourages foreign trade as against other factors in his foreign policy such as security and prestige. There will be some appreciation that trade was a shifting priority, but there may be some lack of balance or range in such answers. L4 answers will provide balanced and well-developed accounts on why Henry encouraged trade as against other factors to which often it had to play a secondary role, especially in terms of security as in the case of the trade embargo on Anglo – Burgundian trade between 1493 and 1496 because of the perceived danger from Perkin Warbeck. L5 answers will provide clearly focused and developed accounts of the priorities of Henry's foreign policy and the part that foreign trade played in this, but that often it was subordinated to considerations of security and prestige as in the mid 1490s.

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.

“The attack on religious foundations in the years 1535 to 1547 was a major disaster for English society.”

How far do these two extracts agree with this view? (10 marks)

Target: AO1.1, AO2.

- 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

L1 candidates will extract information from the sources rather than comment on them to indicate how far Sources A and B agree that the attack on religious foundations was a major disaster for English society. L2 candidates will demonstrate explicit understanding of the similarities/differences between Sources A and B in regard to how far the attack on religious foundations was a major disaster with reference to the passages indicating loss in most sources. L3 candidates will demonstrate explicit understanding regarding the similarities/differences between Sources A and B and offer some explanation of the similarities with reference to the loss of fine things mentioned in both sources. L4 candidates will use appropriately selected material to reach sustained judgement on the similarities in regard to how far the attack on religious foundations was a major disaster. In Source A there will be a recognition that the attack on religious foundations was a disaster – “a frenzy of getting, grabbing and buying”, “Begging without equal” and in Source B too that there was loss but that in other ways it was less of a disaster for the poor that had once been thought.

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

“The Reformation in England under Henry VIII had little to do with religious reform but everything to do with plundering the church.”

Assess the validity of this comment.

(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 is a synoptic question and candidates' responses should be rewarded for the range of factors covered. These are specified in the following coverage of the sources and are linked to the levels.

The question is concerned with the Reformation in England under Henry VIII and the extent to which it had to do with religious reform as opposed to plundering the church and the social and economic impact caused by the latter factors.

L1 candidates may produce generalities concerning how far the reformation under Henry VIII was more concerned with plunder than religious reform and make very little reference to the

latter. It is likely they will use the information in the sources to argue for the plundering of the church and will make reference to little from their own knowledge.

L2 candidates will be able to use the sources or their own knowledge to very probably agree with the proposition that the reformation was about plunder. There may be narratives with links to the question concerning Henry VIII's matrimonial problems and the work of the Reformation Parliament, but accounts of the social and economic impact of the changes that saw the church plundered may still predominate.

L3 candidates may challenge the proposition with the reformation was about plunder and had little to do with religious reform. There may well be accounts of the divorce and its impact on religious change, as well as discussion of the legislation of the Reformation Parliament and the impact of further religious change and reaction between 1536 and 1547. Their answers will consider political and religious factors and also contain a relevant selection of material both from the sources and their own knowledge, especially in regard to the impact of the Henrician Reformation.

L4 candidates will be able to demonstrate by the selection of a wide range of precise material both from the sources and their own knowledge, explicit understanding of the demands of the question and provide a wide and accurate range of examples to argue for or against the Henrician Reformation being little concerned with religious reform but in fact bent on plunder and the importance of its social, economic and cultural impact.

L5 candidates will cover much the same ground as those in L4 but will demonstrate sound conceptual awareness and judgement by precise use of the sources allied to a wide range of knowledge concerning the Henrician Reformation and its impact. There may be challenging of the proposition that the Reformation between 1529 and 1547 was little concerned with religious reform. There may be a judgement that it was the dynastic/political imperatives of Henry VIII that provided the stimulus for the Reformation, not either religious reform or a simple wish to plunder the church.

Or

Question 2

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

How far do **Sources A and B** disagree on why Catholics were punished under Elizabeth I? *(10 marks)*

Target: AO1.2, AO2

- 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

L1 candidates will extract information from the sources rather than comment on them to indicate how far they disagree on why Catholics were punished under Elizabeth I. L2 candidates will demonstrate explicit understanding of the differences between Sources A and B regarding what could be regarded as treasonous in both sources. L3 candidates will demonstrate explicit understanding of the differences between Sources A and B and offer an explanation of why the sources express considerable disagreement over the reasons why Catholics were punished under Elizabeth I. L4 candidates will use appropriately selected material to reach a sustained judgement on the differences in interpretation in regard to why Catholics were punished under Elizabeth I. There will be recognition that for Catholics it was their religion that explained their punishment while for Protestants it was the Catholic challenge to Elizabeth as the lawful Queen of England that was their major concern.

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

To what extent were the measures taken by Elizabeth I and her government to deal with the political and religious threat from Roman Catholics successful in the years 1566 to 1603? *(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 is a synoptic question and candidates' responses should be rewarded for the range of factors covered. These are specified in the following coverage of the sources and are linked to the levels. This question is concerned with the political and religious threat posed by the Roman Catholics and the extent to which Elizabeth I's government's measures against this were or were not a success in attempting to control it.

L1 candidates may produce generalities concerning the extent to which the measures taken by Elizabeth I and her government to deal with the political and religious threat of Roman Catholics were or were not successful. It is likely that they will use the information in the sources to argue that the measures were successful and will make reference to little from their own knowledge.

L2 candidates will be able to use the sources or their own knowledge to very probably argue that government measures to contain the political and religious threat of Roman Catholics were successful. There may be narratives with links to the question concerning the Northern Rebellion of 1569 and its defeat, the papal bull of 1570 excommunicating Elizabeth I and the threat which this represented, as well as accounts of Mary, Queen of Scots, and the plots against the Queen and her government. There may be references to the activities of missionary priests and the work of the Jesuits, as well as the government legislation and the counter measures against recusants.

L3 candidates may challenge the proposition that the political and religious threat from Roman Catholics was so great as Elizabeth I's government suggested and that they over-reacted, especially in the 1580s and 1590s. There may be accounts of the political and religious threat which Roman Catholics presented, especially in the case the 1569 rebellion and the activities of Mary, Queen of Scots, as well as the intrigues of Catholic activists such as Allen and the Jesuits such as Parsons. Such answers will consider political and religious factors and also contain a relevant selection of material both from the sources and their own knowledge, especially in regard to the measures taken to deal with the political and religious threat from Roman Catholics.

L4 candidates will be able to demonstrate by the selection of a wide range of material both from the sources and their own knowledge, explicit understanding of the demands of the question and provide a wide and accurate discussion of government measures that countered the Roman Catholic threat and how far or not they were successful both from the religious and also the political viewpoint. There may well be discussion of how far the Roman Catholic threat contributed towards making England an increasingly Protestant nation and also the extent to which government exaggerated the threat to achieve that end.

L5 candidates will cover much of the same ground as those in L4 but will demonstrate sound conceptual awareness and judgement by precise use of the sources allied to a wide range of knowledge concerning government measures against the political and religious threat from Roman Catholics. There may be recognition of the essential success of Elizabeth's government's measures against Roman Catholics, but that underlying long-term factors such as the increasing Protestantism of many Englishmen as well as the essential loyalty of many Roman Catholics also helped in the achieving of success.

Questions 3-8 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)

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 almost to 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

“In the years 1525 to 1603 English industry was to be found increasingly not in the towns but transferring to the countryside.”

How valid is 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

Candidates are being asked to discuss the development of industry and its social and economic effects on the English economy in the period 1525 to 1603, not least whether or not it transferred to the countryside.

L1 candidates will produce very generalised narrative or assertive responses. Their answers will lack specific information but there may be some limited discussion of urban decay, as in the case of Coventry or the wish to avoid guild regulations as a cause of the move to the countryside.

L2 candidates will be more aware of how far it is correct or not to argue that English industry was to be found increasingly in the countryside and provide examples of industries in the process of change such as textiles where many of the processes were increasingly carried out in rural locations beyond the control of the urban authorities.

L3 candidates will be able to produce more focused and developed accounts that will have some grasp of the complexity of the picture both in terms of its social and economic effects on both town and countryside. The fact that some industries flourished in both town and countryside as was the case with metal manufacture.

L4 candidates will demonstrate by the selection of a wide range of precisely selected material that this picture of urban and rural change in respect of industry is a complex one with some towns such as Coventry in decline while others such as Norwich maintained their textile industry due to the abolition of many traditional restrictive practices. Also, there will be consideration of the growth of “new” towns such as Birmingham, Sheffield, Bradford and Leeds where industries flourished in what were less regulated atmospheres. Also the nature of some industries – mining, the production of iron could not in any case be carried out in urban locations.

L5 candidates will provide a range of well-selected evidence as in L4 but will offer independent and effectively sustained judgement appropriate to the full demands of the question. Also at this level they will appreciate clearly the continued importance of many towns (old and new) as centres of industry, while evidence of moves to the countryside has to

be interpreted carefully, as in the case of textiles, where in the west country the clothier still organised the whole operation of outworking from urban centres.

Question 4

Examine the extent to which faction and religious issues undermined the effectiveness of Tudor government **either** in the years 1525 to 1566 **or** in the years 1547 to 1603.

(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

Either

Indicative content

Candidates are being asked to assess the extent to which the effectiveness of Tudor government was undermined by faction and religious issues in the years between 1525 and 1566. Answers to this question will require consideration of the range of political and religious factors that operated in causing discontent during this period.

L1 candidates will either produce narratives of events that threatened to undermine government effectiveness such as the rebellions of 1536, 1549 and 1554 or consider the impact of faction, especially in the later years of Henry VIII or during the minority rule of Edward VI.

L2 candidates will produce more focused but narratively inclined accounts with links to the question. There may be a tendency to argue that government was weakened by the religious issues and faction politics of the later 1530s, later 1540s and the 1550s. Also, it is possible that discussion will be focused on how far or not government effectiveness was undermined by faction and religious issues in the later years of Henry VIII and in particular under Edward VI and Mary I.

L3 candidates will make a more selective use of material to argue for or against the extent to which government effectiveness was or was not undermined by faction and the religious issues that occurred over the period. There will be an attempt to assess the effectiveness of government responses to challenges of 1536-7, 1549 and 1554 and 1558-9. There may be consideration of the extent to which faction did or did not undermine government effectiveness in dealing with the key issues of the day, especially religious reform under Edward VI and the return to Rome under Mary I.

L4 candidates will demonstrate a sound grasp of the demands of the question and may argue either for or against the effectiveness of Tudor governments' responses to the challenges that they faced between 1525 and 1566. Such answers will be developed effectively to consider the political and religious aspects of government policy and how effectively Henry VIII and his ministers or later Somerset and Northumberland responded to religious and political

problems in particular during their time in power. There will be sound appreciation of the role of faction, especially between 1540 and 1566, and not least its impact on religious policy.

L5 candidates will offer a wide range of precisely selected evidence to argue that government either did or did not respond effectively to the political and religious problems which it faced over the period. There will be evidence of clear judgement on the extent to which government effectiveness was undermined or not by faction or religious issues, especially in the key period of 1540 to 1560 when there was rapid religious change, not least under Edward VI and Mary I. There will be consideration of the role of faction in religious policy under Edward VI and also the danger of an open split in the political nation caused by the crises of 1553-54 with Mary I's accession and the return to Rome throughout which government continued to function effectively.

Or

Indicative content

Candidates are being asked to assess the extent to which the effectiveness of Tudor government was undermined by faction and religious issues in the years 1547 to 1603.

L1 candidates will produce generalised narratives of events which threatened to undermine government especially in regard to faction and religious issues. There may be narratives of the differences between Somerset and his fellow councillors between 1547 and 1549 or the differences caused by religious change, especially in the years 1547 to 1560. There may be some attention to the impact of religious issues under Elizabeth on church and state, especially in regard to Puritanism and the role that faction played in this.

L2 candidates will produce more focused but perhaps more narratively inclined accounts of how far the effectiveness of Tudor government was undermined by faction and religious issues. There may be accounts of the rivalries of ministers under Edward VI, Mary I and Elizabeth I and how far these undermined the effectiveness of government, especially in the late 1540s, the 1550s and the 1590s. There may be accounts of religious issues such as the return to Rome under Mary I and the working out of the Elizabethan Settlement between 1558 and 1563, as well as the challenges that Roman Catholicism and especially Puritanism presented to it in the years after 1566.

L3 candidates will make a more selective use of material to argue that perhaps the effectiveness of government was not undermined by faction or religious issues, at least in its essentials in the period 1547 to 1603. There may be consideration of the role of government to limit the impact of religious issues on the stability of the country, especially during the later 1540s and 1550s, and later in dealing with the impact of Puritanism. Answers at this level will be unbalanced in their coverage or in their depth of treatment of the topic.

L4 candidates will demonstrate a sound grasp of the demands of the question and perhaps consider how effectively government in the end was able to limit the role of faction during the political and religious upheavals of the period 1547 to 1603. There may be concentration on the role of individuals such as Somerset, Northumberland, Mary I, Elizabeth I, Burghley,

Robert Cecil and Essex in regard to both faction and religious issues during this period. The key periods of crisis such as the 1550s and the 1590s will receive due coverage.

L5 candidates will offer a wide range of precisely selected material and will argue the extent or otherwise to which government effectiveness was undermined by faction and religious issues during this period. There will be realisation that often faction and religious issues were closely connected as in the reigns of Edward VI and Mary I in particular when it can be argued that at times there were serious crises which threatened to undermine government or seriously divide the political nation. Examples of the latter which could be considered are the crises of 1549, 1553 and the first decade or so of Elizabeth I's reign, as well as the impact of religious and politically motivated rebellions between 1547 and 1603 and how far faction too played a part in them. On these points there will be evidence of clear judgement.

Question 5

“The crown's wish to control the church was due more to political rather than to religious considerations.”

How far do you agree with this view with reference *either* to the years 1547 to 1566 *or* to the years 1566 to 1603? (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

Either

Indicative content

Candidates are being asked to discuss how far royal control of the church was due to the wish to subordinate it to the state or to see that it was merely the vehicle for the transmission of royal concerns with religion to the nation at large.

L1 candidates will tend to produce generalised narratives on the extent to which the church in England was further brought under royal control by Somerset and Northumberland between 1547 and 1553. There may be limited discussion of the role of Edward VI who had been educated by Protestant tutors in the later years by Henry VIII's reign. Also there may be narratives of the crown's religious policy under Edward VI with some discussion of the reign of Mary and her wish to return the church to Rome. There may be some general discussion of the nature of the Elizabethan Settlement.

L2 candidates will have a more secure grasp of the issues involved – how far the crown wished to control the church and what was its motivation in doing so. This may result in accounts of Edwardian legislation and some recognition that the crown had both a political and a religious agenda. There will be some grasp that the Crown's agenda under Mary I was

predominantly religious while under Elizabeth the nature of the agenda once again changed considerably with what could be narratives of the Elizabethan settlement. Some answers, even if analytically inclined, may lack weight and balance, while others will be overly descriptive but establish firm links to the question.

L3 candidates will make more focused responses to the question. There will be focused, if unbalanced, accounts of Edward VI and his ministers and their motives in regard to the church and how far a desire for royal control was predominant in their thinking and policies. They may consider that the Edwardian changes had a strong religious agenda and consider the details of legislation, especially that of 1549 and 1552. Also they will be aware that Mary I's agenda was firmly religious rather than political while being in senses much more ambiguous in its nature than the earlier religious policies of Edward VI and Mary I. However, balance or depth of treatment will very probably be lacking.

L4 candidates will demonstrate by the selection of a wide range of precise material that the crown's wish to control the church was, except under Mary, a mixture of both political and religious factors. There will be soundly supported discussion of the crown's varying agenda between 1547 and 1566 reflecting both the beliefs of the monarchs as well as those of their leading advisors. For example, there will be appreciation of Elizabeth I's wish to control the church but also a grasp of her complex agenda to avoid offending as few of her subjects' religious beliefs as possible.

L5 candidates will demonstrate a sound grasp of the demands of the question, and by the selection of wide range of evidence, offer independent and sustained judgement on the extent to which the crown's wish to control the church was due to political rather than religious considerations; while being aware of how closely both sets of considerations were in fact connected.

Or

Indicative content

Candidates are being asked to discuss how far the crown's wish to control the church sprang from political rather than religious considerations .

L1 candidates will produce generalised or largely narrative accounts of how far Elizabeth I wished to control the church with some outlining of her policies. For example, there may be some reference to Elizabeth's motives in terms of wishing to promote a "middle way" in terms of religious ideas between puritans and Roman Catholics, as well as to promote a national church to which the vast majority of her subjects could give allegiance as in the Settlement of 1559 to 1563.

L2 candidates will produce more focused accounts which may be full narratives of the changing religious policies of Elizabeth I. This may include Elizabeth I's religious policies in defence of her church settlement of 1559 to 1563 or her concern to contain Roman Catholicism, especially after 1570, rather than specifically addressing how far political or religious considerations affected policy towards the church itself.

L3 candidates will produce focused accounts of how far Tudor government under Elizabeth I was concerned to control the church for political rather than religious motives or a mixture of both between 1566 and 1603. There may be discussion of how far Elizabeth's wish to control the church was political rather than religious with her concern to deal with the puritan threats to the settlement of 1559 to 1563 and maintain royal authority as her policies towards the classis movement in the 1570s and Whitgift's vigorous treatment of the puritans after 1584 both demonstrate may concern candidates. Also there will be considerations in the Roman Catholic threat which could be seen as both a political and a religious challenge to royal control of the Church of England. Such answers will lack balance or depth of treatment.

L4 candidates will be able to demonstrate by the selection of a wide range of precisely selected material explicit understanding of the demands of the question and how far Elizabeth's control of the church was more concerned with political or religious factors. There will be appreciation that above all Elizabeth wished to avoid a policy of extremes and took vigorous action against all who refused to accept the settlement of the church and that her motives were both political and religious, especially in view of the highly dangerous international context within which the Queen operated in the years after 1566. The Queen's government was especially concerned to limit the impact of the more extreme puritans and the Roman Catholic threat from abroad.

L5 candidates will provide a wide range of precisely selected material, as in L4, but will be able to argue that both religious and political considerations figured in Elizabeth's control of the church as so to an extent did economic ones too, where often a policy of diminishing the church's wealth, especially of its bishops, was pursued at every opportunity.

Question 6

“Parliament was of little importance in the government of England.”

How valid is this view *either* in the years 1525 to 1566 *or* in the years 1566 to 1603?
(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

Either

Indicative content

Candidates are being asked to discuss the extent of Parliament's influence in the government of England from the viewpoint of a wide range of policies, not least political and religious during this period.

L1 candidates will either produce generalised narrative accounts of the work and role of parliament during this key period or will tend to produce generalised assertions about the work of parliament under Cromwell and Henry VIII and the later governments of his children.

L2 candidates will be more aware of the demands of the question and will consider the role of parliament in England between 1529 and 1566 with the work of the Reformation Parliament and its key legislation in the 1530s, the equally significant legislation of the Edwardian and Marian parliaments and perhaps some coverage of parliament's role in the Elizabethan settlement of religion. There may be some grasp of how government, especially Cromwell by his use of parliamentary statute, did much to enhance parliament's role in vital changes at both the national and local level.

L3 candidates will be able to better focus the question and also select their material to agree or disagree that parliament was of little importance in the scheme of things, except for turning government wishes into political and administrative reality between 1525 and 1566. There may be some development concerning parliament's importance as the representative body of the political nation – the nobility and the gentry – and as such its support was essential to the success and implementation of government policies such as the Act of Union with Wales, the dissolution of the monasteries, the Prayer Book legislation of 1549 and 1552, the return to Rome in 1553-54 and the implementation of the Elizabethan religious settlement in 1558-59.

L4 candidates will realise that in fact parliament was of crucial importance to the work of government in England. Monarchs and their ministers, particularly Henry VIII and Cromwell, were aware of the significance of the concept of the “king in parliament” which gave virtually absolute legislative supremacy over both church and state.

L5 candidates will demonstrate sound conceptual awareness of the demands of the question by the use of a wide range of well-selected examples to assess parliament's importance. There will be development on the crown's increasing use of parliament throughout the period to pursue what were at times changing political agendas, especially under Edward VI and Mary I. Also, there will be recognition of parliament's increasing importance as a forum for the ordering of society at both the local and the national level and it was very much the vehicle used by the gentry and the urban elite to pursue their own agendas.

Or

Indicative content

Candidates are being asked to discuss the extent of parliament's influence in the government of England from the viewpoint of a number of policy areas, not least the political, religious, social and economic ones pursued during this period.

L1 candidates will either produce generalised responses or narratives about the role of parliament during this period with little focus on the demands of the question, namely the importance of the institution during this period. There may be some reference to the importance of the institution during this period.

L2 candidates will be more aware of the demands of the question and will either agree or disagree with the proposition. There will be narratives with some linkage to the question or assertive accounts of parliament's place in Elizabethan government. There may be some focus on the limited number of parliamentary sessions during Elizabeth's reign and also some development on the nature of political opposition to Elizabeth I, not least over religion.

L3 candidates will be able to better focus the question and also be more discriminating in their selection of material to argue for or against the proposition. There may be concentration on how far Parliament succeeded in increasing their right of free speech in discussing what they saw as matters of vital national importance. There may be discussion of how far Parliament's unimportance was evident in that the Crown attempted to limit its free speech due to Elizabeth I being more concerned than her predecessors to maintain her prerogative especially where the questions of marriage, religion and the succession were concerned.

L4 candidates will realise that in many senses in spite of the fact it often met infrequently, especially under Elizabeth I, Parliament was of importance in the government of England, not least in the passing of legislation to regulate wages and the growing problem of the poor, especially vagabonds, with the Poor Law Acts of 1576, 1597 and 1601. It was seen by the government and the nobility and gentry who sat in its two houses, as a useful forum for the discussion of and remedy of social and economic problems and the criticisms of abuses of government such as that of monopolies on which Elizabeth I retreated in Parliament in 1601.

L5 candidates will demonstrate a sound conceptual awareness of the demands of the question by the use of a wide range of well-selected examples to assess parliament's importance in government. There will be comment on Elizabeth's irritation with the institution and her rejection of its demands to discuss issues of national interest such as the return to Rome and the restoration of the monastic lands as well as ecclesiastical reform. However there will be recognition of its vital role as a means for the government to communicate with the political nation, especially the gentry, and also it was a means for them to fulfil their own local preoccupations as much parliamentary legislation of the period demonstrated. It was a vital conduit to the political life of the nation, even if it was infrequently summoned during the reign of Elizabeth I.

Question 7

Either

“How far were relations with Scotland and Ireland the main priority in English foreign policy in years 1525 to 1560? *(20 marks)*

Or

To what extent was Elizabeth I's foreign policy in the years 1566 to 1585 dominated by the need for security at the expense of protestant principles? *(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

Either

Indicative content

Candidates are being asked to discuss the priorities in foreign policy between 1525 and 1560 and those factors which influence it, both political and religious, in the light of how much priority was given to relations with Scotland and Ireland.

L1 candidates will either produce very general narrative or assertive responses which will contain limited information of some aspects of English foreign policy between 1525 and 1560 which may include some reference to Henry VIII's attempts to promote closer relations with Scotland as well as Somerset's attempt to take over the country in the years after 1547.

L2 candidates will have a more effective grasp of the range of issues and may be more aware that the question is not merely concerned with Anglo-Scottish relations. There may be some awareness of Cromwell's plans and also of Henry VIII's decision to increase royal control in Ireland in the later 1530s.

L3 candidates will demonstrate explicit understanding of the issues and may concentrate on Henry's plans for the union of England and Scotland in the 1540s. This may include knowledge of Solway Moss and the abortive Treaty of Greenwich, as well as the influence of Cardinal Beaton in thwarting Henry's plans.

L4 candidates will demonstrate a sound grasp of the demands of the question, most probably disagreeing with the proposition and their arguments will be buttressed by the use of a wide range of material. Judgement as demanded by the question will be explicit. There may well be informed discussion of Anglo-Scottish relations under Henry VIII, Somerset and later the early years of Elizabeth I including those factors which led to the successful intervention of 1560 and the Treaty of Edinburgh.

L5 candidates will offer a wide range of precisely selected evidence for or against the proposition in respect of how far relations with Scotland and Ireland were the main priority in foreign policy during the defined period. There may be consideration that often, especially in the 1530s and 1540s, security was England's main priority and in also ensuring that both Ireland and Scotland were securely within the English sphere of influence. It was such a concern that explains both Henry VIII's and Somerset's policies in Scotland, as well as Elizabeth's intervention there in 1559-60.

Or

Indicative content

Candidates are being asked to discuss the nature of Elizabethan foreign policy and how far it was dominated by the need for security at the expense of protestant principles which will involve discussion of both political and religious issues which influenced foreign policy.

L1 candidates will tend to produce generalised narratives of those factors which influenced the Queen's foreign policy with perhaps concentration on relations with Spain and the situation in the Netherlands and the threat it presented to English interests both political and religious.

L2 candidates will grasp that they are being asked to discuss the nature of Elizabeth's foreign policy during this period and how far security as against other factors such as protestant principles was her key concern. Such accounts may include narrative accounts of the Spanish threat such as the activities of the English in the New World and the situation in the Netherlands where the Spanish king's zeal for the preservation of Roman Catholicism clashed with the increasing Protestantism of many of his subjects, especially in the northern provinces.

L3 candidates will provide more focused accounts but these will be either unbalanced or to an extent lacking in depth in their treatment of the topic. At this level there may be consideration of the fact that often Elizabethan foreign policy has been seen to be reactive rather than proactive where the European situation was concerned, with Elizabeth being unwilling to make decisive commitments abroad, especially after the failure of her intervention at Le Havre in 1563. There may be consideration of her relations with France, especially when both felt increasingly threatened by the growing power of Spain as well as the latter's increasingly aggressive political and religious policies in the Netherlands from the mid 1560s onwards.

L4 candidates will be able to demonstrate by the selection of a wide range of precisely selected material the extent to which Elizabeth foreign policy was dominated by security considerations. There will be recognition that both religious and political considerations played their part here with Elizabeth's very cautious support of the Netherlands revolt by William of Orange from the later 1560s. Also there may be discussion of improving Anglo-French relations, in spite of the St Bartholomew Massacre in 1572, made imperative by what both powers saw as increasing Spanish ambitions which threatened both their interests, especially in the Netherlands. There may be some recognition that Elizabeth had to rein in the protestant enthusiasm of some of her subjects, in the New World as well as in the Netherlands, and that protestant principles as well as the need for security played their part.

L5 candidates will provide a wide range of precisely selected materials as in L4, but will be able to argue that Elizabethan foreign policy was influenced by a number of factors – religious and political – and informed by the Queen's own natural caution in the face of what was from 1570 onwards the growing Roman Catholic threat to her very position as Queen both at home and abroad. They will be able to demonstrate a grasp of its complexities, not

least how Elizabeth persevered in improving Anglo-French relations as the threat from Spain grew in the 1570s and the early 1580s.

Question 8

“Control of the outlying regions of the kingdom was a major problem for Tudor monarchs.”

How far do you agree with this view *either* in the years 1525 to 1566 *or* in the years 1566 to 1603? (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

Either

Indicative content

Candidates are being asked to discuss the extent to which control of the outlying regions of the kingdom was a major problem for Tudor monarchs in terms of political, religious and economic factors.

L1 candidates will produce generalised or largely narrative accounts of how far regions such as the North, the West, the Marches and Wales were major problems for Tudor government. There may be descriptions of the Pilgrimage of Grace or the work of the Council of the North.

L2 candidates will produce more focused accounts which may be narratives of the problems of the North and the Marches, including the rebellions of 1536, as well as the impact and threat of the rebellions of 1549 to Tudor government. There may be some references to the Act of Union with Wales and even events in Ireland in the later 1530s.

L3 candidates will produce focused accounts of how far the outlying regions of the kingdom presented major problems to monarchs and their ministers. There may be consideration of the rebellions of 1536 and 1549 and how far these were problems for Tudor monarchs in terms of gaining acceptance of their religious policies or dealing with strongly resented economic or social abuses in the later 1540s. Such answers will lack either balance or depth of treatment.

L4 candidates will be able to demonstrate by the selection of a wide range of precisely selected material explicit understanding of the demands of the question and the extent to which the outlying regions of the kingdom were a problem in the years 1525 to 1566. Major problems of law and order will be identified in the North and in the Welsh Marches and attention given to how these were dealt with by the Councils of the North and Marches. Also

there will be discussion of the major resentments caused by the religious policies of the government in the 1530s and the later 1540s in the North and the West in particular.

L5 candidates will provide a wide range of precisely selected materials as in L4, but will be able to argue that indeed control of the outlying regions, especially the North and Ireland, was a major problem but one that usually even in the danger years of 1536 and 1549, Tudor government was able to deal with effectively.

Or

Indicative content

Candidates are being asked to discuss the extent to which control of the outlying regions of the kingdom under Elizabeth was a major problem for Tudor monarchs in terms of political and religious factors in particular.

L1 candidates will produce generalised or largely narrative accounts of how far the outlying regions of the kingdom were a major problem for Tudor monarchs and their ministers. There may be rather general descriptions of the role of the Council of the North and the problems along the Scottish borders and after 1578 the effect of foreign intervention in the rebellion in Ireland.

L2 candidates will produce more focused accounts that may be narratives of the role of the Council in the North or the rebellion of 1569 and the threat that this represented to Elizabeth's government.

L3 candidates will produce more clearly focused accounts that will address how far the outlying regions of the kingdom presented problems for Elizabeth and her ministers rather than merely describing them. There may be accounts of the extension of English law and language to such areas as Cornwall and Wales. In the latter country bilingualism was actively encouraged with both Welsh and English versions of the Bible being placed side by side in the principality's churches. The advance of the English language and also law was seen as vital to promote national unity.

L4 candidates will be able to demonstrate, by a wide selection of precise material, the extent to which the outlying regions presented or were seen to present major problems for Elizabeth and her ministers. There will be consideration of the problems of the North, religiously conservative and a matter of concern not just in 1569 but because of the presence of Mary, Queen of Scots, after 1568 as the focus for Roman Catholic and conservative sentiment. There will be consideration of the problems presented in Ireland by Tyrone's rebellion during the later years of Elizabeth's reign with the necessity to divert scarce resources in order to contain it.

L5 candidates will provide a wide range of precisely selected material, as in L4, but will be able to argue that control of the outlying regions was vital to the success of Tudor government both in terms of promoting national identity and unity but also in containing the threats from Roman Catholicism, especially after 1570 which included the prevention of Ireland becoming a major danger to the stability of the kingdom in the 1590s.

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

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

How valid is the interpretation offered in Source A about 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 with reference to own knowledge to reach a sustained and well supported judgement on its validity. **9-10**

Indicative Content

Level 1 candidates will summarise Source A with assertions that the nature of poverty varied according to whether it was in the countryside or an urban environment. Level 2 candidates will demonstrate understanding of Pound's view that poverty was variable, not least in the severity of its effects and that in the countryside it was often less harsh in its effects, along with their own knowledge concerning the nature of poverty in Tudor England. Level 3 candidates will demonstrate a clearer grasp of the question by agreeing or disagreeing with the interpretation offered in Source A that the effects of poverty were variable depending on whether one was a rural or an urban dweller. They may draw on their own knowledge to argue the differences between urban and rural poverty can be exaggerated, especially during the crisis years of the 1590s. Level 4 candidates will make the points already mentioned in Level 3 but out of their own knowledge and interpretation of the source and will offer a well-sustained response that will either agree or disagree with the interpretation offered in Source A regarding poverty and how it differed between town and country. There may be reference to the fact that Source A is concerned with the nature of poverty as between town and country and the problems it could pose in an urban context, but that it does not address the causes of poverty or how the authorities in town and countryside dealt with it. Also Source A fails to appreciate that the authorities, whether urban or rural, had essentially the same attitude as how to deal with the problem of poverty.

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

How useful is this source as evidence of the government's concern with the problem of the unemployed in Tudor England? (10 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

Level 1 candidates will summarise the content of Source B with general comments as to its utility such as it shows concern that poor and needy persons should be set to work and as it was a contemporary source it gives you viewpoints from the time. Level 2 candidates will demonstrate that the source provides evidence of government concern to see that the poor are needfully occupied to avoid problems of begging, stealing etc. There will be reference to the fact this source and others from the period show government concern to deal with poverty. Level 3 candidates will make the points already mentioned in Level 2 but to an extent will develop more fully on the utility of Source B as evidence of government concern – its strengths and limitations such as laying down an administrative framework for the relief of poverty. Level 4 candidates will demonstrate a clear and well-developed grasp of Source B's utility. There will be reference to the fact Source B demonstrates clear government and parliamentary concern regarding poverty and especially its evils – such as the threat to law and order. However, how far it demonstrates government concern as opposed to parliamentary pressure on government will be argued effectively using both Source B and the candidate's own knowledge.

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

“ Harvest failures and unemployment were the most dangerous threats to social stability in Tudor England.”

Assess the validity of this view. (20 marks)

- 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

Level 1 candidates will tend to select material from the sources which supplies evidence in support of the question that harvest failures and unemployment were dangerous threats to social stability. If candidates move beyond the sources they will produce generalised narratives of how far harvest failure and unemployment were threats to social stability, probably agreeing that they were.

Level 2 candidates will be able to use the sources and their own knowledge to demonstrate some understanding of the question and to provide accounts of the extent to which harvest failures and unemployment were dangerous threats to social stability. There may be some development on the 1540s and 1550s as well as the 1590s as being times of economic

dislocation in Tudor England and that in this both harvest failure and unemployment played their part. Answers at this level will tend to contain a limited selection of material and may be assertive while lacking range or depth.

Level 3 candidates may challenge the view that harvest failures and unemployment were major threats to social stability but are more likely to agree with the proposition. They will make some use of the sources, especially A, and their own knowledge of harvest failures in the 1540s, 1550s and in the 1590s in particular, to argue the extent to which unemployment and harvest failure were in themselves dangerous threats to social stability.

Level 4 candidates will be able to demonstrate by the selection of a wide range of precisely selected material both from the sources and their own knowledge explicit understanding of how far harvest failure and unemployment were dangerous threats to social stability. They will provide a wide range of examples to argue probably that unemployment was seen, along with other causes of poverty, as a major threat to social stability. Hence, they will argue that generally government legislation such as that in Source B, was concerned to see that local government dealt effectively with unemployment and that numbers of other acts such as those of 1547, 1552, 1563, 1572 and 1597 reflect this too as well as other preoccupations, especially such as the aged poor.

Level 5 candidates will be able to demonstrate understanding of the complexities of the question – not least how far harvest failure was seen by contemporaries as a dangerous threat to social stability. The acts regarding poverty tend to deal with the symptoms of poverty, especially the extent to which unemployment was seen as a threat to social stability by the ruling class, both nationally and locally and this may be discussed. At this level there will be awareness of the complexities of the evidence, especially when considering the underlying causes of the threats to social stability in Tudor England such as economic dislocation and its various causes and effects.