



General Certificate in Education

A2 History 6041

Alternative N Unit 5

Mark Scheme

2007 examination - June series

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

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

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CRITERIA FOR MARKING GCE HISTORY:

A2 EXAMINATION PAPERS

General Guidance for Examiners

A: INTRODUCTION

The AQA's 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 specification. These cover the normal range of skills, knowledge and understanding which have been addressed by A2 level candidates for a number of years.

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

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

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

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

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

B: EXEMPLIFICATION OF 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.

C: 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**A2 Unit 5: Reformation, Reaction and the Age of Elizabeth, c1525–1603****Section A****Question 1**

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

To what extent do these two sources agree on the reasons for the downfall of Anne Boleyn? (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 'shrewish wife'; and 'lost cause' and suggests Henry was willing to take 'a firm stand against heresy'. Source B says relations between Henry and Anne 'were still strong', and reveals a very favourable view of Anne. Though both sources agree there was a conspiracy, Source B is much more emphatic about the range and deviousness behind it.

Many thorough answers will show efficient analysis of the text, but be limited to Level 2 because they fail to go beyond that. Better answers will also be able to differentiate; and to set the comparison in the context of understanding and own knowledge.

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

'The desire for a male heir, rather than the influence of Protestant ideas, was the driving force behind the Henrician Reformation'.

Assess the validity of this view.

(20 marks)

Target: AO1.1, AO1.2, AO2

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

Indicative content

This question invites a direct response to the claim that the Reformation was all about dynastic politics. Many answers will relish attacking it with trenchant arguments that the process was pushed along by religious radicalism – not least by Anne Boleyn and Cromwell. Source B suggests the strength of Anne's influence on religion; Source C supports the idea of a rising tide of Protestantism, saying only that its rise would have been slower without the marriage issues. There are also, however, strong arguments available for those candidates wishing to agree with the key quotation. Source A strongly implies political considerations were dominant – many answers will deploy convincing own knowledge about the extent of political and economic factors as well as dynastic ones.

Note that this question is focused on the Henrician Reformation – there should be coverage of the longer-term issues addressed in Source C, not only a narrow focus on 1535–1536. As usual, a balanced answer does not necessarily demand comprehensive or equal coverage of all aspects. The key requirement is a relevant central argument, supported by appropriate depth of evidence and selective use of the sources.

Question 2

- (a) Use **Sources A** and **B** and your own knowledge
 'To what extent do these sources agree on the reasons for the decision to execute Mary Queen of Scots?' (10 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

There is a degree of similarity in these sources (especially the dangers to Elizabeth's security presented by Mary) but one key difference – Source B says little about Burghley and those 'lobbying' for Mary's execution, but Guy in Source A shows the relentless determination of Burghley and Walsingham to get the execution order they wanted out of Elizabeth. For Guy (typical of his approach throughout the biography), Mary is the innocent victim of implacable political enemies; for Loades in Source B, she is a 'deeply-flawed diva' who brought about her own disastrous end by avoidable errors and provocations, and 'restless plotting'. There is also a difference in the views of Elizabeth – both sources agree she delayed as long as possible, but where Loades claims she 'obstinately clung to the hope of a diplomatic settlement', Guy explains Elizabeth's hesitation as merely a cynical ploy to avoid any blame. Good answers will not merely identify relevant literal evidence in the sources, but will also examine critically the differences in tone and emphasis. As usual, many often lengthy and well-written answers will be held to Level 2 by a narrow, too literal approach to analysis of the words and phrases in the sources. Answers at Level 3 and above will show the ability to use own knowledge of the issues in context; and/or some skill in differentiation.

- (b) Use **Sources A**, **B** and **C** and your own knowledge
 'Neither Protestantism nor Elizabeth was ever in any real danger from the Catholic threat.'
 How convincing is this view of the years 1558 to 1587? (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 the question is on the extent and the seriousness of the catholic threat to Elizabeth and to the Protestant settlement. The key quotation takes a sceptical view, with the Queen 'never in real danger' despite all the plots and the residual Catholic loyalties. Many answers will attack this view – using own knowledge of external threats in order to argue, as does Susan Brigden in Source C, that there was a 'permanent political crisis'. Other answers, perhaps a minority, will agree with the key quotation using own knowledge to illustrate the small scale of the threat and the relative ease with which Walsingham uncovered what plots there were.

There is plentiful evidence, both for and against, in the sources. Source C stresses the high levels of anxiety – though more in perceptions of danger than in reality; Bridgen concedes that ‘Catholics showed allegiance to the Queen, not Rome’. Source A dramatises the dangers to Elizabeth, especially in the 1580s – but also notes the degree to which these dangers were played up by Cecil and others. Source B says things like ‘spell trouble’ and ‘restless plotting’ – but also notes Mary’s illusions and ‘self-deception’, arguing that England had ‘more important things to worry about’ than Mary Queen of Scots. As usual, the key requirement is a direct response to the question, supported by own knowledge and understanding of the context of court politics and by sensible use of the sources.

Note that the key dates 1558–1587 allow for change and development over a period of nearly thirty years. One feature of good answers will be recognition of change over time – noting, for example, that there was a big change from 1570 onwards. The end date, 1587, clearly excludes the Spanish Armada.

Section B

Questions 3-11 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

To what extent did England experience long-term social and economic crisis in the years c1525 and c1600? *(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 trends over the period as a whole. Comprehensive or even coverage cannot be a requirement here – there may well be greater emphasis and weight of evidence in some parts more than others. The periods of 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 ‘fundamental change’ was mostly negative. Other answers may stress the overall growth that resulted from rising population or the development of towns and trade. Similarly, answers may be selective in their view of the wide range of social and economic issues – some answers may differentiate effectively between regions. Successful answers will establish a relevant overall argument in response to the question, illustrated by appropriate, necessarily selective, specific examples.

Question 4

‘The political and financial developments in the years 1532 to 1540 amounted to a Tudor revolution in government’.

How convincing 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

This is a well-known debate. Answers are equally likely to agree with the proposition to set out Elton’s arguments for a ‘revolution’ carried through by Cromwell; or to adopt a ‘revisionist’ approach, playing down the extent of innovation and being more sceptical about the consistency or the lasting success of Cromwell’s methods. Either approach is entirely valid as long as it leads to a balanced argument showing awareness of the issues.

One feature of Level 4/Level 5 answers may be willingness to use historiography – this is by no means essential, however, and to be effective it must be directly applied to argument and

evaluation, not literal description of the views of various historians. The key dates 1532 and 1540 should be observed – but some answers may adopt a synoptic approach, stressing continuities before and after Cromwell. In such cases, material outside the key dates could become highly relevant and effective.

Question 5

'Faction, rather than royal authority, dominated Henry VIII's court in the 1540s.'
Assess 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

There are two main possible approaches to this question on court politics and royal government in the 1540s. Answers may opt to focus mostly on the faction fighting and rivalries of 1540–1547, linking this to only a brief assessment of the King's personal role and 'royal authority'; or they may focus firmly on the King himself, perhaps referring to the importance of the loss of Thomas Cromwell, or perhaps using specific own knowledge of the King's physical and personal deterioration in his latter years. Either approach is entirely valid, as long as it addresses both aspects with a well-balanced argument, if not with equal coverage.

One feature of Level 4/Level 5 answers may be a willingness to challenge the fundamental assumption in the question that royal government *was* weak and chaotic in the 1540s. Many answers, often good ones, are likely to argue that Henry VIII's authority did not weaken in the 1540s, that the influence of faction has been overrated by historians and that the last word was always with the King. The key requirement for an effective answer is an argued case about the political significance of faction for the regime, as compared with Henry's authority.

Question 6

'A series of self-inflicted disasters.'
How convincing is this view of England's foreign policies towards France and Scotland in the years 1540 to 1558? (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 general thrust of this question – arguing that foreign policies were indeed disastrous, led astray by volatile personal ambitions. Key personalities within the key dates include Henry VIII, Somerset, Northumberland and Mary (if

candidates make appropriate use of the legacy of Wolsey and how it affected affairs after 1529, this can be credited; but it should not unbalance the answer. Answers failing to reach beyond 1547, or dealing exclusively with only one country (sadly there may be some), would be badly unbalanced. There may be answers, often good ones, arguing that there were indeed many exceptions to the pattern of 'disasters' – even perhaps contending that there were consistent national interests followed during these years and that England's policies towards both France and Scotland were influenced by similar considerations, regardless of who was controlling policy at the time.

Some answers may also show balance and differentiation by finding exceptions to their general assessments – or by differentiating between a more sensible and successful approach to policy in the early stages, post-Wolsey, contrasted against the failures and disillusionment of later years; or by noting that there was a change in the direction of policy when Mary I came to the throne. Answers cannot be expected to be comprehensive; but should address relations with both countries over the period as a whole.

Question 7

'The origins of all the rebellions in the years 1549 to 1554 lay much more in weak government than in any upsurge of social and religious unrest.'
Assess 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

Many answers to this question may be focused very much on 1549 – on Somerset and the rebellions in the South West and in East Anglia. The key dates, however, and the key word 'all' make it a requirement to deal also with Wyatt in 1554 (and Northumberland and Lady Jane Grey in 1553). The question invites a wider view of the reigns of Edward VI and Mary I – was this a period of 'weak government' or not? Many answers will take up this invitation and will give close attention to the idea of a 'mid-Tudor crisis'. There will also be answers that challenge strongly the key quotation, arguing that weak government did not really exist (or certainly not at all times) and that these rebellions were indeed caused by significant local and religious unrest. One feature of good answers may be effective differentiation between rebellions that had differing causes; or between 'weak rulers' (Edward VI or Somerset?) and 'strong' ones (Northumberland or even Mary I?). As usual, the key requirement is for a balanced argument, supported by selectively applied evidence.

Question 8

'Elizabeth's Church Settlement provided a remarkably effective solution to the dangerous and unstable religious situation she inherited.'

Assess the validity of this view with reference to the years 1553 to 1566. (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 to this question are likely to agree with the key quotation, giving full credit to Elizabeth's judgement and political skill in devising and pushing through an acceptable religious compromise – such answers are also likely to accept implicitly the proposition that the situation she inherited in 1558 was 'dangerous and unstable'. There may well be answers, however, ready to challenge these assumptions, arguing that there was range of factors already working in Elizabeth's favour in 1558. It may be argued that the situation she inherited was far from impossible; or that the short-term compromises of the Settlement were only a 'quick fix', leaving any issues unresolved and storing up dangerous problems for the future.

The key dates are important. The start date 1553 requires at least briefly some analysis of Mary I's policies and the legacy she left by 1558. The end date 1566 requires a focus on the framing of the Church Settlement and on the degree to which it succeeded in the early years of Elizabeth's reign. The balance of coverage will not always be the same – some answers will have relatively little detail on 1553–1558 because their arguments point in a different direction; some answers may range beyond 1566 to explain their answer in terms of longer-term developments, though such material should be applied to evaluation, not description, and should not unbalance the answer.

Question 9

'In the years 1558 to 1596, Elizabeth's policies towards Spain were shaped more by economic factors than religion.'

How convincing 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

This question is focused on Anglo-Spanish relations over an extended period, culminating in the long war of the 1580s and 1590s. The thrust of the key quotation is based on economic factors, especially the desire to break into the lucrative trade with the Americas – first by peace and negotiation, later by privateering and all-out war. The majority of answers will probably challenge this view, arguing instead that religion was much more significant – and that the

Netherlands was the crucial issue for English policy makers, for national survival and the desire to defend Protestantism. Others, probably a minority, may see Elizabeth's policies as being strongly influenced by her backing for the traders and raiders like Drake and Hawkins – perhaps stressing that Elizabeth's policies towards Spain were generally cautious and accommodating until the violent Spanish reaction to Hawkins's third voyage in 1569. Some may also argue that there was a change in policy in mid-reign – caused by the aggressive policies of Spain and the Papacy from 1570–1571.

The reference to 'England's foreign policies' allows for differentiation of those directing policy – was the Queen inconsistent, influenced by hotheads like Leicester, or was he following a logical and coherent policy? Successful answers, as usual, will have synoptic awareness, a direct argument in response to the question, and well-selected specific evidence.

Question 10

'Elizabeth I was never able to fully control either her parliaments or her ministers.'
How convincing is this view of the years 1558 to 1587? (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 question with an extensive timescale. There may be a number of answers making differentiated assessments according to change over time – or between success with one aspect (ministers?) as against failure with the other (parliaments?). Leicester and William Cecil provide sufficient scope for the ministers – but there are other useful possibilities such as Walsingham, Raleigh and Hatton. There is plentiful material on parliament, not least the ongoing saga of marriage and the succession. Answers cannot always be comprehensive or equal in coverage – one aspect may legitimately dominate, as long as there is relevant attention to the other. The end date 1587 should be observed – this excludes the years of Elizabeth's decline, the parliamentary opposition of the 1590s, and the rivalry between the factions of Essex and Robert Cecil. Material after 1587 can be made relevant, if linked to points made about earlier in the reign – but such material should not be for its own sake and should not unbalance the answer.

Question 11

'In the years 1588 to 1603, Elizabeth's England was both politically and socially unstable.'

How convincing is this view of the last years of Elizabeth I's reign? (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 question focuses once again on the great debate about Elizabeth's final years – Golden Age, or creaking regime? The evidence for those pessimists wanting to challenge the key quotation is very strong – not only the political disasters such as Ireland and Essex but also deep financial problems leading to tensions with parliament, and the social and economic crisis that culminated in the revision of the Poor Law in 1598 and 1601. Christopher Haigh emphasises how much Elizabeth depended on the Tudor propaganda machine – promoting the myth of the Virgin Queen when in reality she was merely an ageing showgirl. On the other hand, the evidence in support of the 'Golden Age' can be put forward with equal conviction. John Guy states firmly that 'as long as Elizabeth lived, government worked'; D. M. Palliser argues that Elizabeth's England remained stable and prosperous, especially in comparison with continental Europe at this time. There also many who would point to Shakespeare and the vigour of English cultural life. The key requirement is for a direct argument that shows a balanced understanding of the alternative views and is supported by appropriately selected evidence.

As always with questions on this topic, the end date (and the end of the specification as a whole), is 1603 – most answers will, rightly, stop there too. But it is possible that some answers, often good ones, will go beyond 1603 to explain how Elizabeth's difficult legacy played out in the early years of James I. Such material is by no means essential (and should not unbalance the answer) but could be highly effective if well applied to the question.