



General Certificate in Education

A2 History 6041

Alternative N Unit 5

Mark Scheme

2008 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.

June 2008

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 in their view of the downfall of Thomas Cromwell?
(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 'great career'; and admires the 'revolution' and agrees with the view of Henry that Cromwell was his 'most faithful servant'. Source B agrees with some of this but implies strongly that Cromwell was also responsible for his own downfall. Though both sources agree there was a conspiracy, Source A is much more emphatic about the range and deviousness behind 'tricking' Henry. Rex argues in his final sentence that Henry was glad to be free of 'one man's dominating policy'. 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 impact of factions and rivalries in the years 1540 to 1547 has been greatly exaggerated; in reality, Henry VIII was always in control.'

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 Henry VIII was an effective, even tyrannical ruler who never let slip his grip on power. Many answers will relish attacking this view, putting forward trenchant arguments that royal government dissolved into messy conflicts between rival factions, and that Henry was frequently manipulated by influential courtiers. Such answers may stress how this factional strife was pushed along by religious issues – not least by the Catholic conservatives on one side and Katherine Parr on the other. All the sources have relevant material on Henry's authority and the consequences of the fall of Cromwell; Source C has a direct focus on the faction fighting of the 1540s. Some answers may differentiate effectively – arguing, perhaps, that Henry was in control for most of the reign but then lost his dominance in the final months due to declining health. 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 B** and **C** and your own knowledge.
To what extent do these sources agree in their view of the rebellion led by the Earl of Essex?
(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 is a degree of similarity in these sources (especially the fact that Essex's rebellion was a fiasco and lacked political realism) but one key difference – in Source B Haigh notes how Elizabeth 'drove Essex into a desperate ploy', as well as stating she was losing control as she got older; Source C is all about her being 'coolly in control'. For Weir, there is no sign of problems associated with age – but Haigh is very firm about the adverse effects of the factional conflicts and the manipulation of Elizabeth by the Cecils and their allies, especially in the later years. 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.

'Elizabeth was a weak and inconsistent ruler, always dependent on her ministers.'

How justified is this view of the reign of Elizabeth I? (20 marks)

Target: AO1.1, AO1.2, AO2

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

Indicative content

The focus of the question is on the extent of Elizabeth's political dominance. Note that there is also a wide timescale, dealing with the whole reign and allowing for differentiated views of change over time (a theme encouraged by Source B). There is substantial evidence in Source A and in Source C to challenge the key quotation. Smith provides a convincing argument to explain both the extent of political faction fighting and yet also the extent to which Elizabeth was ultimately in charge. Answers cannot be expected to be comprehensive but should be able to provide an argued case, with synoptic awareness of the issues and backed by selected specific examples – such as the roles of Burghley, Leicester and other court favourites, or case-studies such as the Alencon marriage, or the execution of Mary, Queen of Scots, or Elizabeth's decline in the 1590s. As usual, the key requirement is a direct response to the question, supported by knowledge and understanding of the context of court politics and by sensible use of the sources.

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

'England experienced sustained economic prosperity and social stability.'
How convincing is this view of England between 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 on some aspects (and some particular periods) than on others. The period of crisis in the 1540s and 1550s, and in the 1590s, for example, might either be used in answers agreeing with the quotation as untypical exceptions to the general rule of stability and success. Equally, they might be used as powerful evidence to show that the situation was mostly negative. Some answers may focus on a specific theme, such as population, or towns and trade. Some answers may differentiate effectively between regions. Successful answers will establish a relevant overall argument in response to the question, illustrated by appropriate (and necessarily selective) specific examples.

Question 4

Assess the extent to which politics and religion in England were affected by the rise of Anne Boleyn in the years 1527 to 1535. (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 massive topic about a well-known key personality. Answers are likely to assemble a considerable range of evidence relating to Anne's personality and the reasons for her rise; and to her impact on politics and religion during these years. It cannot be expected that they will provide even-handed or comprehensive coverage. Many may give detailed attention to religion, arguing the case for Anne as an influential promoter of protestant ideas. Others may emphasise court politics and Anne's role as a focal point for a political faction. Others will see her importance in more personal terms – the accidental political and religious side effects of a marital storm that blew itself out without any coherence or lasting results. Any such approach is entirely valid as long as it leads to a balanced argument showing awareness of the issues in the question.

The key word 'rise' and the key dates 1527–1535 should be addressed. It is possible that some material relating to Anne's downfall *could* be used effectively – but only if applied to this

question in a relevant and selective way. One feature of Level 4/Level 5 answers may be a 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. Equally, some answers may adopt a synoptic approach, stressing continuities before and after Anne – but this should be explanation and assessment of the issues in the question, not factual description.

Question 5

Assess the contribution of parliament to Tudor government, both at national and local level, in the years 1529 to 1547. (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 parliament. Some answers may opt to focus mostly on Cromwell and on the faction fighting and rivalries of 1540–1547, linking this to an argument that parliament had only a minor role to play; others may aim directly at parliament, assembling evidence about both national and local affairs to show the growth in the influence and importance of parliament, especially in the reform legislation of the 1530s. Either approach is valid, as long as it addresses the question with a balanced argument. It cannot be expected that answers will be comprehensive or address all issues 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 may argue effectively that the influence of parliament has been overrated by historians who have been too anxious to read backwards into history to find the origins of true democracy in England. The chief requirement for an effective answer is an argued assessment.

Question 6

‘The foreign policies of Henry VIII, in the years 1525 to 1547, were unrealistic and mismanaged.’

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 will find it easy to agree with the general thrust of this question – arguing that Henry VIII’s foreign policies were indeed disastrous, led astray by volatile personal ambitions and disregard for practicalities and the national interest. The end date, for once, is 1547 and

this should be observed – but some answers may include comparisons with later personalities, such as Somerset, or Northumberland; this can be rewarded if genuinely applied to an assessment of Henry but it should not unbalance the answer. There may be answers, often good ones, arguing that there were indeed some exceptions to the general pattern of ‘unrealistic, badly mismanaged’ policies – even perhaps contending that there were consistent national interests followed during these years – but most answers are likely to agree with the quotation. The question allows scope for the role and policies of Wolsey but only from 1525 – earlier material should be discounted, unless very directly applied to the evaluation of what transpired from 1525 onwards.

Question 7

‘Both Somerset and Northumberland were capable and effective rulers.’

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

Answers to this question should be focused on 1547–1553, on the reign of Edward VI as a whole – even or comprehensive coverage is not required but there must be a synoptic view of the two key personalities in the context of the reign of Edward VI, not just a biographical critique of Somerset and/or Northumberland. The question invites a critical view of the so-called Mid-Tudor Crisis and, at least implicitly, for a comparative judgment of the two Protectors. Many answers will take up this invitation and will have a firm view about the extent, or not, of ‘capable and effective’ government at this time; some, for example arguing that 1547–1553 was characterised by weak government, as shown by the social upheavals and rebellions and the failure to deal with them effectively. The key term ‘rulers’ allows for answers to address both internal and foreign affairs – many answers may deal with war and foreign policy but this is not a requirement. One feature of good answers may be effective differentiation between the weaknesses of Somerset and the strengths of Northumberland. As usual, the key requirement is for a balanced argument, supported by selectively applied evidence.

Question 8

'The errors of Mary I, rather than the political skills of Elizabeth, explain the success of Elizabeth I in consolidating her authority.'

Assess the validity of this view with reference to the years 1553 to 1563. (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 keeping out of trouble during Mary's reign and in devising and pushing through an acceptable religious compromise after 1558. Such answers are also likely to accept implicitly the proposition that the situation Elizabeth inherited in 1558 was dangerous and unstable and that Mary had created many of these problems by her political failings. There may well be answers, however, ready to challenge these assumptions, arguing that there was a 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 many 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 her legacy by 1558. The end date 1563 requires a focus on the early years of Elizabeth's reign and the extent to which she consolidated her authority after the 'mid-Tudor crisis'. ***Note there may be variations in balance – some answers, for example, will provide relatively little detail on 1553–1558 because their arguments are mostly about Elizabeth rather than Mary.

Question 9

'Throughout the years from 1558 to 1589, Elizabeth's policies towards her European neighbours were driven above all by fear.'

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

This question is focused on England's foreign relations over an extended period, culminating in 1589 with the sense of security achieved by the defeat of Spain. The thrust of the key quotation is 'above all driven by fear', making security the overriding aim – but this might be balanced against other factors, such as religion and the intervention in the Netherlands, or economic motives, especially the desire to break into Spain's lucrative trade with the Americas – or dynastic considerations such as marriage negotiations with France. The majority of answers will probably broadly agree with the assumption in the question, arguing perhaps that religion

and security were much the same thing and that the Netherlands was a crucial issue for English policymakers, both for national survival and the desire to defend Protestantism. Others, probably a minority, may see Elizabeth's policies as having mixed motives and often influenced by ambitious individuals – such as her backing for the traders and raiders like Drake and Hawkins; or Leicester's desire to be a great war leader. Some answers may see change over time as a factor – for example the policy switch caused by the aggressive policies of Spain and the Papacy from 1570–1571. The reference to 'England's neighbours' allows for some flexibility – France and Spain would be sufficient, although some will cast their net more widely. 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's authority was threatened more by Puritan extremism than by Catholic opposition in the years 1559 to 1603.'

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

This question has an extensive timescale and covers two big issues – Puritan extremism and Catholic opposition. Answers should be synoptic, providing a comparative overview of the degree of threat against Elizabeth; but it cannot be expected that the evidence provided will be comprehensive. The balance of answers will be shaped by the assessments offered – if, for example, the Catholic threat is judged to be far more dangerous, then the depth of evidence about the Puritans would be correspondingly slimmer. Some answers will differentiate effectively between various elements of Catholic opposition; and between times when it was more or less intense. Others will argue that the only Catholic threat threatened to overthrow the state, and that the Puritan challenge was of a very different kind. Although answers cannot be expected to be comprehensive or even in coverage, the key dates should be observed. '1599' should lead to a focus on the church settlement and on Elizabeth's position at the outset of her reign – '1603' requires a synoptic approach with some assessment of the extent to which the situation changed over time.

Question 11

Assess the contribution of parliament to Tudor government, both at national and local level, 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

Indicative content

The question focuses on the role and impact of parliament during Elizabeth's reign. Note that the starting date, 1566, is intended to steer away from questions relating to Elizabeth's early years when she was establishing herself and carrying through the church settlement. The end date, 1603, requires some attention to the 1590s – political problems such as Ireland, Essex and the succession but also economic and financial problems causing tensions with parliament, and the social crisis that led to the revisions of the Poor Law in 1598 and 1601. In between, there is much scope for discussion of issues such as plans to marry Elizabeth off; or parliamentary pressure to take action against Mary Stuart. Answers cannot be expected to be comprehensive but there should be a synoptic view of the reign. National issues may dominate some answers but there is considerable scope at local level, especially on social questions like vagrancy and parliamentary legislation to deal with it. The key requirement is a direct argument with a balanced understanding of the issues and supported by appropriately selected evidence.