



**General Certificate in Education**

**AS History 5041**

**Alternative N Unit 2**

**Mark Scheme**

*2008 examination – January 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.

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

Copyright © 2008 AQA and its licensors. All rights reserved.

#### COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

## **CRITERIA FOR MARKING GCE HISTORY:**

### **AS EXAMINATION PAPERS**

#### **General Guidance for Examiners**

---

#### **A: INTRODUCTION**

The AQA's AS 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 AS level candidates for a number of years.

Most questions will address more than one objective reflecting the fact that, at AS 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 AS.

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 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: DECIDING ON MARKS WITHIN A LEVEL**

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

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

So, is the response:

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

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

**January 2008**

**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 what is meant by 'marriage' (line 1) in the context of Henry VII's claim to the English throne. (3 marks)

*Target: AO1.1, AO2*

- L1: Basic explanation of the term using the source, e.g. it deals in general terms with the marriage to Elizabeth of York strengthening Henry's claim. **1**
- L2: Demonstrates developed understanding of the term and its significance in relation to the context, e.g. defines precisely Henry's need for legitimacy (and how he gained support in exile by promising the marriage); or explains why he was careful to have his coronation first, to avoid seeming dependent on his wife's superior claims. He needed an heir and wished to heal the rift between Lancaster and York. **2-3**

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

How useful is **Source B** as evidence about the power and authority of Henry VII in 1497? (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 statement identifying utility/reliability of the source based on the content, e.g. all-purpose speculation about the source of the report being well-informed; or literal and uncritical paraphrase on the contents of the source. **1-2**
- L2: Developed statement about utility/reliability in relation to the issue and based on content and own knowledge, e.g. using own knowledge to 'test' the accuracy of the source-evidence, or explain the context of 1497. **3-5**
- L3: Developed evaluation of the sources, with reference to the sources and own knowledge, drawing conclusions about the extent/degree of utility/reliability of the source, e.g. a critical evaluation, noting that much of the evidence is plainly hearsay; or making a direct

challenge against the proposition that 1497 was the moment when Henry became securely established. **6-7**

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

'Henry VII consolidated his grip on power swiftly; his government was secure long before 1497.'

Explain why you agree or disagree with this statement. **(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* sources. **1-4**
- L2: ***Either***  
Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues.
- Or***  
Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, implicit understanding of a wide range of relevant issues. Most such answers will be dependent on description, but will have valid links.
- Or***  
Demonstrates, by limited selection of material, *both* from the sources *and* from own knowledge, implicit understanding of the relevant issues. These answers, while relevant, will lack both range and depth and will contain some assertion. **5-8**
- L3: Is able to demonstrate, by relevant selection of material, *both* from the sources *and* from own knowledge, some understanding of the demands of the question. **9-11**
- L4: Demonstrates, by selection of a wide range of precisely selected material *both* from the sources *and* from own knowledge, explicit understanding of the question and provides a balanced explanation. **12-13**
- L5: As L4, but contains judgement, as demanded by the question, which may be implicit and partial. **14-15**

### Indicative content

The focus of the question is on the success with which Henry VII consolidated his power between his controversial accession and 1497. Source A says it was a long process but was carried through with great success, especially because of financial policies and of the effectiveness of the government by Henry's well-chosen 'inner circle'. Source B implies strongly that Henry's position was tense and vulnerable until 1497 and only became safer after the defeat of Warbeck and the Cornish rebellion. Source C offers a more mixed view, crediting Henry with a secure position but emphasizing the limits on his wealth and power – and how cautious he had to be, even late in his reign.



Some answers will entirely agree with the quotation and bring in much own knowledge of Henry's rapid successes in government, finance, law and order and control of the barons. Such an approach may also argue that the challenges of 1497 were pinpricks rather than major threats to Henry's survival – and that the last life-or-death danger to Henry was Stoke in 1487. On the other hand, there is plentiful evidence that Henry's position remained vulnerable after this, to 1497 or even later. Such answers could argue that Henry could never escape the fact that he had a weak dynastic claim, he could not safely trust his nobility and that he was genuinely worried about Warbeck. Source C points out that his financial strength was only skin-deep. As usual, successful answers will have a clear argument, supported by applied own knowledge and sensible use of the sources.

Timescale runs from 1485–1497. Level 4 answers should show a secure grasp of chronology.

## Question 2

- (a) Comment on 'his own experience' in the context of Henry VII's attitude to foreign powers at the beginning of his reign. (3 marks)

*Target: AO1.1*

- L1: Basic or partial explanation of the issue based on either the source or own knowledge, e.g. general points about Henry having been a usurper himself. **1**
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. gives specific examples of foreign backing for Henry Tudor before 1485 (especially from Brittany and France); or explains how much of Henry VII's diplomacy was based on guarding against the potential threat of foreign support for pretenders. **2-3**

- (b) Explain why Henry VII established peaceful relations with France in 1492. (7 marks)

*Target: AO1.1, AO2*

- L1: Demonstrates implicit understanding of the issue, e.g. refers to the Treaty of Etaples. **1-2**
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. provides a sound range of factors influencing Henry's policy towards France, such as realism about his failures over Brittany and his willingness to accept the French pension. Lack of money; and general wish for peace rather than war; wish to close off opportunity for Warbeck. **3-5**
- L3: Demonstrates explicit understanding of a range of factors, and prioritises, makes links and draws conclusions in order to provide an explanation, e.g. not only describes factors but explains them in the light of a judgement. \*\*\*Note that Level 3 answers may deal with fewer factors than many Level 2 answers, which might have a longer 'list' of factors but not differentiate. Level 3 answers will make links and draw conclusions to provide an explanation. **6-7**

- (c) Explain the importance of marriage treaties, in relation to other factors, in shaping Henry VII's policies towards Spain and Scotland in the years 1489 to 1509. (15 marks)

*Target: AO1.1, AO1.2, AO2*

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

### Indicative content

Note that this question is focused on policies towards both Scotland and Spain. We cannot expect even-handed or comprehensive coverage (many answers will have much more to say about Spain) but both countries should be addressed in the answer. There should be a balanced assessment of the relative importance of marriage treaties in shaping Henry's policies over the reign. Many answers may focus at length on 'other factors' here, such as Henry's concerns for security, the avoidance of war, fear of France (and Maximilian and the Empire) early in his reign, or the traditional rivalries with Scotland. On the other hand, there will be strong arguments that the marriage treaties were indeed of great importance, especially with Spain, and that marriage diplomacy was the key factor for Henry throughout his reign, and with his plans to remarry after the death of Queen Elizabeth. Many answers will relate marriage plans to either or both security and prestige.

As usual, the basis of successful answers will be an argued overall assessment supported by precise and well-chosen evidence. Answers at Level 4 will not necessarily have more sheer substance but will have precise definition of issues and the ability to differentiate between factors of greater or lesser relative significance.

\*\*\*Note the end date 1509. Balanced answers should be able to reach beyond 1500 and to make assessments in the context of the reign as a whole.

---

**Question 3**

- (a) Comment on 'financial demands of the Church' (lines 2 and 3) in the context of the English Church in the early sixteenth century. (3 marks)

*Target: AO1.1*

- L1: Basic or partial explanation of the issue based either on the source or own knowledge, e.g. describes in general the emergence of anti-clericalism in the early years of Henry VIII's reign. **1**
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. gives specific knowledge of the heresy trial of Richard Hunne in 1514 and the scandal resulting from his death while in jail; or critical assessment of the significance (or not) of the protests against the church in the early years of Henry VIII. Tithes, marriage and mortuary fees are literal examples of financial demands. **2-3**

- (b) Explain why there was anti-clericalism in England in the years 1485 to 1515. (7 marks)

*Target: AO1.1, AO2*

- L1: Demonstrates implicit understanding of the issue, e.g. shows awareness of protests against clerical abuses. **1-2**
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. gives specific examples of abuses such as nepotism, simony, pluralism, absenteeism etc., or shows basic awareness of the debate about the actual extent of anti-clericalism. **3-5**
- L3: Demonstrates explicit understanding of a range of factors, and prioritises, makes links and draws conclusions in order to provide an explanation, e.g. evaluates the extent to which anti-clericalism was important; or shows differentiation in explaining the sources of anti-clerical feeling. **6-7**

- (c) Explain the importance of Henry VII's religious policies, in relation to other factors, in explaining the stability of the English Church in the years 1485 to 1509. (15 marks)

*Target: AO1.1, AO1.2, AO2*

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

### Indicative content

The focus of this question is on the stability of the English Church up to 1509, and on the relative significance of factors contributing to that stability. Some answers may argue, critically, that the church was *not* as stable as all that and that there were many problems bubbling under the surface – Lollardy, growing popular anti-clericalism based on protests against the abuses, the resentment against ecclesiastical courts etc. This approach could indeed be effective and should be rewarded appropriately but it is not a requirement – the framing of the question treats the ‘stability’ of the church as a given.

Many answers will firmly agree with the idea that Henry VII's policies and personal role were indeed the crucial factors. Henry was personally pious and strongly supported the traditions of the church. He gave extensively to religious houses and took a hard line against heresy. He also took a close interest in the appointment of bishops and was very careful to maintain good relations with the Papacy. Other answers, however, may see ‘other factors’ as having greater impact, perhaps especially the fact that there was no great challenge to religious orthodoxy in Henry's reign. Such answers might argue that the English Reformation had no long-term roots and belonged entirely to the later events under Henry VIII. Evidence for this might include:

- Lollardy was weak and localised, easily controlled by the authorities.
- Later historians have greatly exaggerated the extent and the intensity of popular anti-clericalism.

- Protestant influences from the continent had not even begun to take effect before 1509 and the whole importance and influence of Erasmus is often exaggerated.

The key to successful answers will be a balanced assessment of Henry VII's religious policies in the context of a range of factors relating to the stability of the church during his reign. Extensive detail on Henry VIII's early years, 1509–1515, is *not* required – but there may be answers that make effective and selective use of 'what happened next?' to develop their assessment of the situation by 1509.