

A-LEVEL HISTORY

Unit HIS3B: The Triumph of Elizabeth: Britain, 1547–1603
Mark scheme

2041
June 2014

Version 1.0 Final

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

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' 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 from aqa.org.uk

Generic Introduction for A2

The A2 History specification is based on the assessment objectives laid down in QCA's GCE History subject criteria and published in the AQA specification booklet. These cover the skills, knowledge and understanding which are expected of A Level students. Most questions address more than one objective since a good historian must be able to combine a range of skills and knowledge. Consequently, the marking scheme which follows is a 'levels of response' scheme and assesses students' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how students have demonstrated their abilities in the Assessment Objectives. Students who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or low Level 2 if some comment is included. Students who provide more explanation – (AO1(b), supported by the relevant selection of material, AO1(a)) – will perform at Level 2 or low Level 3 depending on their synoptic understanding and linkage of ideas. Students who provide explanation with evaluation, judgement and an awareness of historical interpretations will be addressing all 3 AOs (AO1(a); AO1(b); AO2(b)) and will have access to the higher mark ranges.

To obtain an award of Level 3 or higher, students will need to address the synoptic requirements of A Level. The open-ended essay questions set are, by nature, synoptic and encourage a range of argument. Differentiation between performance at Levels 3, 4, and 5 therefore depends on how a candidate's knowledge and understanding are combined and used to support an argument and the how that argument is communicated.

The mark scheme emphasises features which measure the extent to which a candidate has begun to *'think like a historian'* and show higher order skills. As indicated in the level criteria, students will show their historical understanding by:

- The way the requirements of the question are interpreted
- The quality of the arguments and the range/depth/type of material used in support
- The presentation of the answer (including the level of communication skills)
- The awareness and use of differing historical interpretations
- The degree of independent judgement and conceptual understanding shown

It is expected that A2 students will perform to the highest level possible for them and the requirements for Level 5, which demands the highest level of expertise have therefore been made deliberately challenging in order to identify the most able students.

CRITERIA FOR MARKING GCE HISTORY:**A2 EXAMINATION PAPERS****General Guidance for Examiners (to accompany Level Descriptors)**

Deciding on a level and the award of marks within a level

It is of vital importance that examiners familiarise themselves with the generic mark scheme and apply it consistently, as directed by the Principal Examiner, in order to facilitate comparability across options.

The indicative mark scheme for each paper is designed to illustrate some of the material that students might refer to (knowledge) and some of the approaches and ideas they might develop (skills). It is not, however, prescriptive and should only be used to exemplify the generic mark scheme.

When applying the generic mark scheme, examiners will constantly need to exercise judgement to decide which level fits an answer best. Few essays will display all the characteristics of a level, so deciding the most appropriate will always be the first task.

Each level has a range of marks and for an essay which has a strong correlation with the level descriptors the middle mark should be given. However, when an answer has some of the characteristics of the level above or below, or seems stronger or weaker on comparison with many other students' responses to the same question, the mark will need to be adjusted up or down.

When deciding on the mark within a level, the following criteria should be considered *in relation to the level descriptors*. Students should never be doubly penalised. If a candidate with poor communication skills has been placed in Level 2, he or she should not be moved to the bottom of the level on the basis of the poor quality of written communication. On the other hand, a candidate with similarly poor skills, whose work otherwise matched the criteria for Level 4 should be adjusted downwards within the level.

Criteria for deciding marks within a level:

- Depth and precision in the use of factual information
- Depth and originality in the development of an argument
- The extent of the synoptic links
- The quality of written communication (grammar, spelling, punctuation and legibility; an appropriate form and style of writing; clear and coherent organisation of ideas, including the use of specialist vocabulary)
- The way the answer is brought together in the conclusion

June 2014

A2 Unit 3: The State and the People: Change and Continuity

HIS3B: The Triumph of Elizabeth: Britain, 1547–1603

Question 1

- 01** To what extent was instability in England, in the years 1547 to 1558, brought about by religious changes? **[45 marks]**

Target: AO1(a), AO1(b), AO2(b)

Generic Mark Scheme for essays at A2

Nothing written worthy of credit. **0**

- L1:** Answers will display a limited understanding of the demands of the question. They may **either** contain some descriptive material which is only loosely linked to the focus of the question **or** they may address only a part of the question. Alternatively, they may contain some explicit comment but will make few, if any, synoptic links and will have limited accurate and relevant historical support. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the demands of the question. They will **either** be primarily descriptive with few explicit links to the question **or** they may contain explicit comment but show limited relevant factual support. They will display limited understanding of differing historical interpretations. Historical debate may be described rather than used to illustrate an argument and any synoptic links will be undeveloped. Answers will be coherent but weakly expressed and/or poorly structured. **7-15**
- L3:** Answers will show an understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, which may, however, lack depth. There will be some synoptic links made between the ideas, arguments and information included although these may not be highly developed. There will be some understanding of varying historical interpretations. Answers will be clearly expressed and show reasonable organisation in the presentation of material. **16-25**
- L4:** Answers will show a good understanding of the demands of the question. They will be mostly analytical in approach and will show some ability to link ideas/arguments and information and offer some judgement. Answers will show an understanding of different ways of interpreting material and may refer to historical debate. Answers will be well-organised and display good skills of written communication. **26-37**
- L5:** Answers will show a very good understanding of the demands of the question. The ideas, arguments and information included will be wide-ranging, carefully chosen and closely interwoven to produce a sustained and convincing answer with a high level of synopticity. Conceptual depth, independent judgement and a mature historical understanding, informed

by a well-developed understanding of historical interpretations and debate, will be displayed. Answers will be well-structured and fluently written. **38-45**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Students will need to identify and evaluate arguments concerning the relative importance of religion in causing instability during the reigns of Edward VI and Mary I.

Students may refer to some of the following material in support of arguments that religious tensions brought about instability:

- religious motives could be attributed to rebels, both in 1549 and 1554
- radical religious policies contributed to social tension during the period of the Duke of Somerset's protectorship
- there was substantial opposition to the restoration of Catholicism instituted by Mary.

Nevertheless, there were a number of other factors to consider:

- instability occurred as a result of socio-economic tensions, especially during Somerset's protectorship
- political tensions, e.g. the succession crisis of 1553, contributed to instability
- Mary's failure to produce an heir undermined her authority.

Historiographical approaches are not required, though effective and relevant reference to debates concerning religion should be credited.

In conclusion, students should offer evaluations which draw on a balance of arguments.

Question 2

- 02** 'Thirty years of success followed by fifteen years of failure.'
Assess the validity of this view of domestic affairs under Elizabeth I in the years 1558 to 1603. **[45 marks]**

Target: AO1(a), AO1(b), AO2(b)

Generic Mark Scheme for essays at A2

- Nothing written worthy of credit. **0**
- L1:** Answers will display a limited understanding of the demands of the question. They may **either** contain some descriptive material which is only loosely linked to the focus of the question **or** they may address only a part of the question. Alternatively, they may contain some explicit comment but will make few, if any, synoptic links and will have limited accurate and relevant historical support. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the demands of the question. They will **either** be primarily descriptive with few explicit links to the question **or** they may contain explicit comment but show limited relevant factual support. They will display limited understanding of differing historical interpretations. Historical debate may be described rather than used to illustrate an argument and any synoptic links will be undeveloped. Answers will be coherent but weakly expressed and/or poorly structured. **7-15**
- L3:** Answers will show an understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, which may, however, lack depth. There will be some synoptic links made between the ideas, arguments and information included although these may not be highly developed. There will be some understanding of varying historical interpretations. Answers will be clearly expressed and show reasonable organisation in the presentation of material. **16-25**
- L4:** Answers will show a good understanding of the demands of the question. They will be mostly analytical in approach and will show some ability to link ideas/arguments and information and offer some judgement. Answers will show an understanding of different ways of interpreting material and may refer to historical debate. Answers will be well-organised and display good skills of written communication. **26-37**
- L5:** Answers will show a very good understanding of the demands of the question. The ideas, arguments and information included will be wide-ranging, carefully chosen and closely interwoven to produce a sustained and convincing answer with a high level of synopticity. Conceptual depth, independent judgement and a mature historical understanding, informed by a well-developed understanding of historical interpretations and debate, will be displayed. Answers will be well-structured and fluently written. **38-45**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Students will need to evaluate the later years of Elizabeth's reign and balance this against evaluation of the first thirty years of the reign.

The statement, adapted from a quotation by Christopher Haigh, represents a commonly held view of the nature of Elizabethan government. The early years of Elizabethan government – with the religious settlement and the establishment of stability and security – clearly saw many successes, although there were some problems, culminating in the rebellion of 1569. Levels of success continued during the middle years of the reign. Relations between Crown and Parliament remained broadly cordial, the Privy Council operated effectively and the Church of England was establishing itself in the public mind. However, no one really disputes the claim that the final years of the reign experienced a range of problems: factional rivalries, financial crisis, controversial issues such as monopolies and concern over the succession. What can be debated is whether the first part of the reign was quite as successful as often portrayed and whether the final years were quite as much a failure.

Students may refer to some of the following material in support of the quotation:

- the Council enjoyed considerable success in its administration of the realm, and the Queen was notably well served by successful ministers such as Burghley, Leicester and Mildmay
- factional rivalries were usually kept under control during the early stages of the reign, though they did erupt in the 1590s and culminated in the 'Essex Rebellion' in 1601
- the Crown's earlier financial stability was undermined by the Spanish War and this increased the level of political tension
- the previously generally harmonious relationship between Elizabeth and her parliaments was undermined as a result of the controversy over monopolies
- the Elizabethan Settlement became more acceptable to a range of public opinion as the reign progressed.

Nevertheless, there are a number of other factors to consider:

- some of the issues above did create tension before the final years of the reign, e.g. Catholic recusancy
- the structure of the Church of England had been challenged during the 1570s and early 1580s by the Presbyterian movement
- despite the political difficulties of the 1590s the system of government held firm, with, for example, the relatively easy suppression of the 'Essex Rebellion'
- the creation of the poor law to address the social tensions of the mid-1590s demonstrated the ability of Parliament to act positively
- there was arguably less challenge to the Elizabethan Settlement after 1588 than there had been before that date.

Furthermore, students may:

- wish to argue that the achievements of Elizabethan government may have been exaggerated
- argue that some of the problems of the 1590s were increased because of the unwillingness of Elizabethan government to respond to the need to reform existing financial and administrative structures.

Historiographical approaches are not required, though effective and relevant reference to debates concerning the quality of Elizabethan administration should be credited.

In conclusion, students should offer evaluations which draw on a balance of arguments.

Question 3

- 03** 'Anglo-Spanish relations deteriorated in the years 1568 to 1588 largely as a result of the actions of the English.'
Assess the validity of this view. **[45 marks]**

Target: AO1(a), AO1(b), AO2(b)

Generic Mark Scheme for essays at A2

- Nothing written worthy of credit. **0**
- L1:** Answers will display a limited understanding of the demands of the question. They may **either** contain some descriptive material which is only loosely linked to the focus of the question **or** they may address only a part of the question. Alternatively, they may contain some explicit comment but will make few, if any, synoptic links and will have limited accurate and relevant historical support. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the demands of the question. They will **either** be primarily descriptive with few explicit links to the question **or** they may contain explicit comment but show limited relevant factual support. They will display limited understanding of differing historical interpretations. Historical debate may be described rather than used to illustrate an argument and any synoptic links will be undeveloped. Answers will be coherent but weakly expressed and/or poorly structured. **7-15**
- L3:** Answers will show an understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, which may, however, lack depth. There will be some synoptic links made between the ideas, arguments and information included although these may not be highly developed. There will be some understanding of varying historical interpretations. Answers will be clearly expressed and show reasonable organisation in the presentation of material. **16-25**
- L4:** Answers will show a good understanding of the demands of the question. They will be mostly analytical in approach and will show some ability to link ideas/arguments and information and offer some judgement. Answers will show an understanding of different ways of interpreting material and may refer to historical debate. Answers will be well-organised and display good skills of written communication. **26-37**
- L5:** Answers will show a very good understanding of the demands of the question. The ideas, arguments and information included will be wide-ranging, carefully chosen and closely interwoven to produce a sustained and convincing answer with a high level of synopticity. Conceptual depth, independent judgement and a mature historical understanding, informed by a well-developed understanding of historical interpretations and debate, will be displayed. Answers will be well-structured and fluently written. **38-45**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Whilst relations between England and Spain were relatively cordial at the start of Elizabeth's reign, there was a marked deterioration beginning in 1568, culminating in the Spanish Armada in 1588.

Students may refer to some of the following material in support of arguments that the deterioration in Anglo-Spanish relations was largely the consequence English actions:

- John Hawkins took a conscious decision to attempt to break the Spanish trading monopoly in the Caribbean
- the English government chose to increase tension by unilaterally seizing treasure from a Spanish vessel
- the English had chosen to assist the Portuguese pretender, Don Antonio, knowing that this would exacerbate further Anglo-Spanish relations
- Sir Francis Drake had plundered Spanish vessels during his circumnavigation
- Elizabeth finally decided to offer open support to the Dutch rebels.

Nevertheless, there are a number of other factors to consider:

- both sides could claim that they were inescapably motivated by religious principle, especially after the papal bull excommunicating Elizabeth
- the Spanish had become militarily involved in the Netherlands knowing that the English might see this as potentially threatening
- the Spanish had become implicated in the plotting of Mary, Queen of Scots
- the English could claim that they were fighting a defensive war against a potential invading power.

Historiographical approaches are not required to answer this question effectively. However, the effective deployment of perspectives relating to relevant debates about foreign policy should be credited.

In conclusion, students may decide that there were a range of reasons which account for the decline in Anglo-Spanish relations. However, they should be prepared to offer supported judgements which prioritise those reasons.

Converting marks into UMS marks

Convert raw marks into marks on the Uniform Mark Scale (UMS) by using the link below.

UMS conversion calculator: www.aqa.org.uk/umsconversion