Mark scheme

Summer 2018

Paper 2: Period study and British depth study (1HI0/21)

Part A: Period study option

Option 21: **Spain and the 'New World', c1490**-c1555

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Summer 2018
Publications Code: 1HI0_21_1806_MS
All the material in this publication is copyright
© Pearson Education Ltd 2018

General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Part A: Period study: **Spain and the 'New World', c1490–**c1555

Question		
1		Explain two consequences of the Spanish settlement in the Caribbean in the years 1496-1512. Target: Analysis of second order concepts: consequence [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 4 marks. AO1: 4 marks. NB mark each consequence separately (2 x 4 marks).
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	• Simple or generalised comment is offered about a consequence. [AO2] • Generalised information about the topic is included, showing limited knowledge and understanding of the period. [AO1]
2	3–4	• Features of the period are analysed to explain a consequence. [AO2] • Specific information about the topic is added to support the explanation, showing good knowledge and understanding of the period. [AO1]

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance (page 3).

Performance in AO1 and AO2 is interdependent. An answer displaying no qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge *and* understanding.

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.

Relevant points may include:

- The Spanish brought diseases such as smallpox and measles with them and, since the native population had no immunity, many thousands died from the diseases.
- Up to 40% of Spanish men took native wives. Relationships between the Spanish and the natives spread syphilis to the Spanish, which was then carried back to Europe.
- Local tribes were enslaved and used as forced labour in the gold mines. As a result, their agriculture collapsed with nobody to work the fields, causing starvation.
- The system of encomienda was developed: the Spanish Crown made it legal for colonists to demand tribute and forced labour from the native population.

Question		
2		Write a narrative account analysing the key events of the Spanish conquest of Cuba. You may use the following in your answer: • Velázquez's voyage • plantations You must also use information of your own. Target: Analytical narrative (i.e. analysis of causation/consequence/change) [AO2]; Knowledge and understanding of features and characteristics) [AO1]. AO2: 4 marks. AO1: 4 marks.
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	• A simple or generalised narrative is provided; the account shows limited analysis and organisation of the events included. [AO2] • Limited knowledge and understanding of the events is shown. [AO1]
2	3–5	• A narrative is given, showing some organisation of material into a sequence of events leading to an outcome. The account of events shows some analysis of the linkage between them, but some passages of the narrative may lack coherence and organisation. [AO2] • Accurate and relevant information is added, showing some knowledge and understanding of the events. [AO1] *Maximum 4 marks for answers that do not go beyond aspects prompted by the stimulus points.*
3	6–8	• A narrative is given which organises material into a clear sequence of events leading to an outcome. The account of events analyses the linkage between them and is coherent and logically structured. [AO2] • Accurate and relevant information is included, showing good knowledge and understanding of the key features or characteristics of the events. [AO1] *No access to Level 3 for answers which do not go beyond aspects prompted by the stimulus points.*

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance.

Performance in AO1 and AO2 is interdependent. An answer displaying no qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge and understanding.

The middle mark in Levels 2 and 3 may be achieved by stronger performance in either AO1 or AO2.

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.

Relevant points may include:

- Velázquez sailed from Hispaniola to create a Spanish settlement on Cuba, beginning a war with the native Tainos people.
- The native population was defeated, which made it possible for the Spanish to begin colonising the island.
- The first Spanish settlement was founded in Havana, which gave the Spanish a base from which to colonise the rest of the island.
- As the Spanish spread across the island, they captured the native population and placed them on reservations, removing this threat to their authority.
- Tobacco plantations made Cuba an extremely successful colony for the Spanish, who started using it as their main base in the Caribbean.

Question		
3		Explain two of the following: • The importance of Queen Isabella's sponsorship of Columbus for Spanish exploration. • The importance of Montezuma's actions for the Spanish conquest of Mexico. • The importance of the siege of Cuzco (1536-37) for the Spanish conquest of Peru. Target: Analysis of second order concepts: consequence/significance [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 8 marks. AO1: 8 marks. NB mark each part of the answer separately (2 x 8 marks).
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	• A simple or generalised answer is given, showing limited development and organisation of material. [AO2] • Limited knowledge and understanding of the topic is shown. [AO1]
2	3–5	• An explanation is given, showing an attempt to analyse importance. It shows some reasoning, but some passages may lack coherence and organisation. [AO2] • Accurate and relevant information is added, showing some knowledge and understanding of the period. [AO1]
3	6–8	• An explanation is given, showing analysis of importance. It shows a line of reasoning that is coherent and logically structured. [AO2] • Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance.

Performance in AO1 and AO2 is interdependent. An answer displaying no qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1a; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge *and* understanding.

The middle mark in Levels 2 and 3 may be achieved by stronger performance in either AO1 or AO2.

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.

The importance of **Queen Isabella's** sponsorship of Columbus for Spanish exploration.

Relevant points may include:

- Isabella provided funding for Columbus for three voyages, enabling him to found Spanish colonies across the Caribbean and discover the coast of South America.
- Isabella promised Columbus the governorship of any lands that he claimed for Spain, as well as the rank of Admiral of the Ocean Sea. This provided Columbus with an incentive to explore on behalf of Spain.
- Columbus had previously been denied financial support and was looking at funding options from other countries when Isabella's support was granted.
- By sponsoring Columbus, Isabella encouraged Spanish exploration as a way of spreading Catholicism.

The importance of Montezuma**'s actions** for the Spanish conquest of Mexico.

Relevant points may include:

- Montezuma was not sure how to react to the threat of the Spanish invaders and so did not act for some time. This was important because it gave Cortes time to consolidate his power.
- Montezuma sent the invading Spanish rich gifts of gold and tried to bribe them to turn back and leave, but the gifts had the opposite effect of spurring the Spanish on to gather more wealth.
- Montezuma pledged allegiance to the Spanish Crown and allowed Catholic symbols to be placed in the great temples. This helped to legitimise the Spanish conquest of Mexico in the eyes of the invaders.
- Montezuma's support allowed the Spanish to entrench their position, take advantage of the arrival of further reinforcements and use the time to better plan their conquest.

The importance of the siege of Cuzco (1536-37) for the Spanish conquest of Peru.

Relevant points may include:

- During the siege, the superior tactics and weapons of the Spanish army had a negative impact on Inca morale and led to further divisions among the tribes.
- Spanish atrocities throughout the 10 months further lowered morale among the Inca troops, which led to their eventual capitulation.
- Manco Inca withdrew from Cuzco and launched a new Inca state elsewhere, which meant that the Spanish were able to continue their conquest of Peru without any significant threat.
- The Spanish destroyed the Inca settlement in Cuzco and built a Spanish settlement over the top of it, which provided them with a base to help them colonise the rest of Peru.

Question	
4 (a)	Describe two features of the Eltham Ordinances. Target: Knowledge of key features and characteristics of the period. AO1: 4 marks.
Marking instructions	

Award one mark for each valid feature identified up to a maximum of two features. The second mark should be awarded for supporting information.

e.g.

- *The Eltham Ordinances were reforms to the Royal Court (1), introduced by Cardinal Wolsey (1).*
- *The Eltham Ordinances set out rules for court life (1), e.g. the duties of the king's barber (1).*
- *The Eltham Ordinances were designed to reduce the amount of money the royal household spent (1), e.g. reducing the number of Privy Chamber members (1).*

Accept other appropriate features and supporting information.

Question		
4 (b)		Explain why the Pilgrimage of Grace took place. You may use the following in your answer: • inspection of the monasteries • enclosure You must also use information of your own. Target: Analysis of second order concepts: causation [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 6 marks. AO1: 6 marks.
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	• A simple or generalised answer is given, lacking development and organisation. [AO2] • Limited knowledge and understanding of the topic is shown. [AO1]
2	4–6	• An explanation is given showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2] • Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1] *Maximum 5 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.*
3	7–9	• An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2] • Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1] *Maximum 8 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.*
4	10–12	• An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2] • Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1] *No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.*

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance.

Performance in AO1 and AO2 is interdependent. An answer displaying no qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge *and* understanding.

The middle mark in each level may be achieved by stronger performance in either AO1 or AO2.

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.

Relevant points may include:

- Rumours about the impact of the monastic inspections led to unrest, such as spontaneous protest in Lincolnshire.
- Religious reforms, such as the suppression of smaller monasteries and imposing greater supervision on the clergy, were unpopular.
- People wanted protection against enclosure, which had reduced the amount of land available for growing crops and as common land where the labourers grazed their animals.
- Cromwell's increasing power and influence at court was increasingly unpopular among the traditional nobles, who were often Catholic.
- Northern society resented increasing interference from central government.
- Bad harvests in 1535 and 1536 had led to a rise in food prices and an increase in poverty: people were hungry and this led to complaints about taxes.

Question		
4 (c) (i)		'The main reason for Wolsey's rise to power was that he was a good organiser.' How far do you agree? Explain your answer. You may use the following in your answer: • expedition to France • Royal Almoner You must also use information of your own. Target: Analysis and evaluation of second order concepts: Causation [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 10 marks. AO1: 6 marks.
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	• A simple or generalised answer is given, lacking development and organisation. [AO2] • Limited knowledge and understanding of the topic is shown. [AO1] • The overall judgement is missing or asserted. [AO2]
2	5–8	• An explanation is given showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2] • Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1] • The overall judgement is given but its justification is asserted or insecure. [AO2] *Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.*
3	9–12	• An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2] • Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1] • The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2] *Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.*
4	13–16	• An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2] • Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1] • Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2] *No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.*

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance.

Performance in AO1 and AO2 is interdependent. An answer displaying no qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge *and* understanding.

The first two bullet points *[AO1 and AO2]* account for 3 of the 4 marks in the level and are equally weighted; the third bullet point *[AO2]* accounts for the remaining mark. Once the level has been found, there are two steps to follow to determine the mark within the level:

- Markers should consider bullet points 1 and 2 together. Strong performance (for the level) in both would be awarded all 3 marks, while 2 marks may be achieved by stronger performance in either bullet point; weak performance would be awarded 1 mark.
- The fourth mark in each level is allocated to the bullet point 3 and should be considered independently of the award of the other marks.

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited. The grouping of points below does not imply that this is how candidates are expected to structure their answers.

Relevant points which support the statement may include:

- Wolsey organised the French expedition of 1513, demonstrating his capacity for hard work and his gift for organisation. This made him indispensable to Henry VIII.
- Wolsey's role as Almoner in 1509 initially brought his organisational skills to the attention of Henry, who was in need of a good organiser.
- Wolsey was promoted within the Church because he was an able administrator, which further brought him to the attention of Henry, who made use of a number of clerics in his government.

Relevant points which counter the statement may include:

- Being made Royal Almoner gave Wolsey a seat on the Privy Council, which brought him closer to the king and enabled Wolsey to make himself useful.
- Bishop Fox, a powerful courtier who supported Wolsey, assisted him in becoming a member of the Royal Council in 1509.
- Henry VIII was young and inexperienced, and looking for new ministers who had not been involved with his father's government, which provided opportunities for people to rise above their usual station.
- Wolsey was pragmatic. For example, Henry was very keen to pursue war with France, so Wolsey also strongly supported this policy, even though he had initially opposed it.
- As a junior councillor in the court, Wolsey was available to see the king every day.

Question		
4 (c) (ii)		'The reform of the Privy Council was the most important change to government made by Cromwell.' How far do you agree? Explain your answer. You may use the following in your answer: • Privy Council membership • The Council of the North You must also use information of your own. Target: Analysis and evaluation of second order concepts: Change/consequence [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 10 marks. AO1: 6 marks.
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	• A simple or generalised answer is given, lacking development and organisation. [AO2] • Limited knowledge and understanding of the topic is shown. [AO1] • The overall judgement is missing or asserted. [AO2]
2	5–8	• An explanation is given showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2] • Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1] • The overall judgement is given but its justification is asserted or insecure. [AO2] *Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.*
3	9–12	• An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2] • Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1] • The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2] *Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.*
4	13–16	• An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2] • Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1] • Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2] *No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.*

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance.

Performance in AO1 and AO2 is interdependent. An answer displaying no qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge *and* understanding.

The first two bullet points *[AO1 and AO2]* account for 3 of the 4 marks in the level and are equally weighted; the third bullet point *[AO2]* accounts for the remaining mark. Once the level has been found, there are two steps to follow to determine the mark within the level:

- Markers should consider bullet points 1 and 2 together. Strong performance (for the level) in both would be awarded all 3 marks, while 2 marks may be achieved by stronger performance in either bullet point; weak performance would be awarded 1 mark.
- The fourth mark in each level is allocated to the bullet point 3 and should be considered independently of the award of the other marks.

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited. The grouping of points below does not imply that this is how candidates are expected to structure their answers.

Relevant points which support the statement may include:

- Under Cromwell's management, the Privy Council became a smaller body of more professional men, which made the administration more effective.
- Cromwell kept the Privy Council based in London, which created a stable focus for government.
- The Privy Council discussed state matters and advised the king on key political decisions, which led to them taking on a wider range of duties.
- The Privy Council's rulings were given legal status, which empowered it to run England on behalf of the monarch, if necessary.

Relevant points which counter the statement may include:

- Cromwell changed the way that the North of England was governed by reforming The Council of the North.
- Cromwell worked with the Reformation Parliament to legislate in areas of life previously controlled solely by the Church.
- Cromwell changed the way that England's finances were managed by restoring power to the Exchequer.
- Cromwell overhauled other traditional areas of government, such as the Court of Wards. This modernised pre-existing sectors of England's government.

Option B4: Early Elizabethan England, 1558-88

Question	
5 (a)	Describe two features of Elizabeth's religious settlement (1559). Target: Knowledge of key features and characteristics of the period. AO1: 4 marks.
Marking instructions	

Award one mark for each valid feature identified up to a maximum of two features. The second mark should be awarded for supporting information.

e.g.

- *The Church of England under Elizabeth I promoted compromise between the Catholics and Protestants (1) in an effort to appease followers of both (1).*
- *The Act of Supremacy was passed in 1559 (1); this made Elizabeth the supreme governor of the Church of England (1).*
- *The Act of Uniformity was passed in 1559 (1); all church services had to follow the format laid out in the Book of Common Prayer (1).*

Accept other appropriate features and supporting information.

Question		
5 (b)		Explain why there was an increase in exploration in the years 1558-88. You may use the following in your answer: • navigational aids • luxury goods You must also use information of your own. Target: Analysis of second order concepts: causation [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 6 marks. AO1: 6 marks.
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	• A simple or generalised answer is given, lacking development and organisation. [AO2] • Limited knowledge and understanding of the topic is shown. [AO1]
2	4–6	• An explanation is given showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2] • Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1] *Maximum 5 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.*
3	7–9	• An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2] • Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1] *Maximum 8 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.*
4	10–12	• An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2] • Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1] *No access to Level 4 for answers which do not go beyond aspects prompted by the stimulus points.*

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance.

Performance in AO1 and AO2 is interdependent. An answer displaying no qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge *and* understanding.

The middle mark in each level may be achieved by stronger performance in either AO1 or AO2.

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.

Relevant points may include:

- New navigational aids such as the compass, the cross staff and the astrolabe made it easier and safer for sailors to navigate across large expanses of water.
- As the gentry and the middle classes grew wealthier, the desire for luxury goods led to the search for new sources of wealth and new areas to trade with.
- New designs for ocean-going ships made them easier to steer and better able to use the wind to propel them, even when the wind was coming from the wrong direction, promoting westward expansion.
- The supply of precious metals from the Spanish Empire in the Americas led to a desire to increase England's sources of gold and silver.
- It was necessary to develop new trade routes to protect the possible interruption in supply caused by European wars, for example the Spanish war with Portugal.
- Explorers such as John Hawkins and Francis Drake were successful in their voyages, which encouraged others to follow them.

Question		
5 (c) (i)		'The effective use of naval tactics was the main reason for the English victory over the Spanish Armada.' How far do you agree? Explain your answer. You may use the following in your answer: • fire ships • bad weather You must also use information of your own. Target: Analysis and evaluation of second order concepts: causation [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 10 marks. AO1: 6 marks.
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	• A simple or generalised answer is given, lacking development and organisation. [AO2] • Limited knowledge and understanding of the topic is shown. [AO1] • The overall judgement is missing or asserted. [AO2]
2	5–8	• An explanation is given showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2] • Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1] • The overall judgement is given but its justification is asserted or insecure. [AO2] *Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.*
3	9–12	• An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2] • Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1] • The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2] *Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.*
4	13–16	• An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2] • Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1] • Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2] *No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.*

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance.

Performance in AO1 and AO2 is interdependent. An answer displaying no qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge *and* understanding.

The first two bullet points *[AO1 and AO2]* account for 3 of the 4 marks in the level and are equally weighted; the third bullet point *[AO2]* accounts for the remaining mark. Once the level has been found, there are two steps to follow to determine the mark within the level:

- Markers should consider bullet points 1 and 2 together. Strong performance (for the level) in both would be awarded all 3 marks, while 2 marks may be achieved by stronger performance in either bullet point; weak performance would be awarded 1 mark.
- The fourth mark in each level is allocated to the bullet point 3 and should be considered independently of the award of the other marks.

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited. The grouping of points below does not imply that this is how candidates are expected to structure their answers.

Relevant points which support the statement may include:

- The English sent fire ships into the Spanish fleet while they were at anchor at Gravelines.
- The English navy had superior firepower and more manoeuvrable ships for use in the English Channel, which enabled successful attacks on the Spanish ships.
- The English fleet were able to successfully follow the Armada as they progressed up the English Channel, using long range artillery to pick off two Spanish ships.
- Francis Drake had led a successful attack on the Spanish naval base at Cadiz, disrupting preparations for the attack.

Relevant points which counter the statement may include:

- Bad weather disrupted the Armada's formation and prevented it from regrouping.
- Strong winds drove the remains of the fleet northwards, forcing them to return to Spain via Scotland. This destroyed most of the Spanish ships.
- The leader of the Spanish fleet, the Duke of Medina-Sidonia, was inexperienced in naval warfare.
- The Spanish were unable to deploy their usual tactics because their ships were unsuited to conditions in the English Channel.

Question		
5 (c) (ii)		'There was little change in attitudes towards the poor in the years 1558-88.' How far do you agree? Explain your answer. You may use the following in your answer: • Houses of Correction • the deserving poor You **must** also use information of your own. Target: Analysis and evaluation of second order concepts: Change and continuity [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 10 marks. AO1: 6 marks.
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	• A simple or generalised answer is given, lacking development and organisation. [AO2] • Limited knowledge and understanding of the topic is shown. [AO1] • The overall judgement is missing or asserted. [AO2]
2	5–8	• An explanation is given showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2] • Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1] • The overall judgement is given but its justification is asserted or insecure. [AO2] *Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.*
3	9–12	• An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2] • Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1] • The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2] *Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.*
4	13–16	• An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2] • Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1] • Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2] *No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.*
Marking instructions		

Markers must apply the descriptors above in line with the general marking guidance.

Performance in AO1 and AO2 is interdependent. An answer displaying no qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge *and* understanding.

The first two bullet points *[AO1 and AO2]* account for 3 of the 4 marks in the level and are equally weighted; the third bullet point *[AO2]* accounts for the remaining mark. Once the level has been found, there are two steps to follow to determine the mark within the level:

- Markers should consider bullet points 1 and 2 together. Strong performance (for the level) in both would be awarded all 3 marks, while 2 marks may be achieved by stronger performance in either bullet point; weak performance would be awarded 1 mark.
- The fourth mark in each level is allocated to the bullet point 3 and should be considered independently of the award of the other marks.

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited. The grouping of points below does not imply that this is how candidates are expected to structure their answers.

Relevant points which support the statement may include:

- The provision of the Houses of Correction confirmed the view that poverty should be punished.
- There was a continued belief that the poor were poor by choice.
- The failure of government legislation to deal with increasing numbers of the poor meant that attitudes remained hostile throughout the period.
- There was a general fear of the poor, e.g. rural people continued to have suspicious attitudes towards vagabonds.

Relevant points which counter the statement may include:

- A legal distinction was made between deserving poor and idle poor, which increased sympathy for some groups of the poor.
- The introduction of poor relief reflected a desire to provide for the poor.
- There was a growing realisation that some of the poor wanted to work, e.g. the role of JPs in directing the poor to paid employment.
- In urban areas, a growing understanding of the problems of the deserving poor led to provision for groups such as the aged, sick, orphans and insane.