Mark scheme

Summer 2018

Paper 2: Period study and British depth study (1HI0/23)

Part A: Period study option

Option 23: British America, 1713-83: empire and revolution

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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: British America, 1713-83: empire and revolution

Question		
1		Explain two consequences of the War of Independence for Native Americans. 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.

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 Native Americans were blamed for fighting alongside the British and had large areas of their land taken away and were denied rights of citizenship.
- Alliances between the various Native American tribes broke apart weakening their ability to resist further territorial settlements.
- The peace negotiations saw Britain grant the new American republic land, which had been largely unsettled by whites, resulting in the forced migration of Native Americans away from traditional lands to those outside the USA, e.g. Canada and Florida.
- The handing of new territory to the United States by the British led to greater expansion into Native American territory and an increase in conflict with white settlers.

Question		
2		Write a narrative account analysing the relations between the colonists and Native Americans in the years 1763-64. You may use the following in your answer: • Pontiac's alliance with northern tribes • Proclamation Act, 1763 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:

- The victory by the British in the French and Indian War in 1763 meant many Native Americans were now under British occupation after losing an important ally in the French.
- Pontiac, chief of the Ottawa, feared further encroachment by white settlers. He therefore set up an alliance between northern Native American tribes (April 1763).
- Pontiac's Rebellion (May 1763) saw the alliance rebel and destroy British posts, which caused panic amongst many colonists.
- In reaction to the rebellion the British issued the Royal Proclamation of 1763. This forbade white settlement west of the Appalachians causing further consternation amongst the colonists.

- Dissatisfied with the Proclamation restrictions a vigilante group, the Paxton Boys, massacred unarmed Native Americans and planned to attack any Native American who came to Philadelphia.
- By the end of 1764, the British colonial governors had brought the situation under control, however, unsettled relations continued between colonists and Native Americans.

Question		
3		Explain two of the following: • The importance of slavery for the development of plantations. • The importance of the Enlightenment for cultural development in British America. • The importance of the Stamp Act (1765) for relations between Britain and America. 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 slavery for the development of plantations.

Relevant points may include:

- The use of slave labour helped the Southern economy grow by keeping production costs down which created wealthy plantation owners in the South.
- The increase in slave labour reduced the need for paid workers and indentured servants. This was important as the economy of the plantations became dependent on the slave population.
- Slavery provided an effective workforce requiring little training; many slaves had previous experience of working with plantation crops or were born onto plantations.
- Slavery provided cheap labour for products such as tobacco and rice, thus increasing exports and the growth of plantations.

The importance of the Enlightenment for cultural development in British America

Relevant points may include:

- The encouragement of education led to an increase in the number of schools leading to a higher adult literacy rate than in England.

- The Enlightenment provided the opportunity for the sharing of ideas throughout the colonies; more than 30 newspapers were in circulation by 1763.
- The Enlightenment led to organisations such as the American Philosophical Society in 1743, whose founding members included Benjamin Franklin, which promoted belief in reason and human progress.
- The middle classes were able to access books on a wide variety of topics as the Enlightenment saw an increase in the number of public libraries.

The importance of the Stamp Act (1765) for relations between Britain and America.

Relevant points may include:

- The Stamp Act led to the establishment of opposition groups such as the Sons of Liberty, who organised effective demonstrations and boycotts against the British.
- The Stamp Tax raised the issue of taxation without representation. This was important in the establishment of the Stamp Act Congress uniting colonies in opposition to the British Parliament.
- The Stamp Act was the first direct tax levied on all the colonies as the British believed the colonies should contribute to the cost of defence, exacerbating tensions.
- Lack of co-operation on the part of the colonists with the British was evident when only £60,000 was raised in the first year.

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

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- 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

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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

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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

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- 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.