Mark scheme

Summer 2018

Paper 2: Period study and British depth study (1HI0/27)

Part A: Period study option

Option 27: Superpower relations and the Cold War, 1941-91

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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: Superpower relations and the Cold War, 1941-91

Question		
1		Explain two consequences of the fall of the Berlin Wall. 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:

- East German protestors now saw the opportunity to end control by the Soviet Union and to call for the reunification of Germany.
- The fall of the Berlin Wall became very symbolic and encouraged other parts of Eastern Europe to challenge control by the Soviet Union.
- After the fall of the Berlin Wall it became clear that the Soviet Union's control of Eastern Europe could not continue and it led to the breaking up of the Warsaw Pact.
- The fall of the Berlin Wall meant that for the first time many German friends and relatives could visit each other.

Question		
2		Write a narrative account analysing the key events of détente during the 1970s. You may use the following in your answer: • SALT I (1972) • Afghanistan (1979) 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

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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:

- In 1972, Brezhnev and Nixon signed SALT I which showed the spirt of détente as it was the first time the Superpowers agreed to limits on the number of nuclear weapons held.
- The Superpowers showed continued commitment to détente with Nixon visiting Moscow in 1972 and Brezhnev visiting Washington the following year.
- Improving relations led to the Helsinki Conference in 1975 and détente was strengthened by both sides agreeing to respect human rights and to promote links and exchanges.
- The joint space mission in 1975 demonstrated increased cooperation with US astronauts and Soviet cosmonauts meeting in outer space.
- The SALT II negotiations contributed to détente with both the USA and the USSR agreeing in principle to reduce their stocks of nuclear warheads.
- In 1979, the Soviet Union's invasion of Afghanistan contributed to the ending of détente with renewed tension between East and West resulting in the Carter Doctrine and the US failure to ratify SALT II.

Question		
3		Explain two of the following: • The importance of the USA's development of the atomic bomb for relations between the Superpowers in the years 1945-49. • The importance of the Bay of Pigs incident for relations between the USA and the Soviet Union. • The importance of the Brezhnev Doctrine for the Soviet Union's control of Czechoslovakia. 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

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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 the USA's development of the atomic bomb in for relations between the Superpowers in the years 1945-49.

Relevant points may include:

- Truman believed that the USA's development of the atomic bomb would give the USA the upper-hand in post-war negotiations with the Soviet Union.
- The USA's testing of the atomic bomb made relations between the Superpowers during the negotiations at Potsdam much more difficult.
- News of the USA's secret development of the atomic bomb increased hostility making Stalin more determined to protect the Soviet Union by creating a 'buffer zone' of communist states in Eastern Europe.
- It meant the beginning of an arms race with Soviet scientists working faster on the development of their own atomic bomb.

The importance of the Bay of Pigs incident for relations between the USA and the Soviet Union.

Relevant points may include:

- The USA's support for Cuban exiles showed its anti-communist position and led to a deteriorating relationship between the USA and the Soviet Union.
- The failure of the Bay of Pigs gave the Soviet Union and Cuba the opportunity to develop closer ties which threatened the USA. This eventually led to the USSR giving military support to Cuba.
- Relations became more confrontational between the Superpowers as Kennedy needed to show US strength after the humiliating failure at the Bay of Pigs.
- The Bay of Pigs incident undermined Khrushchev's belief in co-existence and strengthened the USA's belief in containment.

The importance of the Brezhnev Doctrine for the Soviet Union's control of Czechoslovakia.

Relevant points may include:

- The Doctrine was used to maintain the Soviet Union's control of Czechoslovakia in 1968 by suppressing attempts at reform and enforcing adherence to communism as followed in the USSR.
- The Doctrine declared the Soviet Union's right to intervene in Czechoslovakia with military force if necessary to preserve communism as accepted by the USSR.
- The Doctrine justified the removal of Dubček, ensuring that Czechoslovakia remained a one-party communist state.
- The Doctrine maintained control by the Soviet Union by ensuring that Czechoslovakia continued as a loyal member of the Warsaw Pact.

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.

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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.

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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

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.

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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.