

Sample assessment materials for
first teaching September 2016

Paper 2: Period study **and British depth
study** (1HI0/21, 23, 25, 27 and 29)

Part B: Tudor depth options

**B3: Henry VIII and his ministers,
1509–40**

B4: Early Elizabethan England, 1558–88

B4: Early Elizabethan England, 1558–88

| Question | |
|--|--|
| 5 (a) | Describe two features of the attempts to colonise Virginia in the 1580s. 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. <ul style="list-style-type: none">• <i>Queen Elizabeth granted Raleigh permission to establish colonies (1) and Raleigh called the land Virginia after Elizabeth (1).</i>• <i>The colonists had problems with the local people (1) and it is thought that the settlers in the second attempt disappeared without trace because of conflict with the local peoples (1).</i>• <i>Colonies would challenge Spain in the Americas (1) and Raleigh hoped to be able to use the local minerals to assist his military expedition if there were conflicts with Spain (1).</i> Accept other appropriate features and supporting information. | |

| Question | | |
|----------|-------|--|
| 5 (b) | | <p>Explain why the Throckmorton Plot (1583) was a threat to Queen Elizabeth.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • Mary, Queen of Scots • foreign threat <p>You must also use information of your own.</p> </div> <p>Target: Analysis of second order concepts: causation [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 6 marks. AO1: 6 marks.</p> |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| 1 | 1–3 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • An explanation is given showing limited analysis and with implicit or unsustainable 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] <p><i>Maximum 5 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</i></p> |
| 3 | 7–9 | <ul style="list-style-type: none"> • 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] <p><i>Maximum 8 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i></p> |
| 4 | 10–12 | <ul style="list-style-type: none"> • 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] <p><i>No access to Level 4 for answers which do not go beyond aspects prompted by the stimulus points.</i></p> |

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.

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:

- It was a threat because the plot was to assassinate Elizabeth – it created fear in England because it was aimed so openly at the Queen.
- The plot clearly showed that Roman Catholics presented a threat and that this was at high levels in society.
- It was a threat because it planned for Mary Queen of Scots to replace Elizabeth and she did have a strong claim to the throne – the threat of Mary seemed serious.
- The plot brought the possibility of invasion, especially from France.
- The Catholic element of the plot was a threat because of the power of the pope to rally support to challenge Elizabeth.

| Question | | |
|-----------|-------|--|
| 5 (c) (i) | | <p>'The threat of invasion was Elizabeth's main problem when she became queen in 1558.' How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • France • Elizabeth's legitimacy <p>You must also use information of your own.</p> </div> <p>Target: Analysis and evaluation of second order concepts: significance [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 10 marks. AO1: 6 marks.</p> |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| 1 | 1–4 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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. [AO1] <p><i>Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</i></p> |
| 3 | 9–12 | <ul style="list-style-type: none"> • 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] <p><i>Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i></p> |
| 4 | 13–16 | <ul style="list-style-type: none"> • 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] <p><i>No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.</i></p> |

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.

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

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Relevant points which support the statement may include:

- There was a fear that there could be a religious war with European Catholic nations, particularly France, following the religious changes in England.
- A war would have to involve invasion because after 1558 England had no possessions in mainland Europe (Calais had been lost in 1558).
- There were French troops in Scotland, and this posed a problem for Elizabeth and the security of England because England was still technically at war with France.
- The invasion threat was heightened by the presence in England of Catholics ready to support an invading force.

Relevant points to counter the statement may include:

- The question of Elizabeth's marriage was a prominent issue from the beginning of the reign.
- Elizabeth had to work out a religious settlement following the reign of her sister, and this was an immediate issue on accession.
- Mary, Queen of Scots, had a claim to the throne of England which was a challenge for Elizabeth, whose own legitimacy was open to question. Mary had support from groups of English Catholics and some foreign nations.
- Elizabeth needed to ensure that the royal household and Privy Councillors were her own choice and loyal to her.

| Question | | |
|------------|-------|--|
| 5 (c) (ii) | | <p>'Religion was the main cause of the Revolt of the Northern Earls in 1569–70.' How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • Catholic grievances • the Earls of Northumberland and Westmorland <p>You must also use information of your own.</p> </div> <p>Target: Analysis and evaluation of second order concepts: causation [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 10 marks. AO1: 6 marks.</p> |
| Level | Mark | Descriptor |
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| 3 | 9–12 | <ul style="list-style-type: none"> • 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] <p><i>Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i></p> |
| 4 | 13–16 | <ul style="list-style-type: none"> • 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] <p><i>No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.</i></p> |

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Relevant points which support the statement may include:

- The rebellion aimed to re-establish Catholicism – the pope's excommunication of Elizabeth indicated that the rebellion was religious in its nature and origin.
- The rebels aimed to marry Mary, Queen of Scots to the Duke of Norfolk.
- Religion was put centre-ground when the Earls of Northumberland and Westmorland restored the Catholic mass in Durham.

Relevant points to counter the statement may include:

- Many nobles sought to remove 'evil counsellors' to ensure Elizabeth was better advised; many also felt that they had been slighted by Elizabeth during her reign and sought redress.
- The Council of the North replaced the influence of the nobles, and thus politics became a reason for the rebellion.
- Northumberland's lands had been confiscated, and there were further economic issues over mining revenues.
- A key cause was to free Mary, Queen of Scots from imprisonment and allow her redress.