

Paper 2 specimen papers



GCSE (9-1) History

Pearson Edexcel Level 1/Level 2 GCSE (9-1) in History (1HI0)

General marking guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- 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.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- 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.

How to award marks when level descriptions are used

1. Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use the guidance below and their professional judgement to decide which level is most appropriate.

For example, one stronger passage at L4 would not by itself merit a L4 mark, but it might be evidence to support a high L3 mark, unless there are substantial weaknesses in other areas. Similarly, an answer that fits best in L3 but which has some characteristics of L2 might be placed at the bottom of L3. An answer displaying some characteristics of L3 and some of L1 might be placed in L2.

2. Finding a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

Levels containing two marks only

Start with the presumption that the work will be at the top of the level. Move down to the lower mark if the work only just meets the requirements of the level.

Levels containing three or more marks

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

Indicative content

Examiners are reminded that indicative content is provided as an illustration to markers of some of the material that may be offered by students. It does not show required content and alternatives should be credited where valid.

Specimen assessment materials for first
teaching September 2016

Paper 2: **Period study** and British depth
study (1HI0/28 and 29)

Part A: Period study options

**Options 28 & 29: Conflict in the
Middle East, 1945–95**

Part A: Period study: Conflict in the Middle East, 1945–95

Question		
1		<p>Explain two consequences of the Camp David agreements (1978–79).</p> <p>Target: Analysis of second order concepts: consequence [AO2]; Knowledge and understanding of features and characteristics [AO1].</p> <p>AO2: 4 marks</p> <p>AO1: 4 marks</p> <p>NB mark each consequence separately (2 x 4 marks).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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]
<p>Marking instructions</p> <p>Markers must apply the descriptors above in line with the general marking guidance (page 3).</p> <p>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 <i>and</i> understanding.</p> <p>Indicative content guidance</p> <p>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.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> • Most Egyptians were pleased with the agreements as they had brought an end to 30 years of conflict between Israel and Egypt. • A small minority of Egyptians, mainly Islamists, opposed the agreements and turned against Sadat for making peace and, in 1981, he was assassinated. • The Israelis felt more secure now they had traded land for peace and had neutralised the biggest Arab military power. • There was no permanent peace settlement in the Middle East as other Arab states opposed the agreements and were not prepared to make peace with Israel. 		

Question		
2		<p>Write a narrative account analysing the key events of 1966–67 that led to the outbreak of the Six Day War (1967).</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"> • Syria's support for Fatah • the actions of Nasser. <p>You must also use information of your own.</p> </div> <p>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</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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] <p><i>Maximum 4 marks for answers that do not go beyond aspects prompted by the stimulus points.</i></p>
3	6–8	<ul style="list-style-type: none"> • 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] <p><i>No access to Level 3 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 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 February 1966, a new government came to power in Syria that demanded the 'liberation of Palestine', and supported Fatah-based raids on Israel launched from Syria.
- The Palestine Liberation Organisation carried out guerrilla raids on Israel in 1966, which led to Israeli civilian and military casualties.
- Following Arab guerrilla raids, Israel carried out a reprisal raid on the village of Samu on 13 November 1966.
- Many Arab leaders were publicly critical of Nasser, which put pressure on him to prove that he was still determined to overthrow Israel; in 1966 and 1967, Nasser made speeches threatening the destruction of Israel.
- On 22 May 1967, Egypt closed the Gulf of Aqaba to all Israeli shipping and all ships bound for Eilat. This had serious economic consequences for Israeli trade.
- Fearing an attack, on 5 June 1967 Israel carried out a pre-emptive strike on several Arab states and the war began.

Question		
3		<p>Explain two of the following:</p> <ul style="list-style-type: none"> • The importance of the bombing of the King David Hotel (1946) for the British mandate in Palestine. • The importance of Israeli attacks on Gaza (1955) for relations between Israel and Egypt. • The importance of Arafat's speech to the UN renouncing terrorism (1988) for the Palestinian issue. <p>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).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 (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 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 bombing of the King David Hotel (1946) for the British mandate in Palestine

Relevant points may include:

- It worsened relations between the British and the Jews especially as the British found it difficult to arrest those responsible and resorted to mass interrogations.
- The direct attack on British military headquarters and the high death rate greatly reduced support and sympathy from the British public for the Jewish cause in Palestine.
- Terrorist attacks such as that on the King David Hotel greatly weakened the morale of the British forces in Palestine.
- It contributed to the decision of Attlee's government to withdraw from Palestine and hand over the mandate to the United Nations in 1948.

The importance of Israeli attacks on Gaza (1955) for relations between Israel and Egypt

Relevant points may include:

- It greatly increased rivalry between Israel and Egypt with Nasser more determined to crush Israel.
- Nasser retaliated by closing the Gulf of Aqaba to Israeli shipping and air traffic and giving support to Palestinian *fedayeen* raids.

- Nasser agreed an arms deal with Czechoslovakia, a Soviet ally, which made Egypt a greater threat to Israel.
- The success of the attack on Gaza encouraged Israel to take further action against Egypt including the invasion of the Sinai Peninsula and the Suez Canal.

The importance of Arafat's speech to the UN renouncing terrorism (1988) for the Palestinian issue

Relevant points may include:

- It encouraged talks between US and PLO representatives in Tunisia about a settlement of the Palestinian issue.
- In late December 1988, Pope John Paul II received Arafat in the Vatican and, by the first week of 1989, about 70 countries had recognised the new state of Palestine.
- It reopened the peace process in the Middle East as Arafat accepted UN Security Council Resolutions 242 and 338.
- Arafat's public renunciation of the use of terrorism increased the possibility of Arafat and the PLO being involved in the peace process.

Specimen 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

B3: Henry VIII and his ministers, 1509-40

Question	
4 (a)	Describe two features of the Treaty of London (1518). 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">• It was a non-aggression pact (1) of key European powers, e.g. England, France, Holy Roman Empire (HRE) (1).• The Ottomans were encroaching too far into Europe (1) and this was a Christian agreement against the Ottomans (1).• The Treaty was designed by Wolsey (1) who sought to avoid Henry embroiling England in war (1). Accept other appropriate features and supporting information.	

Question		
4 (b)		<p>Explain why Cromwell fell from power in 1540.</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"> • Anne of Cleves • court factions. <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 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] <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 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 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:

- Henry was extremely upset by the physical appearance of Anne; Cromwell was accused of misleading the king and he began to lose Henry's confidence.
- Henry's marriage to Anne was unconsummated and Cromwell was slow to effect a divorce or annulment.
- The court faction led by Norfolk hated Cromwell and objected to the latter's reforms in government.
- Norfolk and Cromwell had clashed over the Six Articles and the former was able to accuse Cromwell of treason weakening Cromwell's position.
- Gardiner and the Catholic group at court were anti-Cromwell because of the death of Fisher and sought revenge.
- Cromwell was thought to want a more Protestant church and this incurred Henry's displeasure adding to his loss of favour.

Question		
4 (c) (i)		<p>'Financial difficulties were the most significant problem faced by Henry in the years 1520–29.' How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • the Amicable Grant • Catherine of Aragon. <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 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] • The overall judgement is given but its justification is asserted or insecure. [AO2] <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

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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 that support the statement may include:

- Shortage of money led to the introduction of the Amicable Grant by Wolsey, which created ill-will and unrest resulting in open rebellion.
- Reliance on loans and taxation, such as the Amicable Grant, meant that Henry did not have to call parliament and this angered the gentry.
- Henry used up the monies left by his father and could not fulfil his foreign aims unless he had adequate finances.
- Henry experienced a major financial problem as a result of the Field of the Cloth of Gold (1520) and spent a huge amount on wars against Francis I (1523–25).

Relevant points that counter the statement may include:

- The succession was the key issue for Henry. By 1529, Catherine was past child-bearing age and her only surviving child was her daughter, Mary.
- Diplomatic problems arising from Henry's desire for a divorce brought him into conflict with the Holy Roman Emperor and the Pope.
- Political and social insecurity was heightened by an increase in inflation.
- Wolsey was becoming a major problem as a result of the divorce proceedings and the antipathy towards him from leading court figures.

Question		
4 (c) (ii)		<p>'Cromwell's commissions of 1535 were the main reason why the dissolution of the monasteries took place.' How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • the activities of monks and nuns • monastic lands. <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
	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 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] • The overall judgement is given but its justification is asserted or insecure. [AO2] <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>

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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 that support the statement may include:

- Reports of corruption in some of the monasteries gave ammunition for change and dissolution.
- The scandalous activities of monks and nuns reported by the commissioners undermined the integrity of the monasteries.
- The findings of the commissions led to the Act of Parliament of 1536 which gave power to dissolve the religious houses.

Relevant points that counter the statement may include:

- Monastic lands, confiscated as a result of the dissolution, could be used to reward political supporters.
- It was an issue of finance – Henry needed money after emptying the treasury left by his father and pursuing an expensive foreign policy.
- Dissolving the monasteries would undermine the power of the Papacy in England.
- Many Protestant reformers did not see a purpose in monasteries.

B4: Early Elizabethan England, 1558–88

Question	
5 (a)	Describe two features of Drake's raid on Cadiz (1587). 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">• Permission was given by Queen Elizabeth to spy on Spanish preparations for invasion (1) – Drake had four naval vessels and some support ships (1).• Drake sailed into the Spanish harbour of Cadiz (1) and 30 Spanish vessels were sunk (1).• This delayed the preparations for the Armada (1) and the Armada sailed in mid-1588 (1). Accept other appropriate features and supporting information.	

Question		
5 (b)		<p>Explain why there was an increase in poverty in early Elizabethan England.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • inflation • wool industry. <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

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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:

- The wool trade with Europe had collapsed causing large-scale unemployment.
- Prices rose and wages remained static or fell leading to inflation.
- Rents increased and were kept high causing problems for tenants.
- Coinage was debased and the standard of living was lowered, with consequences for poverty.
- Poor harvests led to reduced income for farmers and farm labourers.
- Population increases and the attendant pressure on resources led to high prices and increased poverty.

Question		
5 (c) (i)		<p>'The Puritans presented the most serious challenge to the religious settlement in the years 1558–68.' 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"> • Puritan demands • Roman Catholic nobility. <p>You must also use information of your own.</p> </div> <p>Target: Analysis and evaluation of second order concepts: significance [AO2]; 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. [AO2] <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

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 that support the statement may include:

- There was persistent Puritan opposition in parliament to the religious settlement.
- Puritan demands for closer consultation about future change threatened the religious settlement.
- Some Puritan bishops appointed enthusiastic preachers who attacked the settlement.
- Many Puritans looked to the work of John Knox, who questioned the legitimacy of Elizabeth as Supreme Governor of the Church.

Relevant points which counter the statement may include:

- The large number of Catholic nobles in the House of Lords presented a continuing challenge to the religious settlement.
- There was a fear of an uprising led by the Catholic nobility in reaction to the religious settlement.
- The Papal threat of excommunication and a possible resultant invasion was a great challenge to the settlement.
- The moderate nature of the religious settlement came under continual challenge from both Catholic and Protestant extremists.

Question		
5 (c) (ii)		<p>'The main reason Mary, Queen of Scots was executed was because she was involved in the Babington Plot.' How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • Walsingham • Parliament. <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
	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 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] • The overall judgement is given but its justification is asserted or insecure. [AO2] <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>

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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 that support the statement may include:

- Walsingham used the Babington Plot as evidence to justify the execution of Mary.
- The Babington Plot intended the murder of Elizabeth and thus Mary could not be allowed to remain a threat.
- The plot threatened England's security with possible invasion from France and Spain, so it was incumbent on Elizabeth to remove Mary permanently.

Relevant points that counter the statement may include:

- There was constant pressure from parliament to solve the issue of Mary.
- Mary was a focus for discontented Catholics who hoped she would restore Catholicism and the Babington Plot was only one of several attempts to put Mary on the throne.
- Mary's presence continued to be an issue and the imprisonment of a fellow monarch in England was a problem for Elizabeth, therefore Mary's removal was a solution.
- The lack of a direct heir created political instability.