



# GCSE (9-1) History-

Paper 2 - Spain and the 'New World' and Tudor depth options (1HI0/21) exemplar pack

## **Contents**

<b>Introduction</b>	<b>2</b>
<b>Section A – Period Study</b>	
<b>Question 2</b>	<b>4</b>
<b>Candidate response to question 2</b>	<b>5</b>
<b>Question 3</b>	<b>8</b>
<b>Candidate response to question 3</b>	<b>10</b>
<b>Section B – British Depth Study</b>	
<b>Question 4(b)</b>	<b>12</b>
<b>Candidate response to question 4(b)</b>	<b>14</b>
<b>Question 5(c)</b>	<b>19</b>
<b>Candidate response to question 5(c)</b>	<b>22</b>

## Introduction

This exemplar booklet has been created using student responses from the 2018 exam paper in GCSE History paper 2 – Period study with British depth options. The specific paper covered here is (1H10/21), Spain and the New World with Tudor options. The answers and examiner commentaries in this guide can be used to show the application of the mark schemes in the GCSE History assessment

The exam duration is 1 hour and 45 minutes. The paper is marked out of 64 marks and is worth 40% of the qualification. \*The examination paper for 2018 was divided into section A (Q1-3) – Period study and section B (Q4-5) – British depth study.

The exam paper covers AO1 and AO2. We also use a mixture of question types, demand levels and response structures throughout our exam papers. The structure of the 2018 question paper was as follows:

	<b>Total marks</b>	<b>Assessment objective</b>	<b>Question description</b>	<b>Example question stem</b>
1	8	AO1 AO2	Explanation of consequences	Explain two consequences of...
2	8	AO1 AO2	Writing an analytical narrative	Write a narrative account analysing... You may use the following in your answer. <i>+ two stimulus points</i>
3	16	AO1 AO2	Explanation of importance	Explain two of the following: The importance of...
4/5 (a)	4	AO1	Description of key features	Describe two features of...
4/5 (b)	12	AO1 AO2	Explanation of causation	Explain why... You may use the following in your answer. <i>+ two stimulus points</i>
4/5 (c)	16 + 4 SPaG	AO1 AO2	Judgement relating to one of the following: causation, consequence, change, continuity, significance, similarity and difference	['Statement.'] How far do you agree? Explain your answer. You may use the following in your answer. <i>+ two stimulus points</i>

These examples are designed to help students engage with what they're being asked to do, but also understand the length and type of answer expected.

The questions provided are 2, 3, 4(b) and 5(c)(i) from section A and section B. The questions selected are those that are new question types in the case of the Period study, and to provide coverage of both Tudor papers in the case of the British depth study.

In general, candidates who perform well on this paper are able to demonstrate accurate, relevant knowledge of the topics being examined. When assessing AO1, examiners look for accurate and relevant information that has been precisely selected to show good contextual knowledge. This is characterised by 2 detailed yet succinct responses to the questions set. Content is carefully selected to ensure it provided an insight into the focus of the question, particularly in the narrative account.

This focus is also assessed as part of AO2, analysis and evaluation of second order concepts. High performance on this strand is indicated with the deployment of content as evidence, rather than in a descriptive way. For example, in question 3 of the 2018 paper, candidates were able to respond thoughtfully on the importance of, for example, Montezuma's actions for Spanish conquest, rather than analysing their importance in general. Responses were well-structured and logical.

\*(Please note from summer 2019 onwards, Paper 2 will be split into two separate question-and-answer booklets: the Period study (booklet P), and the British depth study (booklet B). Students will only be provided with questions for the topics they have studied. You can find out more here.

## Section A – Period Study

### Question 2

2 Write a narrative account analysing the key events of the Spanish conquest of Cuba.

You may use the following in your answer:

- Velázquez's voyage
- plantations

You **must** also use information of your own.

### Mark scheme

Question		
2		<p>Write a narrative account analysing the key events of the Spanish conquest of Cuba.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• Velázquez's voyage</li> <li>• plantations</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Target:</b> Analytical narrative (i.e. analysis of causation/consequence/change) [AO2]; Knowledge and understanding of features and characteristics) [AO1].  <b>AO2:</b> 4 marks.  <b>AO1:</b> 4 marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> <li>• A simple or generalised narrative is provided; the account shows limited analysis and organisation of the events included. [AO2]</li> <li>• Limited knowledge and understanding of the events is shown. [AO1]</li> </ul>
2	3–5	<ul style="list-style-type: none"> <li>• 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]</li> <li>• Accurate and relevant information is added, showing some knowledge and understanding of the events. [AO1]</li> </ul> <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"> <li>• 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]</li> <li>• Accurate and relevant information is included, showing good knowledge and understanding of the key features or characteristics of the events. [AO1]</li> </ul> <p><i>No access to Level 3 for answers which do not go beyond aspects prompted by the stimulus points.</i></p>
<p><b>Marking instructions</b></p> <p>Markers must apply the descriptors above in line with the general marking guidance.</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 and understanding.</p> <p>The middle mark in Levels 2 and 3 may be achieved by stronger performance in either AO1 or AO2.</p> <p><b>Indicative content guidance</b></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"> <li>• Velázquez sailed from Hispaniola to create a Spanish settlement on Cuba, beginning a war with the native Tainos people.</li> <li>• The native population was defeated, which made it possible for the Spanish to begin colonising the island.</li> <li>• The first Spanish settlement was founded in Havana, which gave the Spanish a base from which to colonise the rest of the island.</li> <li>• As the Spanish spread across the island, they captured the native population and placed them on reservations, removing this threat to their authority.</li> <li>• Tobacco plantations made Cuba an extremely successful colony for the Spanish, who started using it as their main base in the Caribbean.</li> </ul>		

## Candidate response to question 2

### Response 1

Velasquez was a Spanish conquistador who wanted to conquer ~~Haiti~~ Cuba. In ~~1511~~, The Spanish entered Cuba and enforced their laws, making the natives work on plantations to produce goods such as sugar. In 1511, the chief called Hatuey escaped with three hundred natives, Velasquez hunted them down ~~so~~ <sup>because</sup> if he captured the chief <sup>it would be easier to control</sup> ~~he would officially have~~ the land. In 1512, Hatuey was caught. He was offered a chance to live if he converted to Christianity but Hatuey said he didn't want to spend eternity with the Spanish. This led to Hatuey being burnt alive. ~~and then led to~~ In 1513, the Spanish forced entry into the city <sup>of Caonao</sup> and demanded entry into the largest house. The natives denied them access which led to a Spanish conquistador lashing out and killing natives. This led to the massacre at ~~Caonao~~ Caonao where two thousand natives died. This demonstrated Spanish control and that any native to go up against the Spanish would accept the same fate as Hatuey and the two thousand natives, because of this in 1514, Cuba was conquered by the Spanish.

### Examiner comments

This response is awarded Level 3, 8 marks.

The material has been carefully sequenced chronologically to show the gradual conquest of Cuba, clearly identifying points in the narrative where the Spanish were able to advance their control. The careful sequencing and linkage of the events means the answer scores in Level 3 for AO2.

On the AO1 knowledge and understanding strand, the answer also scores in Level 3. The candidate shows a clear understanding of the situation in the Caribbean in 1511, Hatuey's flight, subsequent capture and execution demonstrate a second point of content, while the massacre at Caonao provides the end of the narrative.

The answer is in Level 3 for AO1 and secure in Level 3 for AO2. 'Best fit' marking therefore dictates that it scores at the top of Level 3, 8 marks even though 'Cuba' has been written in the second line where 'Haiti' would be more accurate.

## Response 2

2 Write a narrative account analysing the key events of the Spanish conquest of Cuba.

You may use the following in your answer:

- Velázquez's voyage
- plantations

You **must** also use information of your own.

Velázquez set sail because the Spanish needed more workers in their mines, plantations and houses. The native people were dying of Smallpox and many Spaniards were murdering them. There was also a promise of further wealth and fortune. The natives were friendly when Velázquez arrived and the Spanish were invited in as guests. However at the massacre at Caonao the Spanish turned hostile and killed many of the Natives with little provocation. This showed the Spanish real intentions towards the natives and the relations between Spanish and Native was hostile. A large part of the success was down to the Spanish guns, horses and armour. Even though the Cubans outnumbered the Spanish, the Spanish had stanged beasts and could kill without touching them. To the Cubans they were seen as Gods. This greatly aided to the conquest of Cuba.

### **Examiner comments**

**This response is awarded Level 2, 4 marks.**

There is some sequencing of the material into a chronological order but the analysis in terms of the narrative is limited. There are some links made between different sections but these are not strongly expressed to show the unfolding story of the conquest of Cuba. The response therefore scored in Level 2 on AO2.

On the AO1 knowledge and understanding strand, the answer also scores in Level 2. There is specific knowledge about the massacre at Caonao, which shows some knowledge and understanding of the event, but the rest of the content is generic. This is an important issue for the Spain and the New World period study: the conquests all follow much the same pattern, so it is important that candidates include details that are specific to the topic they are writing about.

The answer is in Level 2 for AO1 and AO2 but neither strand is securely developed. 'Best fit' marking therefore dictates that it scores at the middle of Level 2, 4 marks.

## Question 3

3 Explain **two** of the following:

- The importance of Queen Isabella's sponsorship of Columbus for Spanish exploration. (8)
- The importance of Montezuma's actions for the Spanish conquest of Mexico. (8)
- The importance of the siege of Cuzco (1536–37) for the Spanish conquest of Peru. (8)

(Total for Question 3 = 16 marks)

## Mark scheme

Question		
3		<p>Explain <b>two</b> of the following:</p> <ul style="list-style-type: none"> <li>• The importance of Queen Isabella's sponsorship of Columbus for Spanish exploration.</li> <li>• The importance of Montezuma's actions for the Spanish conquest of Mexico.</li> <li>• The importance of the siege of Cuzco (1536–37) for the Spanish conquest of Peru.</li> </ul> <p><b>Target:</b> Analysis of second order concepts: consequence/significance [AO2]; Knowledge and understanding of features and characteristics [AO1].  <b>AO2:</b> 8 marks.  <b>AO1:</b> 8 marks.  <b>NB</b> 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"> <li>• A simple or generalised answer is given, showing limited development and organisation of material. [AO2]</li> <li>• Limited knowledge and understanding of the topic is shown. [AO1]</li> </ul>
2	3–5	<ul style="list-style-type: none"> <li>• An explanation is given, showing an attempt to analyse importance. It shows some reasoning, but some passages may lack coherence and organisation. [AO2]</li> <li>• Accurate and relevant information is added, showing some knowledge and understanding of the period. [AO1]</li> </ul>
3	6–8	<ul style="list-style-type: none"> <li>• An explanation is given, showing analysis of importance. It shows a line of reasoning that is coherent and logically structured. [AO2]</li> <li>• Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li> </ul>
<p><b>Marking instructions</b></p> <p>Markers must apply the descriptors above in line with the general marking guidance.</p> <p>Performance in AO1 and AO2 is interdependent. An answer displaying <b>no</b> 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 <i>and</i> understanding.</p> <p>The middle mark in Levels 2 and 3 may be achieved by stronger performance in either AO1 or AO2.</p> <p><b>Indicative content guidance</b></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><b>The importance of Queen Isabella's sponsorship of Columbus for Spanish exploration.</b></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Isabella provided funding for Columbus for three voyages, enabling him to found Spanish colonies across the Caribbean and discover the coast of South America.</li> <li>• Isabella promised Columbus the governorship of any lands that he claimed for Spain, as well as the rank of Admiral of the Ocean Sea. This provided Columbus with an incentive to explore on behalf of Spain.</li> <li>• Columbus had previously been denied financial support and was looking at funding options from other countries when Isabella's support was granted.</li> <li>• By sponsoring Columbus, Isabella encouraged Spanish exploration as a way of spreading Catholicism.</li> </ul>		

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

Relevant points may include:

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

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

Relevant points may include:

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

## Candidate response to question 3

### Response 1

Columbus had been to many countries before Spain and was turned down by all of them. Columbus needed the sponsorship because ~~gitt~~ getting the provisions, boats and crew was expensive and impossible to do without the proper funding. For Spain it was an opportunity. There was a chance of great wealth in the unknown lands and it was also a chance to spread Christianity and for Queen Isabella this was a priority. The first contact that Columbus had with the native people, and their land paved the way for the future. Now the Spanish knew the way to these 'new' lands they could send more people and expand their empire for exploration. Since Isabella sponsored Columbus those lands were claimed for Spain. When Columbus returned his journals allowed other explorers to find new lands and new wealth, the sponsorship kickstarted all of this. The Spanish crown would go onto sponsor more voyages after the success of the first one. It also created a name for the Spanish which caused conflicts with Portugal but also encouraged more young people to explore and bring wealth to their country.

#### Examiner comments

**This response is awarded Level 3, 8 marks.**

The candidate has carefully analysed the impact of Isabella's sponsorship in both enabling Columbus's exploration and motivating further exploration in the name of Spain. This linked analysis with a logical structure of short- and long-term importance means that the answer scores securely in Level 3 for AO2. On the AO1 knowledge and understanding strand, the answer also scores in Level 3. The content is accurate and relevant, showing the problems Columbus had faced prior to Isabella's sponsorship and an awareness of the subsequent 'big picture' of Spanish conquest.

The answer is in Level 3 for AO1 and secure in Level 3 for AO2. 'Best fit' marking therefore dictates that it scores at the top of Level 3, 8 marks.

## Response 2

Montezuma's decision to try and kill the Spanish had failed and impact proved to the Mayans that the Spanish were not to be underestimated.

The decision however, by Montezuma to invite the Spanish to Tenochtitlan on the river coast, the heart of the Mayan empire would prove to be a huge error on his part.

It was only a matter of 8 days after the Spanish entry of the Mayan capital that the Spanish turned on the Mayans and ~~was~~ captured ~~the~~ Montezuma which would from that point start the downward crumble of the Mayan empire.

### Examiner comments

**This response is awarded Level 2, 4 marks.**

This response scores in Level 2 for AO2. The candidate has made some attempt to analyse the importance of Montezuma's actions by linking one action with one consequence, although this is not well-developed and lacks extensive reasoning.

On the AO1 knowledge and understanding strand, the answer also scores in Level 2. The candidate demonstrates some knowledge of Montezuma's actions but there are some inaccuracies, such as referring to the native population as the Mayans instead of the Aztecs. His decision to allow the Spaniards into Tenochtitlan is linked with their capture of him, but the response lacks detail, instead relying on vague comments such as, 'start the downward crumble'.

The answer is in Level 2 for AO1 and AO2 but the performance is not secure in either strand. 'Best fit' marking therefore dictates that it scores at the middle of Level 2, 4 marks.

## Section B – British Depth Study

### Question 4(b)

(b) Explain why the Pilgrimage of Grace took place.

(12)

You may use the following in your answer:

- inspection of the monasteries
- enclosure

You **must** also use information of your own.

### Mark scheme

Question		
4 (b)		<p>Explain why the Pilgrimage of Grace took place.</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"> <li>• inspection of the monasteries</li> <li>• enclosure</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Target:</b> Analysis of second order concepts: causation [AO2];            Knowledge and understanding of features and characteristics [AO1].  <b>AO2:</b> 6 marks.  <b>AO1:</b> 6 marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> <li>• A simple or generalised answer is given, lacking development and organisation. [AO2]</li> <li>• Limited knowledge and understanding of the topic is shown. [AO1]</li> </ul>
2	4–6	<ul style="list-style-type: none"> <li>• 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]</li> <li>• Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1]</li> </ul> <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"> <li>• 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]</li> <li>• Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li> </ul> <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"> <li>• 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]</li> <li>• 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]</li> </ul> <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.

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.

## Candidate response to question 4(b)

### Response 1

One reason the Pilgrimage of Grace took place was because of Cromwell's inspections of the monasteries. Following Henry VIII's break from Rome after the ~~1534 Act of Succession~~ and Act of the Restraint of the Appeals and the 1534 Act of Supremacy, making Henry Head of the Church of England and that it was illegal to appeal to the Pope, this made Henry in charge of all the beliefs ~~and wealth~~ of the Church. However, monasteries and abbeys were still a symbol of Catholicism and even though many monks swore an oath to Henry, he wanted to Catholic symbol of the religious buildings banished. Therefore, Cromwell led inspections into the monasteries and found many as guilty of immoral practices such as homosexuality. This gave Henry and Cromwell an excuse to allow the dissolution of the monasteries. This angered people in the ~~North~~ north of England, which was still strictly Catholic, fearing that parish churches would be next. Therefore, a revolt began in the north, called the Pilgrimage of Grace, as

the dissolution of the monasteries was seen as an attack on the Catholic religion.

Secondly, rising enclosure, tied with ~~economic~~ <sup>harvest</sup> failures in 1535 and 1536, meant that people were poorer and struggling for food, as enclosure took away people's access to natural resources and hunting animals for food. To add to this, people were angry that the 1534 Subsidy tax war-time tax was still being collected, as the country was not at war and people were struggling to afford it. Therefore, economic problems led to backlash against the high taxes and enclosure of land imposed by the rich and powerful landlords, in the form of the uprising of the Pilgrimage of Grace.

Thirdly, ~~big~~ public hatred of Henry's chief minister Cromwell <sup>was</sup> ~~was~~ common because ~~his~~ his Protestant reforms were seen to be an attack on the Catholic religion, in which Cromwell was misleading Henry to make England become increasingly Protestant. Hatred of Cromwell, particularly in the north, was fuelled by high profile enemies of Cromwell, such as the Catholic Duke of Norfolk who was jealous of Cromwell's power (being from humble origins), who were keen to see his downfall. Therefore, this led to the Pilgrimage of Grace as it was a way to attack Cromwell.

### **Examiner comments**

**This response is awarded Level 4, 12 marks.**

In terms of the AO2 strand, this answer focuses clearly on the conceptual focus on the question. The candidate never loses sight of the question, analysing the content selected to provide a clear explanation of the reasons for the Pilgrimage of Grace.

Against the criteria for AO1, this answer scores securely in Level 4. The candidate has addressed three separate points of content, which demonstrates wide-ranging knowledge and understanding. The answer expands on the stimulus points, using Cromwell's unpopularity as the third point of content.

The answer is securely in Level 4 for AO1 and AO2. 'Best fit' marking therefore dictates that it scores at the top of Level 4, 12 marks.

## Response 2

The Pilgrimage of Grace took place because people were ~~un~~unhappy with the break from Rome and the dissolution of the monasteries.

A group in the north near Lincolnshire were displeased with the dissolution of the monasteries as they were strong Catholics, they did not want these monasteries to be closed and destroyed. The nuns in the monasteries did a lot for the town and people so Catholics were not happy this was happening. So they formed an army of 40,000 people to fight against the new church of England after the 1534. The anger spread to York and beyond creating anger in the people. Generally people did not want to lose their monasteries between 1536-40 as they were devoted Catholics and believed it was an injustice to God to rip down the monasteries.

On the other hand, the reason the Pilgrimage of Grace took place was the act of Supremacy, 1534, securing Henry VIII as the head of the church of England. This upset Catholics especially in the North which led to the Pilgrimage of Grace.

Overall, I believe that the Pilgrimage of Grace occurred due to the dissolution of the monasteries.

### **Examiner comments**

**This response is awarded Level 3, 8 marks.**

Against strand AO2, this answer is in Level 3. The candidate has shown a line of reasoning but lacks robust analysis of the content selected.

The candidate has selected two content points, including one that is not indicated in the stimulus points. The point about the inspection of the monasteries is developed into an explanation, while the Act of Supremacy is referenced but less thoroughly developed. Therefore, against the AO1 marking strand, this answer scores in level 3.

The answer is in Level 3 for AO1 and AO2. It is not secure on either strand. 'Best fit' marking therefore dictates that it scores in the middle of Level 3, 8 marks.

## Question 5(c)

**Answer EITHER Question 5 (c)(i) OR Question 5 (c)(ii).**

### **EITHER**

- (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.

**(16)**

You may use the following in your answer:

- fire ships
- bad weather

You **must** also use information of your own.

### **OR**

- (c) (ii) 'There was little change in attitudes towards the poor in the years 1558-88.'

How far do you agree? Explain your answer.

**(16)**

You may use the following in your answer:

- Houses of Correction
- the deserving poor

You **must** also use information of your own.

## Mark scheme

Question		
<p><b>5 (c) (i)</b></p> <p>'The effective use of naval tactics was the main reason for the English victory over the Spanish Armada.'</p> <p>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"> <li>• fire ships</li> <li>• bad weather</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Target:</b> Analysis and evaluation of second order concepts: causation [AO2]; Knowledge and understanding of features and characteristics [AO1].  <b>AO2:</b> 10 marks.  <b>AO1:</b> 6 marks.</p>		
Level	Mark	Descriptor
	0	No rewardable material.
<b>1</b>	<b>1–4</b>	<ul style="list-style-type: none"> <li>• A simple or generalised answer is given, lacking development and organisation. [AO2]</li> <li>• Limited knowledge and understanding of the topic is shown. [AO1]</li> <li>• The overall judgement is missing or asserted. [AO2]</li> </ul>
<b>2</b>	<b>5–8</b>	<ul style="list-style-type: none"> <li>• 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]</li> <li>• Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1]</li> <li>• The overall judgement is given but its justification is asserted or insecure. [AO2]</li> </ul> <p><i>Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
<b>3</b>	<b>9–12</b>	<ul style="list-style-type: none"> <li>• 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]</li> <li>• Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li> <li>• The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2]</li> </ul> <p><i>Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
<b>4</b>	<b>13–16</b>	<ul style="list-style-type: none"> <li>• 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]</li> <li>• 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]</li> <li>• Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2]</li> </ul> <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.

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

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

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

### **Indicative content guidance**

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

Relevant points which support the statement may include:

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

Relevant points which counter the statement may include:

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

## Candidate response to question 5(c)

### Response 1

Chosen question number:  Question 5(c)(i)  Question 5(c)(ii)

Naval tactics were ~~the~~ <sup>an important</sup> factor in the English victory over the Spanish Armada because of the fire ships. The Armada came in in a cresant shape and so the only chance of victory was if England ~~to~~ broke their formation. They did this through the use of fire ships, which is when they set fire to a ship and let it sail towards the Spanish ships. The boats on both sides were made out of wood and so would have to move to avoid being set on fire. This was an important factor as without breaking their formation they wouldn't have been able to fight back.

Another reason why naval tactics was an important factor in the English victory over the Spanish Armada was because of their small narrow boats. The English knew they had to be able to move quickly and easily so having a big heavy boat wasn't

going to be a good idea. A boat that was light and narrow was designed so they could be fast and have more manoeuvrability, this meant that they could retreat faster and attack quicker too. The men of naval tactics was an important factor into the victory over the Spanish Armada because they would have been large slow moving targets in the water for the Spanish.

On the other hand, a reason why naval tactics weren't the most important factor in the victory over the Spanish Armada was the bad British weather. England is notorious for having shocking, unpredictable weather and if conditions were too bad it was almost impossible to sail. After the Armada the Spanish tried to come in through Ireland and Wales but were blown off course because of strong winds and storms from the north. This was an important

factor into the victory of overcoming the Spanish Armada because without the bad weather they could have invaded from the north.

Another reason why naval tactics weren't the most important factor in the victory of overcoming the Spanish Armada was because of rotten supplies. Drake had gone over to the Spanish port of Cadiz and destroyed as much as he could. This was called 'the singeing of the king's beard' and left him with little wood to build ships and barrels.

This meant that when they started sailing over to England they had very little clean water and fresh food. Also they had ended up losing a year and giving it to Elizabeth so she had more time to prepare for the attack. This was an important factor because without this then we wouldn't have had enough time to prepare to defend ourselves.

In conclusion, I believe that naval tactics were the main reason England had the victory in overcoming the Spanish Armada because without breaking the Spanish formation and without having more manoeuvrability than the Spanish would have defeated us easily. It could be argued that if Drake hadn't done what he'd done in Cadiz then we wouldn't have been prepared enough, but, the naval tactics would have brought us victory by scaring the ships off anyway. So in conclusion, I agree with the statement 'the effective use of naval tactics was the main reason for the English victory over the Spanish Armada.'

### Examiner comments

**This response is awarded Level 4, 14 marks.**

On the AO2 analysis strand, the response scores just into Level 4. The content points selected are analysed to provide a judgement and the points are well-organised; however, this response lacks the coherent strand of an argument running throughout the answer that we would expect to see from answers scoring full marks. A consideration of how the points of content combined to lead to the victory would improve the response.

On the AO1 knowledge and understanding strand, the candidate has presented wide-ranging content with good attention to detail. The stimulus points are developed, with two examples provided for naval tactics, and a third point is introduced by considering the long-term impact of Drake's Raid on Cadiz. The content is carefully selected in line with the question focus. The response therefore scores in level 4 for this component.

On the AO2 judgement strand, a judgement is advanced with some justification. The response therefore scores in Level 4. The answer is in Level 4 for AO1 and AO2 – judgement, and low in Level 4 for AO2. 'Best fit' marking therefore dictates that it scores in the middle of Level 4, at 14 or 15 marks. This response was awarded 14 marks.

## Response 2

I agree to a large extent that 'The effective use of naval ~~to~~ tactics was the main reason for English victory over the Spanish Armada.' My reasons being were that the English had Drake on board the ship which was clever because he knew the sea really well because the amount of times he travelled around the world by boat.

Another reason <sup>why I agree to a large extent</sup> being that the Spanish Ships were heavy and larger than the English Ships which were light and small. This meant the Spanish ships were a lot harder to control and ~~never~~ maneuver whereas, the English ships were easier to control and maneuver due to their smaller size.

Another reason why I agree to a large extent being that Drake and the English ~~set at~~ sacrificed 100 ships by setting them on fire creating fire ships in order to break up the ~~Spanish~~ Ships formation. This ~~to~~ resulted

in the English Spanish being <sup>split</sup> ~~set~~ up which allowed the English to intercept.

~~Another reason why~~

A reason why luck came into this was the bad weather. The ~~Spanish~~ Spanish were not prepared for how bad the weather conditions would be in their large ships, resulting in their ships being even more difficult to control. Whereas, the ~~British~~ English were familiar with the bad weather conditions and knew how to control their ships better.

### **Examiner comments**

**This response is awarded Level 2, 7 marks.**

On the AO2 analysis strand, the response is limited and lacks a line of reasoning. The candidate has remained focused on the question, but each point is treated separately. Against the criteria for this strand, the response scores at Level 2.

On the AO1 knowledge and understanding strand, the candidate has presented accurate and relevant content. Four points of content are provided, of which two were prompted by the stimulus points. However, the content lacks detailed development, placing it in the 'some knowledge and understanding' category, rather than 'good knowledge and understanding' that is Level 3. The response therefore scores securely in Level 2 for this component.

On the AO2 judgement strand, a judgement is only provided in the introduction, which limits this response to a Level 1 score in this respect. The answer is in Level 2 for AO2, securely in Level 2 for AO1 and Level 1 for AO2 – judgement. 'Best fit' marking therefore dictates that it scores in the upper middle of Level 2, at 7 marks.

For information about Pearson Qualifications, including Pearson Edexcel, BTEC and LCCI qualifications visit [qualifications.pearson.com](http://qualifications.pearson.com)

Edexcel and BTEC are registered trademarks of Pearson Education Limited

Pearson Education Limited. Registered in England and Wales No. 872828  
Registered Office: 80 Strand, London WC2R 0RL

VAT Reg No GB 278 537121