AS
HISTORY
7041/1C

The Tudors: England, 1485–1603
Component 1C Consolidation of the Tudor Dynasty: England, 1485–1547

Mark scheme

June 2024

Version: 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

Further copies of this mark scheme are available from aqa.org.uk

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity, you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level, you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly Level 3 with a small amount of Level 4 material it would be placed in Level 3 but be awarded a mark near the top of the level because of the Level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Section A

0 1 With reference to these extracts and your understanding of the historical context, which of these two extracts provides the more convincing interpretation of the reasons for the dissolution of the monasteries?

[25 marks]

Target: AO3

Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

Generic Mark Scheme

L5: Answers will display a good understanding of the interpretations given in the extracts. They will evaluate the extracts thoroughly in order to provide a well-substantiated judgement on which offers the more convincing interpretation. The response demonstrates a very good understanding of context. **21–25**

L4: Answers will display a good understanding of the interpretations given in the extracts. There will be sufficient comment to provide a supported conclusion as to which offers the more convincing interpretation. However, not all comments will be well-substantiated, and judgements may be limited. The response demonstrates a good understanding of context. **16–20**

L3: The answer will show a reasonable understanding of the interpretations given in the extracts. Comments as to which offers the more convincing interpretation will be partial and/or thinly supported. The response demonstrates an understanding of context. **11–15**

L2: The answer will show some partial understanding of the interpretations given in the extracts. There will be some undeveloped comment in relation to the question. The response demonstrates some understanding of context. **6–10**

L1: The answer will show a little understanding of the interpretations given in the extracts. There will be only unsupported, vague or generalist comment in relation to the question. The response demonstrates limited understanding of context. **1–5**

Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Students must assess the extent to which the interpretations are convincing by drawing on contextual knowledge to corroborate and challenge the interpretation/arguments/views.

In their identification of the argument in Extract A, students may refer to the following:

- Extract A argues that the dissolution of the monasteries by Henry VIII in the 1530s was based on the dissolutions of the 1520s which were undertaken to raise money
- Extract A argues that Wolsey dissolved monasteries for personal projects, whereas Cromwell dissolved monasteries to provide funds for Henry VIII
- Extract A argues that only later in the process was the justification made that the monasteries were being dissolved for religious motives.

In their assessment of the extent to which the arguments are convincing, students may refer to the following:

- Extract A is convincing in stressing the links between Wolsey and Cromwell and the common link between the money raised through both dissolutions. However, each minister had different religious outlooks. Wolsey was a *legatus a latere* in the Catholic Church and Cromwell espoused new religious ideas
- Extract A is convincing in that Wolsey dissolved monasteries in the 1520s, and money raised was spent on projects which carried his name. Henry VIII was greedy for the money which further dissolutions could secure
- the claim that only later in the process was the justification made that monasteries were being dissolved for religious motives is only partially convincing; there was considerable contemporary argument about the spiritual limitations of the clergy.

In their identification of the argument in Extract B, students may refer to the following:

- Extract B argues that there was little in common between the dissolutions enacted under Wolsey and those which took place from 1536 onwards. Extract B argues that Wolsey's dissolutions were in support of learning, whereas those of Henry VIII were violent attacks on the Church itself
- Extract B argues that the dissolution of monasteries under Wolsey was to strengthen the monastic emphasis on teaching
- Extract B links the dissolution of the monasteries by Henry VIII with his attack on the institution of the Church of Rome and other actions taken to curtail 'superstitious practices'.

In their assessment of the extent to which the arguments are convincing, students may refer to the following:

- Extract B is convincing in its contrast between the actions of Wolsey and the later dissolutions. Wolsey's actions were limited to a small number of houses which were no longer viable. Although, initially the dissolutions from 1536 onwards were limited to the smaller monasteries, they were large scale and ultimately, led to the wholesale destruction of monasticism in England and Wales
- Extract B is convincing in that a key priority of monasteries was teaching, particularly significant in this period. However, the two institutions established by Wolsey were not fully tied to the Church and could be considered glory projects

- Extract B is convincing in linking the dissolution of the monasteries to the injunctions against pilgrimages and other practices which could be seen as linked to the Papacy. However, it could be argued that the attack on these practices were more to do with new religious ideas than directly related to the Church in Rome.

In arriving at a judgement as to which extract provides the more convincing interpretation, students might conclude that Extract A is more convincing as there were direct links between the two phases of dissolution and this was based on the acquisition of money. Alternatively, it might be argued that Extract B is the more convincing as it links the dissolution of the monasteries to Henry VIII's break with Rome. Henry VIII was determined to remove remaining practices associated with the Church in Rome.

Section B

0 2 'In the years 1485 to 1499, the most serious threat to the security of Henry VII was Perkin Warbeck.'

Explain why you agree or disagree with this view.

[25 marks]

Target: AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Generic Mark Scheme

L5: Answers will display a good understanding of the demands of the question. They will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment leading to substantiated judgement. **21–25**

L4: Answers will show an understanding of the question and will supply a range of largely accurate information which will show an awareness of some of the key issues and features. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated. **16–20**

L3: The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question. **11–15**

L2: The answer will be descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6–10**

L1: The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1–5**

Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Arguments supporting the view that in the years 1485 to 1499, the most serious threat to the security of Henry VII was Perkin Warbeck might include:

- Warbeck was able to maintain his challenge for a considerable period of time. Throughout the years between 1491 and 1499, Henry VII's position on the throne was not secure. Henry VII's monarchy was ultimately dependent on having the support of foreign powers. The marriage of Prince Arthur to Catherine of Aragon was only agreed in 1499, as Ferdinand had been reluctant for the marriage to go ahead whilst Henry's dynastic security was challenged by Perkin Warbeck. The marriage of Arthur was deemed necessary to secure the succession
- Perkin Warbeck received considerable support from foreign powers in his challenge to Henry VII. Henry VII had been dependent on such support to mount his challenge to Richard III. Margaret of Burgundy provided both legitimacy and financial support for Warbeck's challenge. Warbeck also gained legitimacy and military support from James IV of Scotland. Although, the invasion of England across the Scottish border in 1496 was short-lived and a failure, it did threaten an area where Henry VII was particularly vulnerable
- Warbeck was adept at exploiting weaknesses in Henry's inner circle. Henry needed to ensure that his government was not threatened from within – this had caused significant problems for his predecessors. The exposure of Sir William Stanley, the Lord Chamberlain as a Warbeck supporter and a traitor, challenged Henry VII's household government; a place where he should have felt most secure.

Arguments challenging the view that in the years 1485 to 1499, the most serious threat to the security of Henry VII was Perkin Warbeck might include:

- the challenge from Lambert Simnel might be considered the most serious challenge. Occurring in 1487, before Henry VII had been able to fully establish his authority, Henry faced a multifaceted threat. Despite parading the real Earl of Warwick through the streets, Henry was unable to disprove Simnel's claim. Simnel was crowned king in Ireland, an area of potential challenge for Henry VII. Lambert Simnel also presented a direct military challenge – the Battle of Stoke, which mirrored the Battle of Bosworth in which Henry had achieved victory over Richard III. Simnel was supported by foreign powers
- the continuing challenge presented by the de la Poles was a serious threat to Henry's security, as the brothers had a genuine claim to the throne and provided a focus for the White Rose faction. After fleeing to Flanders in 1498, the Earl of Suffolk was beyond Henry's reach
- the Cornish Rebellion in 1497 might be viewed as a more serious threat than Perkin Warbeck, and one which Warbeck failed to capitalise on. The military threat comprised of 15 000 men who were able to march unchecked as far as Blackheath. Both the Cornish Rebellion, and the earlier Yorkshire rebellion, demonstrated the limitations of Henry's popularity. Additionally, both challenged Henry VII's financial security.

Henry VII's position on the throne was not secure in the years 1485 to 1499. He suffered from issues of legitimacy, financial problems and military strength. Perkin Warbeck threatened all these areas for a considerable number of years. However, it is possible to argue that, at different times, other factors were more seriously challenging and a more direct threat to his security.

0 3 ‘In the first twenty years of the sixteenth century, there was widespread criticism of the Church in England.’

Explain why you agree or disagree with this view.

[25 marks]

Target: AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Generic Mark Scheme

L5: Answers will display a good understanding of the demands of the question. They will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment leading to substantiated judgement. **21–25**

L4: Answers will show an understanding of the question and will supply a range of largely accurate information which will show an awareness of some of the key issues and features. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated. **16–20**

L3: The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question. **11–15**

L2: The answer will be descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6–10**

L1: The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1–5**

Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Arguments supporting the view that in the first twenty years of the sixteenth century, there was widespread criticism of the Church in England might include:

- Lollard views were still prevalent in England in the first twenty years of the sixteenth century. Lollard views could be found in communities in the south, in Buckinghamshire and Berkshire. These views challenged the core teachings of the Church such as transubstantiation. They argued that the Church was corrupt. The challenge to the Church was perceived to be so serious that it led to public burning, both in the reigns of Henry VII and Henry VIII, to show that threats to traditional beliefs would not be tolerated
- the influence of humanism in the Church grew during the first twenty years of the sixteenth century. John Colet, who was Dean of St Paul's was highly critical of the standard of the clergy. He sanctioned reforming the Church from within. Other demands for reform from within came from influential individuals such as Erasmus, Linacre, Grocyn and Thomas More
- the case of Richard Hunne, which began in 1511 and culminated in questions raised in Parliament, demonstrated the support for reform of Church practices amongst the influential merchant class.

Arguments challenging the view that in the first twenty years of the sixteenth century, there was widespread criticism of the Church in England might include:

- the support for the parish church was strong. The rituals of the Church provided a framework for everyday life in the parish, for example Rogationtide. The teaching of the Church was reinforced through practice for the vast majority of the population
- there was considerable investment in the fabric and decoration of church buildings which strengthened support for the Church as it existed. Examples of this include structural changes, chantry chapels, and decorations including rood screens especially in East Anglia and the South West
- there was widespread support for, and involvement in, the institutions of the Church such as monastic houses and Guilds which provided employment, education, support for the poor and other benefits.

The demands for the reform of the Church could be found across England. These were within the hierarchy of the Church, in Parliament and amongst groups of people such as the small Lollard communities. However, the vast majority of the population demonstrated their support for the Church as it was by investing time, money and hope of salvation within the Church as it was.