

AS

# History

The Tudors: England, 1485–1603

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

Mark scheme

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7041

June 2017

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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 Assessment Writer.

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.

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June 2017

The Tudors: England, 1485–1603

AS History Component 1C Consolidation of the Tudor Dynasty: England, 1485–1547

### Section A

- 01** With reference to these extracts and your understanding of the historical context, which of these two extracts provides the more convincing interpretation of attitudes to the Church in the years 1500 to 1529? **[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**

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**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.**

In responding to this question, students may choose to respond to each extract in turn, or to adopt a more comparative approach to individual arguments. Either approach could be equally valid, and what follows is indicative of the evaluation which may be relevant.

Students must assess the extent to which the interpretations are convincing by drawing on contextual knowledge to corroborate or challenge.

**Extract A: In their identification of Smith's argument, students may refer to the following:**

- this extract focuses on anti-clericalism and the unpopularity of the Church. Smith argues that this was focused on the practices of the Church
- Smith identifies the main criticism of the Church was to do with the wealth of the Clergy which he argues contrasted with the expectation of the laity that the clergy should represent the poverty demonstrated by Christ and the Apostles
- Smith gives specific examples of the ways in which the laity were affected by the demands of the Church – through ecclesiastical courts, pluralism and tithes which he argues led to criticism from the laity of the practices of the Church. This is further supported by what he assessed as a 'ferocious example' – that of Richard Hunne.

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

- the extract may be convincing as there were widespread criticism of the practices of the Church in literature which was widely read
- equally, there is evidence of lay criticism. Wolsey was particularly criticised for his life-style, his wealth and pluralism – John Skelton poem 'Come ye to Court...' is an example of this. Simon Fish made much of lay opposition to tithes which were seen as stealing even from poor widows
- the educated elite were dissatisfied – London merchants were also critical of practices such as pluralism and anti-clericalism – these had high expectations of the clergy. Smith is convincing in what he references the case of Richard Hunne which was discussed in the Commons following his murder whilst in an ecclesiastical prison was notorious.

**Extract B: In their identification of Marshall's argument, students may refer to the following:**

- Marshall argues that the Church was flexible and lively and was able to adapt to new circumstances. It could accommodate people of different levels of ability and social status
- this extract argues that the Church was not fundamentally corrupt – there was limited criticism of Bishops, monks or Church courts
- Marshall does suggest that the Church may have been vulnerable to the spread of new religious ideas, especially those being promoted by Protestant ideas.

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

- the extract may not be convincing as Colet's sermon of 1512 suggests the behaviour of clergy was being criticised from within
- the extract may be convincing as there was considerable evidence of increasing literacy and lay piety evidenced through the increase in the purchase of Books of Hours. The involvement of the gentry and middling sort in reading such literature did make them vulnerable to new religious ideas
- there is considerable evidence of superstition amongst the commons – Thomas More wrote about the potency of false relics. There is evidence of peasants retaining the Host at Mass to fertilise their crops.

In arriving at a judgement to the relative value of each extract, students may conclude that both extracts offer convincing interpretations of attitudes to the Church. It is always more difficult to find evidence in support of an institution than that which criticises it. There is much evidence that the Church and attitudes of the laity differed between regions. In areas of the country, particularly London and the South East the Church was criticised, elsewhere, particularly in East Anglia, Church building and investment in decorations suggest that it was lively and vibrant.

**NB** – Evidence from after 1529 should only be credited where it is used explicitly to demonstrate attitudes prior to 1529.

**Section B**

- 02** ‘The establishment of Henry VII’s authority in the years 1485 to 1509 was due to his financial policies.’

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**

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## 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 suggesting that the establishment of Henry VII's authority in the years 1485 to 1509 was due to his financial policies might include:**

- authority over the 'over-mighty' nobles who had perpetuated instability during the previous reigns was key. Henry VII used bonds and recognisances to control the nobility. This not only brought in income to the Crown, but effectively made members of the nobility responsible for their peers and enabled him to establish his authority over the nobility
- the authority of previous monarch had been compromised by the armies owned by the nobility. Fines which were introduced for excessive retaining restricted the size of the individual armies available to the nobles and prevented them using the armies to challenge him. Nevertheless, armed forces were available for when he needed them
- the use of Feudal dues was significant in controlling the nobility and enabled Henry to establish his authority; wardships, for example, could be used to control noble families whose power was considered threatening to the authority of the King, e.g. The Percys
- Acts of Attainder brought financial boost to the King whilst controlling the nobility by confiscating their property. The wealthier the King was in relation to his nobility, the greater his authority.

**Arguments challenging the view that the establishment of Henry VII's authority in the years 1485 to 1509 was due to his financial policies might include:**

- Henry established his authority by dating his reign from the day before Bosworth and by marrying Elizabeth of York. This gave his reign legitimacy and enabled him, not only to attain property, but also to control the nobility. By not marrying Elizabeth until he was crowned, Henry was able to claim the throne in his own right. The marriage enhanced his authority
- Henry established his authority by defeating the Pretenders. The defeat of the Pretenders, supported as they were by foreign powers and also by English Nobility, enabled Henry to assert his authority
- Henry further established his authority with foreign powers through foreign policy treaties and marriages with Scotland, France and Spain.

A distinction can be made between mechanisms to assert his authority with those who could challenge his authority military – the experience of the 'over mighty noble' as seen in the Wars of the Roses and the establishment of his wider authority his legitimacy related to his right to be King and recognition from foreign powers.

- 03** ‘The main aim of English foreign policy in the years 1509 to 1547 was to secure the succession.’

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**



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## 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 suggesting that the main aim of English foreign policy in the years 1509 to 1547 was to secure the succession might include:**

- from 1527, Henry, advised by Wolsey, sought to gain support for the annulment of the marriage to Catherine of Aragon. This diplomatic endeavour saw a European re-alignment away from England's traditional ally – Spain to recognition by France of the marriage with Anne Boleyn
- the overture to the Schmalkaldic League and the marriage with Anne of Cleves were seen as an attempt to gain support from powers who were hostile to the HRE to provide Henry with another heir
- Henry wished to gain support from the nobility for the succession of Edward by enabling them to participate in a war which would provide them with property and experience.

**Arguments challenging the view that the main aim of English foreign policy in the years 1509 to 1547 was to secure the succession might include:**

- Henry sought to be regarded as a European Prince. This was a dominant reason for the invasions of France in 1512, 1513 and 1544 and for diplomatic policies pursued by Wolsey including the Treaty of London. The Field of the Cloth of Gold is further evidence of this
- Henry wanted to regain French territory lost at the end of the Hundred Years War – the attacks on France, and Scotland, could be interpreted as a part of his policy
- the attack on Scotland in 1543 was seen by many, including James V, as an attempt to make Scotland conform to Henry's religious policy and to reject Rome.

Before 1527 Henry sought to establish his and England's position through military strategies and diplomacy and to regain territory. The succession dominated Henry's policies from 1527 onwards, firstly in his attempt to gain a male heir and then to ensure the succession of Edward. Throughout the years 1509 to 1547 Henry considered himself to be a monarch the equal of any European Prince.