

AS History

7041/1C- The Tudors: England, 1485–1603

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

June 2018

Version/Stage: 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 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.

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, i.e. 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.

The Tudors: England, 1485–1603

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 the relationship between Henry VIII and Wolsey? **[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.

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 Elton's argument, students may refer to the following:

- Elton argues that Wolsey was the architect of successful policies and that Henry's schemes were ill-thought out
- Elton argues that Wolsey's schemes were usually successful and, by implication, Henry's were failures
- Elton argues that Wolsey could have achieved an annulment, except that Henry failed to understand his solution to the problem.

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

- the invasion of France in 1512 could be used as evidence of ill thought out schemes of Henry's. Wolsey was the architect of many successful schemes, for example, the operation of the Star Chamber to widen access to Justice and the Eltham Ordinances
- Wolsey did pick up the pieces of Henry's failures in 1514. A number of Wolsey's policies could also be seen as failing to achieve their objectives for example the Amicable Grant of 1525
- Elton could be partly challenged in that Wolsey was abroad when he made the recommendation about the annulment, nevertheless Henry appeared committed to challenging the Pope on doctrinal issues.

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

- Gwyn argues that Henry was not lazy but was energetic and paid close attention to detail
- Gwyn argues that key policies were suggested by Henry, e.g. the promotion of Wolsey as papal legate and the parliamentary subsidy of 1523
- Gwyn argues that Henry was always in control and not easily manipulated. He argues that if Wolsey was in a commanding position, it was because Henry wanted it.

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

- Gwyn can be partly challenged in that Henry and the court were heavily involved in pageants, revelry, sports, hunting and tournaments. Nevertheless, he could intervene and contradict decisions which had already been taken. This was very evident in his direct involvement in the process of the annulment
- Henry did rely not only on Wolsey but advice given by his courtiers in the Privy Chamber. There was a blurred line between policies which originated with the King and policies which would benefit the King; the promotion of Wolsey as papal legate is one example of this. Another would be the promotion of Wolsey's case to be Pope in 1523

- Wolsey always deferred to Henry as King. It is clear that Henry, along with other courtiers and ministers, was dependent on Henry – when they ceased to be useful or appeared to challenge him, they were removed. This is evident with Wolsey, Buckingham, Warham, and William Compton.

In arriving at a judgement as to which extract provides the more convincing interpretation, students might argue that an interpretation of the relative roles of Wolsey and Henry does depend on what elements of the relationship are considered. However, ultimately Henry VIII was King and Wolsey's position was dependent on Henry's support.

Section B

02 'Lambert Simnel presented a greater challenge to Henry VII than 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 suggesting that Lambert Simnel presented a greater challenge to Henry VII than Perkin Warbeck might include:

- the challenge of Lambert Simnel occurred in 1486–7 when Henry VII had yet to consolidate his authority. The commons were willing to accept wild rumours, preferring to believe that Simnel was the Earl of Warwick, even when presented with contrary evidence
- Simnel had the support of the Irish nobility and was crowned King in Dublin. He was supported by Margaret of Burgundy. Henry VII had been able to overthrow Richard III with the support of France and Brittany. Simnel was also supported by Lincoln and Lovell. The combination of support mirrored Henry's challenge to Richard in 1485
- Simnel's challenge was backed by an invasion leading to the Battle of Stoke. This was very similar to Henry's defeat of Richard III at Bosworth. The failure of Simnel was as much to do with ill-disciplined Irish troops, foreign mercenaries than due to Henry's superior military strategy.

Arguments challenging the view that Lambert Simnel presented a greater challenge to Henry VII than Perkin Warbeck might include:

- the challenge of Perkin Warbeck lasted a considerable period of time (1491 to 1499). It overshadowed Henry's attempts to establish his position, Henry was challenged from within his own court – Sir William Stanley was plotting in favour of Warbeck whilst he was Henry's Lord Chamberlain
- Warbeck received considerable support from Burgundy resulting in the need to place a ban on trade
- Warbeck was supported by James IV. Warbeck was married to Katherine Gordon, a cousin of James IV. The Scottish support led to border raids in 1496 and the requirement to raise taxation which was a key cause in the Cornish Rebellion
- Ferdinand and Isabella were reluctant to see the marriage between Catherine of Aragon and Prince Arthur progress whilst Warbeck presented a challenge to Henry VII. The Treaty of Medina del Campo was key to Henry's establishment of his position in relation to foreign powers.

Whilst Simnel was an immediate threat in the early years of Henry's reign, he was quickly suppressed and Henry was able to establish his authority. Warbeck presented a longer more serious challenge which resulted in Henry taking steps which had a significant impact on his position, for example, trade and taxation.

03 ‘The dissolution of the monasteries resulted in significant social change.’

Explain why you agree or disagree with this view of the years 1536 to 1547.

[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 suggesting that the dissolution of the monasteries resulted in significant social change in the years 1536 to 1547 might include:

- a key driver of social change was increased literacy, mainly supported by the growth in printing. The dissolution of the monasteries brought to an end their specific role in the education of the nobility but the concomitant growth in grammar schools led to the education of the middling sort
- the dissolution of the monasteries resulted in the displacement of monks and nuns from religious houses increasing the number of masterless men and women without support
- the sale and reallocation of monastic properties increased the presence and authority of lawyers and merchants in areas of the country, challenging the traditional authority of the nobility and gentry
- social upheaval of the process of dissolution resulted in the Pilgrimage of Grace.

Arguments challenging the view that the dissolution of the monasteries resulted in significant social change in the years 1536 to 1547 might include:

- enclosure which was taking place before the dissolution of the monasteries was the major driver of social change as it led to the movement of workforce to towns and cities and the increase of labour. Half the population of Coventry and a third of the population of Great Yarmouth could be classed as wage dependent
- whilst the ownership of the monasteries changed, land in the main was rented out to the same people and labourers on the land remained in the same employment
- significant social change was effected, not by the dissolution but by the Statute of Wills which allowed for the sale of property and the encouragement of the profit motive.

The dissolution of the monasteries appeared to be a trigger factor for immediate social challenge and change, but the dissolution should be seen in the context of the wider and longer-term changes which were taking place in England in the first half of the sixteenth century.

NB Answers should focus on social change, which can include comments on the impact on religious belief and practice. Credit should not be given to disconnected discussion of foreign policy or religious policy.