



AS HISTORY 7041/1C

The Tudors: England, 1485–1603

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

Mark scheme

June 2023

Version: 1.0 Final



2 3 6 A 7 0 4 1 / 1 C / M S

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.

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

Copyright information

AQA retains the copyright on all its publications. However, registered schools/colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Copyright © 2023 AQA and its licensors. All rights reserved.

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 Henry VIII in the early years of his reign?

[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:

- Henry VIII was pro-active and aggressive – both in foreign and domestic affairs
- Henry VIII's policies had little benefit for the country and little was gained
- Henry VIII was ruthless in his treatment of those who he saw as a threat.

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

- Extract A is convincing in that Henry VIII did spend much of his father's legacy on invading France and there was little territorial gain. However, Henry did demonstrate his intention to play a significant role in Europe and gained the support of the nobility. This can be seen both in the Battle of the Spurs and at Flodden
- Extract A is convincing in that the benefits of Henry's policies were limited. However, the abolition of the Council Learned and Benefit of Clergy were seen as beneficial by many in society. Wolsey's policies of widening access to justice were also popular
- Henry VIII could be viewed as ruthless in his treatment of those who opposed him. However, such action was similar to that used by his father. Buckingham and Suffolk were executed because they were seen as threats to the Tudor dynasty. Henry VII had executed those such as Perkin Warbeck who had challenged his position.

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

- Henry goes to war because he is expected to by other monarchs and the nobility
- Henry VIII's militaristic policy was successful in Scotland and in gaining support
- Henry VIII was content to sit back and follow his own pursuits, allowing others to govern for him.

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

- Extract B is convincing in that the accession of a young, vital, ambitious king was welcomed after the last decade of Henry VII. Henry VII had been seen as reclusive and paranoid – the 'Winter King'. Henry VIII and Catherine of Aragon were seen as establishing a European court which favoured expenditure and culture
- Extract B is convincing in that Henry VIII did have success in Scotland and did gain some support for his military achievements. However, he was used rather than seen as an equal by Maximilian in the war against France
- Extract B is convincing in some respects. Henry was focused on his own pursuits. He was responsible for some achievements, however, most of the success was the result of the work of others, most notably Cardinal Wolsey.

In arriving at a judgement as to which extract provides the more convincing interpretation, students might conclude that Extract A is more convincing as it offers a view of the limitations of Henry's military achievements in the early years of his reign and the ruthlessness of his treatment of those who opposed him. Extract B has a different focus and shows the military expectations on Henry from foreign powers and the nobility. It is convincing in showing his wider attitude to government.

Section B

0 2 'Henry VII was successful in promoting trade and exploration.'

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 Henry VII was successful in promoting trade and exploration might include:

- Henry VII was keen to support exploration and supported the expedition by John Cabot which explored the fishing grounds off Newfoundland in 1497. His son Sebastian also received sponsorship from Henry VII in 1508 to discover the Northwest passage
- in his first Parliament Henry had been granted tonnage and poundage, and in 1485 and 1495 he revised the Book of Rates to significantly increase his income from Customs. Henry VII passed the Navigation Acts which forbade merchants to use foreign ships if an English one was available, which stimulated trade and further increased his income
- Henry inserted trade agreements into treaties such as Medina del Campo, reducing tariffs imposed by both countries on each other's goods.

Arguments challenging the view that Henry VII was successful in promoting trade and exploration might include:

- Henry VII was always prepared to restrict trade as a bargaining tool in his attempt to secure his dynasty. He used trading restrictions firstly when concerned for the position of Brittany. Later he caused a significant disruption in the most important trade by placing an embargo on the cloth trade with Antwerp in 1493 in an attempt to frustrate support for Perkin Warbeck. He later panicked over the support given by Burgundy for the Earl of Suffolk
- Henry was not prepared to challenge the privileges enjoyed by the Hanseatic League because of their wider influence. In 1504 he re-asserted their trading privileges which were seen as disadvantageous to the development of trade by other trading groups in London
- attempts to establish trading routes to the Mediterranean were a dismal failure, frustrated by existing powers, particularly the dominance of the Venetians.

Whilst Henry VII was keen to promote trade, primarily to increase his wealth, he was reluctant to give this precedence. There was little consistency in his approach. Ultimately, Henry VII would give greater priority to security over trade, as was seen with Perkin Warbeck and Burgundy.

0 3 'In the years 1533 to 1547, Henry VIII completely changed religion 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 years 1533 to 1547, Henry VIII completely changed religion in England might include:

- the Act in Restraint of Appeals in 1533 and the Act of Supremacy in 1534 achieved the break with Rome. Henry VIII was Head of the Church in England rather than the Pope
- the Acts to dissolve the smaller monasteries in 1536 and the greater monasteries in 1538 secured the removal of religious houses as a key element in the lives of the laity
- injunctions passed in 1536 and 1538 changed religious practices. Images, pilgrimages and saints' days were removed or restricted
- the publication of the Great Bible in 1539 enabled the word of God to be accessed in the Church in English.

Arguments challenging the view that in the years 1533 to 1547, Henry VIII completely changed religion in England might include:

- Henry VIII was opposed to significant changes in religious belief. He upheld Catholic belief and challenged the movement towards Protestantism which had been promoted by Cromwell. The Ten Articles were replaced by the Six Articles in 1539 and the Bishops' Book replaced with the King's Book
- reading of the Bible in English was restricted to the nobility in 1543
- it was still heresy to challenge the doctrine of transubstantiation as seen in the trial of John Lambert and to promote protestant ideas as seen in the trial and execution of Anne Askew
- the religious experience of the laity in the parishes was to a large extent unchanged. Services were still in Latin and the parish structure remained the same. Churches remained highly decorated.

Henry VIII dealt with the need to secure the annulment of this marriage to Catherine of Aragon by fundamentally changing the relationship of England to the Church in Rome. The legal position was changed but the experience of the laity in parishes went largely unchanged. The most significant development would have been the dissolution of the monasteries. However, in terms of doctrine, Henry VIII protected the Catholic faith against pressures of Protestantism.