



A-level
HISTORY
7042/1C

Component 1C The Tudors: England, 1485–1603

Mark scheme

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Version: 1.0 Final



2 2 6 A 7 0 4 2 / 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.

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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** Using your understanding of the historical context, assess how convincing the arguments in these three extracts are in relation to Henry VII.

[30 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:** Shows a very good understanding of the interpretations put forward in all three extracts and combines this with a strong awareness of the historical context to analyse and evaluate the interpretations given in the extracts. Evaluation of the arguments will be well-supported and convincing. The response demonstrates a very good understanding of context. **25–30**
- L4:** Shows a good understanding of the interpretations given in all three extracts and combines this with knowledge of the historical context to analyse and evaluate the interpretations given in the extracts. The evaluation of the arguments will be mostly well-supported, and convincing, but may have minor limitations of depth and breadth. The response demonstrates a good understanding of context. **19–24**
- L3:** Provides some supported comment on the interpretations given in all three extracts and comments on the strength of these arguments in relation to their historical context. There is some analysis and evaluation but there may be an imbalance in the degree and depth of comments offered on the strength of the arguments. The response demonstrates an understanding of context. **13–18**
- L2:** Provides some accurate comment on the interpretations given in at least two of the extracts, with reference to the historical context. The answer may contain some analysis, but there is little, if any, evaluation. Some of the comments on the strength of the arguments may contain some generalisation, inaccuracy or irrelevance. The response demonstrates some understanding of context. **7–12**
- L1:** **Either** shows an accurate understanding of the interpretation given in one extract only **or** addresses two/three extracts, but in a generalist way, showing limited accurate understanding of the arguments they contain, although there may be some general awareness of the historical context. Any comments on the strength of the arguments are likely to be generalist and contain some inaccuracy and/or irrelevance. The response demonstrates limited understanding of context. **1–6**
- 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:

- Green's overall argument emphasises the increasing despotism of Henry VII
- Henry VII allowed trial without jury and by-passed parliament
- Green argues that Henry's main objective was to increase his wealth and that Henry VII was both grasping and mean
- Green argues that Henry broke the power of the magnates through forced benevolences and fines.

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

- the overall view of Henry as despotic is only partly convincing. In the main, Henry governed using legitimate powers, acquired either by Act of Parliament or by royal prerogative and through custom.
- the view that Henry allowed trial without Jury and by-passed parliament is not wholly convincing. Although, Henry VII called parliament less frequently in the second half of this reign and increased the powers of the JPs, trial by jury was still the main mechanism to convict felons
- the view that Henry was mean is partly convincing. Henry VII did not have a personal fortune and needed to acquire a sufficient income to live of his own. Contemporary accounts provide evidence of his spending in the descriptions of the lavish court
- the argument that Henry broke the power of the Magnates is only partly convincing. He succeeded in controlling the nobility and used Acts of Attainder to acquire property and undermine power, but these were reversible. Henry VII needed the nobility for their armies.

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

- the overall argument of Extract B is that the achievements of his reign were due to the actions of Henry VII himself. These secured the throne for the Tudors
- the extract argues that Henry sought stability and support. He gained the support of the nobility by leading an army to France
- the extract argues that Henry both centralised politics but left much power in the hands of the nobility
- the extract argues that Henry used diplomacy and security measures to ensure his dynasty's survival.

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

- the argument that Henry VII was responsible for the success of his reign is convincing. He controlled the government tightly; his was a personal government
- whilst the invasion of France offered opportunities to the nobility and that he sought to pacify England following the turbulence of the wars of the Roses, Henry partly achieved stability through a tight control of the political nation
- the argument about the centralisation of politics is partly convincing. Henry did attempt to centralise control; he was forced to leave some power in the hands of the nobility as they were responsible for local government. Without an army or police force there was little alternative to the power of the nobility

- Henry did use diplomatic measures to undermine support for the pretenders, to re-capture the Earl of Suffolk and to marry his children into royal families, but his defeat of Lambert Simnel and Perkin Warbeck were also achieved through military interventions.

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

- the overall argument of Extract C stresses Henry's dependence on other elements of government – different attributes of the political nation
- the extract argues that Henry may have wished to rule as an absolute monarch but was limited by custom and law
- the extract suggests that Henry was dependent on the support of property owners and, in the final analysis, the political nation
- the extract argues that geography was a key determinant in the style of government employed by Henry VII; he had no alternative but to co-operate with the man on the spot.

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

- Henry was dependent on the political nation, but he used both carrots and sticks to gain their support and limit their powers
- Henry's previous experience of government was in the courts of France and Brittany and it is convincing to suggest that he favoured their methods of control. Henry was limited by custom and law, but in the last years of his reign he used these powers, through the work of Empson and Dudley to excessive lengths
- Henry was dependent on the support of property owners and the political nation. The events of the Wars of the Roses demonstrated that he could not manage without their support. However, this argument is less convincing when seen in the context to the methods used to control the political nation
- Henry was dependent on the man on the spot. This can be seen in the importance of the Percy family in the Northern Marches. Nevertheless, Henry also ensured the loyalty of the man on the spot in the case of his appointment of the Earl of Surrey.

Section B

0 2 'In the years 1515 to 1540, policy was decided by ministers rather than by the monarch.'

Assess the validity of 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 very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21–25**
- L4:** Answers will display a good understanding of the demands of the question. It 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 relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16–20**
- L3:** 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, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11–15**
- L2:** The answer is 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 1515 to 1540, policy was decided by ministers rather than by the monarch might include:

- Cardinal Wolsey was responsible for the development and implementation of key policies from 1515. The first Minister replaced conciliar government which had been in place following the death of Henry VII
- contemporaries viewed Wolsey as Alter Rex for his control of policies such as the Eltham Ordinances and his extravagant lifestyle. Policies such as the dissolution of the smaller monasteries funded Wolsey's vanity projects. Cromwell's power was regarded with equal suspicion in the 1530s
- foreign policy was directed by Cardinal Wolsey, rather than Henry. The role of Wolsey as legate a latere led him to pursue a pro-imperial policy which was not necessarily that favoured by Henry VIII, especially from the mid-1520s onwards
- Henry VIII was dependent on Thomas Cromwell to achieve the annulment of his marriage, both in the design and implementation of policy. The policy was significantly different because Henry and Cromwell disagreed about the role of the Pope
- Cromwell used his authority in the Church and State to pursue a range of religious policies which were contrary to the beliefs of Henry VIII.

Arguments challenging the view that in the years 1515 to 1540, policy was decided by ministers rather than by the monarch might include:

- ultimate power lay in the hands of Henry VIII and he directed, approved, or rejected the policies of Wolsey and Cromwell. Despite their usefulness to him, both were removed on his authority
- Henry used his ministers to achieve his aims, whilst giving them authority for the direction of specific policy. This could be seen in strategies used to increase his wealth and fund foreign affairs, both under Wolsey and in the 1530s
- Henry VIII played an active personal role in foreign policy. This can be seen in his participation in the Field of the Cloth of Gold and his personal attempt to gain support for the marriage to Anne Boleyn
- although conciliar government disappeared during the time, Wolsey and Cromwell were first ministers and their personal relationship with Henry was key to his control. Neither Wolsey, nor Cromwell controlled the Privy Council which in both cases provided a basis from which they were challenged.

Much of the detail of policy was decided by ministers and in some cases the ministers directed policies to their own advantage. However, the King had ultimate control of the policies which were implemented.

0 3 'Social and economic grievances, rather than religious discontent, were the main causes of rebellion in the years 1549 to 1569.'

Assess the validity of 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 very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21–25**
- L4:** Answers will display a good understanding of the demands of the question. It 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 relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16–20**
- L3:** 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, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11–15**
- L2:** The answer is 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 social and economic grievances, rather than religious discontent, were the main causes of rebellion in the years 1549 to 1569 might include:

- Kett's rebellion and the wider commotions of 1549 reflected a range of economic issues which were mainly the result of the consequences of the dissolution of the monasteries and the increasing use of land by the middling sort for profit
- the Western rebellion reflected the changes to local society and communities by the policies of Edwardian government. The loss of guilds and chantries had a serious impact
- Wyatt's rebellion occurred in communities, which had suffered economic depression following the interruption to continental trade in textiles and the export of foodstuffs to the continent
- the Northern rebellion occurred in economically backward agricultural areas; social tensions created by the interference in landownership by the Elizabethan government was also a contributory factor.

Arguments challenging the view that social and economic grievances, rather than religious discontent, were the main causes of rebellion in the years 1549 to 1569 might include:

- some of the demands of Kett's rebellion were religious, for example the emphasis on preaching
- the principal demands of the Western Rebels were religious – a return to the style of services which had been the practice in the reign of Henry VII. There was a direct attack on William Body who was seen as the agent of religious change
- whilst Wyatt did not make overt religious demands, the attack on Mary and the planned marriage to Philip was seen to be based on an attempt to restore Protestantism. The involvement of key politicians from Edward's reign contributed to this
- the Northern rebellion was organised by those who supported Mary Queen of Scots as heir to Elizabeth. The key reason for this was to ensure the re-instatement of the relationship with Rome. The rebels held a Mass in Durham Cathedral as the symbol of their beliefs.

Social and economic concerns underpinned many of the rebellions in the years 1549 to 1569 and provided the momentum for action. However, attacks on religion frequently provided the focus for action.

0	4	How successful was Elizabeth I's foreign policy in the years 1568 to 1589?
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[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 very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21–25**
- L4:** Answers will display a good understanding of the demands of the question. It 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 relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16–20**
- L3:** 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, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11–15**
- L2:** The answer is 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 Elizabeth I's foreign policy was successful in the years 1568 to 1589 might include:

- in the need to balance relations with France and Spain, Elizabeth I successfully played the marriage card. Potential suitors were used as diplomatic tools. It is likely that Elizabeth did not intend to marry
- in attempting to thwart Spanish aggression, there was an initial success in constructing a defensive alliance
- Elizabeth was initially successful in terms of giving support to Protestants in the Netherlands without committing troops
- Elizabeth I was successful in preventing an invasion by a foreign power. The defeat of the Spanish Armada in 1588 was presented as a significant victory for England and Elizabeth.

Arguments challenging the view that Elizabeth I's foreign policy was successful in the years 1568 to 1589 might include:

- the decision to expel the Sea Beggars was a failure. The action of Elizabeth I to protect English shipping created a much more serious problem in the Netherlands
- Elizabeth I's support for the activities of John Hawkins and other adventurers significantly worsened Anglo-Spanish relations. The impounding of the ship carrying payment for Alba also brought short-term financial gain but a deterioration in relations with Spain
- Elizabeth I's support for the Dutch rebels had the potential to counter French influence, but the actions of Leicester made English support counter-productive for the Dutch rebels
- the support given to Don Antoni of Portugal, along with the knighting of Francis Drake and the treatment of the Spanish Ambassador, resulted in a deterioration of Anglo-Spanish relations.

The success of Elizabeth I's foreign policy is often seen in terms of the defeat of the Armada and the security of the realm. However, the success needs to be seen in terms of her aims in foreign policy which were personal, financial and religious. Elizabeth I was frequently operating in situations over which she had little control.