



A-level
HISTORY
7042/1C

Component 1C The Tudors: England, 1485–1603

Mark scheme

June 2019

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 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

| System Name | Description |
|-----------------|---|
| ? | Questionable or unclear comment or fact |
| ^ | Omission – of evidence or comment |
| Cross | Inaccurate fact |
| H Line | Incorrect or dubious comment or information |
| IR | Irrelevant material |
| SEEN_BIG | Use to mark blank pages or plans |
| Tick | Creditworthy comment or fact |
| On page comment | Use text box if necessary to exemplify other annotations and add further comment. Always provide a text box comment at the end of each answer. |

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.

Component 1C The Tudors: England, 1485–1603

Section A

- 01** Using your understanding of the historical context, assess how convincing the arguments in these three extracts are in relation to Henry VII's methods of government. **[30 marks]**

Target: A03

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.

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

- Elton's argument is that Henry was the centre of government and in control of both its membership and its role. He was an independent king; the Council was an administrative body controlled by Henry, which did his will. Elton offers a bureaucratic interpretation of the Council
- Elton argues that Henry was responsible for the selection of members of the Council from the nobility, the Church and specifically chose administrators
- Elton argues that the Council had a range of roles and responsibilities
- according to Elton the Council had a clearly defined purpose which was three-fold – advice, administration and adjudication.

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

- Elton is convincing in arguing that Henry had a personal style of government and held his councillors at a distance – but to some degree this was the result of his time in exile and lack of links with the nobility
- Elton is convincing in that Henry chose his advisors from the nobility, e.g. Daubeney and Dynham; Church men such as Morton and Fox, and gentry lawyers such as Bray and Dudley, because of their administrative skill. However, Elton might be challenged in that his choice was also the result of being cautious about over-mighty nobles
- Elton is convincing in that the Council had three main functions – to advise the King, administer the country and make legal judgements, but there is little evidence that there were established rules and procedures
- the Council was key to Henry's government, but he was also advised by key members of the Court, for example Margaret Beaufort
- the purpose of the Council was to ensure the government of the country as stated by Elton, but it was primarily to do Henry's will and employed pragmatic approaches – e.g. in the workings of the Council Learned in the Law which had as its purpose the entrapment of many of Henry's subjects.

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

- Chrimes argues that Parliament was of little significance in the reign of Henry VII. It met infrequently and on only seven occasions when its primary function was to provide the King with extra-ordinary finance
- Chrimes argues that few of the statutes that emerged from Henry's Parliaments can be regarded as of major importance
- Chrimes argues that Henry could not do without Parliament, particularly the financial grants made; each of the seven parliaments made some form of fiscal contribution
- Chrimes argues that Acts of Parliament were key to enable Henry to establish his authority through Acts of Attainder and Acts of Resumption.

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

- Chrimes is convincing in that Parliament was very much controlled by the King and that it did not challenge the view that all power derived from the monarch. However, Parliament's recognition of Henry VII as the legitimate king was important to his claim to the throne
- Chrimes is convincing in arguing that much of the legislation which came out of Henry's seven parliaments was small scale; much of the legislation of the Parliaments was centred on private acts resulting from local issues. However, Chrimes can be challenged in the case of major pieces of legislation, such as the Act against Retaining
- Chrimes is convincing in arguing that Henry was dependent on Parliament for his extra-ordinary revenue without which he would not have been able to engage in an active foreign policy. This is evident in the taxation granted to support Brittany and to challenge Scotland for their support of Perkin Warbeck. However, Henry had a limited foreign policy to avoid too many fiscal demands
- Chrimes is convincing in his emphasis on the importance of Acts of Attainder which were used effectively after the battles of Bosworth and Stoke and extensively at the end of his reign. Without the Acts of Attainder Henry would not have been able to deprive his opponents of power which came through property. The Act of Resumption also enabled Henry to acquire property to establish his position. However, it is possible to argue that neither of these approaches was sufficient and that Henry VII was still very dependent on feudal methods of control.

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

- Guy argues that the main priority for Henry VII's government was to establish law and order. He argues that the main strategy for achieving this was by using the gentry to undermine the power of the nobility, particularly in the localities
- Guy argues that key to his policies was the promotion of the role of Justices of the Peace – men who were not nobles, generally members of the gentry but also lawyers
- Guy argues that Henry attempted to break the relationships which linked the nobility and gentry as a means to increase law and order and to prevent the corruption of justice
- Guy argues that by the end of his reign Henry had not fully imposed his authority in the localities but he had successfully replaced sheriffs and the feudal lords with JPs as administrative agents.

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

- Guy is convincing in that Henry sought to bring to an end the lawlessness which was a feature of the Wars of the Roses which was predicated on the power of 'overmighty nobles'
- Guy is convincing in that during Henry VII's reign 21 statutes were passed, increasing the power of the JPs. JPs were given the authority to impose bonds on Sheriffs who were generally from the nobility
- Guy is convincing that Henry did try to use JPs to break affinities. However, other methods were more successful in achieving this, for example the Act against retaining which prevented gentry being maintained
- Guy is convincing in stressing the administrative role of JPs. However, local ties were well-established and there is evidence to suggest that many gentry were unwilling to directly challenge the nobility in their counties. This contributed to Henry's failure to establish his authority fully
- it is also important to note that Henry did not rely primarily on JPs to control the nobility. The use of bonds and recognizances were a much more effective and widely used approach in establishing the authority of the Crown.

Section B

02 'The Church in England in 1547 was little different from what it had been in the late 1520s.'

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 the Church in England in 1547 was little different from what it had been in the late 1520s might include:

- the parish church was still the centre of worship for the majority of churchgoers with the priest the key focus of religious practice
- the majority of the services were still conducted in Latin. Only limited attempts had been made to translate prayers into the vernacular, for example the 1544 Litany
- the teachings of the Church were still rooted in the seven sacraments with the primacy of the Eucharist and the belief in transubstantiation
- whilst there had been an attempt to challenge idolatry, most churches were little changed with statutes, multiple side altars (dedicated by guilds) with candles, wall paintings, rood screens etc.
- whilst there was an attempt in the 1535 injunctions to remove the concept of purgatory by not teaching the belief, and the passing of the Chantry Act, there was still a popular emphasis on purgatory with prayers and masses for the dead.

Arguments challenging the view that the Church in England in 1547 was little different from what it had been in the late 1520s might include:

- the break with Rome was significant in the removal of the Pope (relegated to the Bishop of Rome) and his replacement by Henry as Head of the Church. This was most significant for the gentry and those involved in government, both central and local, who were expected to swear the oath
- the placement of the Great Bible in English in parish churches was a significant change but more significant for the literate and especially the gentry/nobility after the restrictions placed on reading the Bible
- the dissolution of the monasteries would have changed the focus of worship for many. The dissolution increased the educated clergy available in parish churches, but there was a greater demand on parish churches for relief of the poor
- changes in religious practice were more obvious in cities such as London and areas such as East Anglia where there were links with the new religious teachings disseminated through Antwerp. There is evidence of iconoclasm in these areas
- beliefs had become more diverse and doctrine/liturgy appeared to be negotiable rather than ordained. This can be evidenced by Ten Articles/Six Articles, Bishops Book/Kings Book.

The emphasis on either similarity of difference (change or continuity) is likely to depend on social status of individuals and/or geography. The majority, the uneducated in the countryside, would have mainly been affected by the impact of the dissolution. Those in London and parts of East Anglia and particularly those of a higher social status may have experienced considerable change.

- 03** How far, in the years 1547 to 1569, did concerns over the succession threaten the stability of England? **[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**
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- 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 1547 to 1569, concerns over the succession threatened the stability of England might include:

- the steps taken by Somerset after being created Lord Protector in 1547 challenged the authority of the monarchy; Somerset was instrumental in rejecting Henry's will, which had intended a Regency Council in which the authority of the monarchy would be invested. Somerset then encouraged the petitions by Kett and other rebels intended to forge a new relationship between the Crown and the middling sort, challenging the traditional basis of the monarchy. Somerset further threatened the stability of England by kidnapping Edward
- Northumberland's attempts to divert the succession from Mary to Lady Jane Grey were a challenge to the stability of England. As an individual, Edward may have wanted to change the succession, but the line of succession was stated in the Act of Succession which had been passed by the highest authority of King in Parliament. Northumberland also used armed force against the true heir and forced Mary into raising an armed force of her own
- Wyatt's Rebellion was partly motivated by a fear that in marrying Philip any child of the marriage would also be King of Spain and that England would be subsumed into the Holy Roman Empire. Wyatt's Rebellion got as far as the gates of the City of London, forcing Mary to make a direct intervention
- whilst the succession of Elizabeth occurred without any threat to the stability of the country, the Rebellion of the Northern Earls in 1569 was motivated by a desire to secure the eventual succession for Mary Queen of Scots. The Rebellion stimulated instability within Elizabeth's Council and in the North of England this was only put down by numerous violent executions of those who were involved. More were executed than by Mary I.

Arguments challenging the view that in the years 1547 to 1569, concerns over the succession threatened the stability of England might include:

- a key reason for the stability of England was the Act of Succession passed by Henry VIII in 1544 which clarified the succession: whilst this was challenged by Northumberland, it had secured the succession of Edward as a minor, gave authority to Mary and led to the unchallenged succession of Elizabeth
- the authority of Edward, Mary and Elizabeth was accepted during their reigns. Somerset and Northumberland claimed to be acting in the name of the monarchy to ensure its stability rather than to challenge it
- the disputes which occurred in 1549 and 1554 were motivated by other causes – the Western Rebellion by religion and Ketts Rebellion and the commotions by economic hardship, Wyatt's by religion. In all cases the 'rebels' stated their allegiance to the monarch
- before 1569, where Mary Queen of Scots was given support, it was as an heir to Elizabeth, not as an alternative. Likewise, Parliament's pressure on Elizabeth to name an heir was not seen by Parliament as a challenge to monarchical authority but to secure it.

The succession of a minor had created problems in 1483 but Edward succeeded without question. Elizabeth was recognised as her true heir by Mary both due to the Act of Succession. The challenges of Northumberland, Wyatt and Mary Queen of Scots had the potential to threaten the stability, but the main disputes were the result of other factors than the succession.

04 How effectively did Elizabeth deal with the threat from Spain in the years 1558 to 1589?

[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.

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- Nothing worthy of credit. **0**

Indicative content

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Arguments supporting the view that Elizabeth dealt effectively with the threat from Spain in the years 1558 to 1589 might include:

- Elizabeth skilfully handled the proposal by Philip II, and continued involvement in the war with France by leaving relations open until the conclusion of the Treaty of Cateau Cambresis had been formalised
- Elizabeth rejected the advances of Ferdinand and Charles but encouraged the Duke of Anjou who saw himself as a protector of the Huguenots, this relationship had the capacity to promote English influence in the Netherlands and to act as a counterbalance to the threat from Spain
- Elizabeth was reluctant to interfere in the Netherlands in support of the Dutch protestants who were seen to be rebels fighting sovereign authority
- Elizabeth contained the threat of Mary Queen of Scots despite Philip's involvement in, and encouragement of, domestic challenges, such as the Northern Rebellion of 1569, the Ridolfi plot.
- the effective defeat of the Armada was partially the result of Elizabeth's investment in sea power.

Arguments challenging the view that Elizabeth dealt effectively with the threat from Spain in the years 1558 to 1589 might include:

- always short of finance, Elizabeth did little to stop the privateers who were capturing new world silver being delivered to Spain. A clear example of this occurred in November 1568. Elizabeth seemed to focus on small acts of spite against the Spanish rather than direct action
- Elizabeth's expulsion of Dutch pirates, licensed by William of Orange, from England led to their return to the Netherlands and precipitated a full-scale revolt against Spain
- when Elizabeth finally sanctioned support for the Dutch Protestants in 1585, the support was undermined by ill-disciplined troops and a lack of leadership by Leicester leading to divisions in the English command and with the Dutch
- the attack on the Spanish fleet in 1587 by Drake simply delayed the Armada by a year. It was evidence of the limits of England's naval authority and seen as antagonistic by the Spanish.

Despite the success in defeating the Spanish Armada in 1588, there was no conclusion to the war with Spain which dragged on at great expense for a further 16 years. Throughout her reign, Elizabeth was compromised by the lack of finance and her reluctance to take action.