



A-level
HISTORY
7042/1C

Component 1C The Tudors: England, 1485-1603

Mark scheme

June 2023

Version: 1.0 Final



2 3 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, 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.

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 VIII as ruler.

[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 interpretations/arguments/views.

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

- Froude's overall argument is that all the changes which took place in the second half of his reign were the responsibility of Henry himself. Henry not only reigned, he also ruled
- Froude argues that Henry was both a traditionalist and an innovator
- Froude emphasises the political transformation achieved by Henry VIII
- Froude's argument is that Henry's methods were forceful: held back; dragged forward; forced upon.

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

- Froude is convincing in that all the changes which occurred in the second half of his reign were enacted in Henry's name. His ministers were appointed by him, but the day to day conduct of policy was the responsibility of his ministers
- there is certainly evidence to support Froude's argument that in religion Henry was both a traditionalist and an innovator. The conservatives may have trusted the Six Articles but the Pilgrimage of Grace demonstrated that the break with Rome was not popular with all
- there was undoubtedly a political transformation, as suggested by Froude, in terms of the Reformation Parliament with the use of legislation to secure the Royal Supremacy, however, the return to traditional politics in the 1540s suggests that the relationship was temporary
- there is considerable evidence of Henry's forceful personality to support Froude's interpretation. Treatment of Cromwell would support him holding back those who went too fast. However, it could also be argued that Cromwell himself was responsible for dragging Henry forward.

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

- Hoskins' overall argument presents Henry VIII as a tyrant whose reign was a disaster
- Hoskins argues that Henry terrorised his subjects with his arbitrary behaviour
- Hoskins suggests that freedom of speech was limited and that there was almost complete absence of rebellion in his reign
- Hoskins explains Henry's ruthlessness by his shaky claim to the throne
- Hoskins argues that Henry sacrificed his government and the resources of the country for the sake of his foreign ambitions.

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

- Hoskins is convincing in arguing that people were afraid of Henry's unpredictable behaviour, for example his treatment of Wolsey, Catherine of Aragon, Cromwell. However, it is an exaggeration to state that summary hanging was one of the major causes of death in his reign
- Hoskins seemingly does not credit the Pilgrimage of Grace with being a major rebellion. Although the geographical impact of this was restricted to the north, it presented a major threat to Henry's authority
- Hoskins is convincing in arguing that Henry's actions were often dependent on his fear for the succession of the Tudors, but this is limited as a complete justification

- there is considerable evidence across his reign that Henry wanted to reclaim the French possessions. Certainly on his death the country was virtually bankrupt
- Hoskins is less convincing in arguing that Henry left the country in the hands of unprincipled political adventurers and predators; whilst these descriptions could possibly be justified by the actions of Somerset et al., it had been Henry's intention to balance out competing individual ambitions.

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

- Wooding's overall argument is that whilst Henry VIII's reign was a failure for him personally, he achieved an extraordinary amount for England
- Wooding argues that he failed to secure the succession, leaving a wealth of complications
- Wooding argues that he failed to secure support for his vision of a Royal Supremacy
- Wooding argues that he successfully broke from Rome and established a Church which was neither Catholic or Protestant.

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

- Wooding is correct to argue that the succession was complicated on Henry's death. He was succeeded by a child and the issue of Mary and Elizabeth's legitimacy was not resolved, but the succession was legalised through an Act of Parliament
- it is clear that the action of Norfolk and Surrey did suggest that Henry's vision of the Royal Supremacy was not fully supported by the nobility
- Wooding is correct to identify the disappointments of Henry's first five marriages, however, despite the attempts to question her religious views, the evidence suggests that Henry achieved happiness with Catherine Parr
- Wooding is correct to see the Church of England in 1547 as a combination of Catholic and Protestant which was successfully separated from the rest of Christendom.

Section B

- 0 2** 'Financial measures were the most successful means by which Henry VII established his authority in the years 1485 to 1509.'

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 financial measures were the most successful means by which Henry VII established his authority in the years 1485 to 1509 might include:

- the use of Acts of Attainder were successful in denuding those who opposed Henry of their titles and possessions. These could be revoked on good behaviour
- the use of Royal prerogative increased the wealth of Henry and increased control. Examples might be given of wardship and marriage
- bonds and recognizances were used particularly in the later years of his reign both to provide income
- the use of Crown lands provided Henry with income and means of control. This was primarily achieved with the Act of Resumption which restored all land removed from the Crown since 1455.

Arguments challenging the view that financial measures were the most successful means by which Henry VII established his authority in the years 1485 to 1509 might include:

- Henry established his authority through strengthening his claim to the throne. Reference could be made to the calling of Parliament, marriage to Elizabeth of York and birth of Arthur
- Henry VII established his authority through treaties with foreign powers, for example Medina del Campo and Treaty of Ayton
- Henry established his authority by overcoming pretenders to the throne
- Henry established his authority by use of military force, not only the defeat of Richard III but the prevention of French support through strategic invasion
- reference could be made to the use of a spy network, especially after the challenge of Lord Stanley.

Henry VII was not the obvious heir to the throne and had little in the way of financial resources. It was critical for his control of the nobility that he should increase his wealth. The measures introduced achieved this and Henry left a substantial amount to Henry VIII. However, he also used other methods to assert his authority. Some students may argue that Henry VII did not fully establish his authority and his behaviour in the last years of his life was evidence of this.

0 3 To what extent was there a crisis of government in the years 1547 to 1571?

[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 there was a crisis of government in the years 1547 to 1571 might include:

- Rebellions in 1549 caused a crisis through armed uprisings and a challenge to the policies of Edward. The Edwardian government amended its policies.
- There was a crisis over the control of the Privy Council as Somerset lost support and seized Edward holding him hostage at Windsor. Somerset was replaced by Northumberland.
- There was a crisis over the succession of Mary Tudor as Edward and Northumberland constructed the Dvyse, and supported the accession of Lady Jane Grey. Northumberland was prepared to take up arms against Mary.
- The rebellion of the Northern Earls was a direct challenge to the religious policy of the Elizabethan government. Elizabeth was forced to abandon the approach of moderation and, as result was excommunicated by the Pope.
- There was a crisis over the debasement of the coinage continued in Edward's reign which continued into Mary's and was only solved by the re-coinage of Elizabeth.

Arguments challenging the view that there was a crisis of government in the years 1547 to 1571 might include:

- The succession of Edward and Elizabeth was unopposed and their governments established without crisis.
- Mary ensured stability of government by including ministers from Edward's government. She overcame challenges such as the Spanish marriage and thwarted the challenge of Wyatt's Rebellion.
- Elizabeth was able to establish her government and dealt with challenges to her policies and person, preventing a crisis.
- Whilst there was an economic crisis during Mary's reign, this was not the result of government policy.

Expect and reward a range of responses to this question.

There were crisis points for governments linked to the succession, religious policy, challenges to authority and the economy. Tudor governments overcame these crisis points to confirm the control of the government of the monarch.

0 4 'A 'Golden Age' for all.'

Assess the validity of this view of developments in art, literature and music during the reign of Elizabeth I.

[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 it was a ‘Golden Age’ for all might include:

- English painting flourished during this period. Robert Dudley was a great patron of the Art and Nicholas Hilliard was a prolific exponent of the art of the miniature. Elizabeth used paintings of herself to emphasise her position as Gloriana to courtiers and the wider nobility
- merchants who had acquired wealth invested in educational foundations in their home towns. Increased literacy amongst the middle classes was met with an increase in the publication of poetry and prose. The works of Sidney, Spenser and Foxe were circulated, but to a narrow readership
- the Globe Theatre was built in London in 1576 and there was a significant increase in secular dramatics. The period witnessed plays by Marlowe, Shakespeare and Kyd. Audiences at London theatres included people from all social classes. However, the travelling players tended to be hosted by the nobility
- there was a flourishing of both religious and secular music in this period. Reference might be made to William Byrd and Thomas Tallis. Some towns employed waits who performed at civic events. There was a growth of popular ballads and the circulation of cheap songs
- this period witnessed the great rebuilding of England as courtiers and the nobility invested in new stately homes. Reference could be made to Longleat, Wollaton Hall and Burghley House. On a wider scale, much of midland England’s gentry and yeoman houses were re-built and furnished during this period.

Arguments challenging the view that it was a ‘Golden Age’ for all might include:

- whilst the investment in the great rebuilding created many jobs, particularly in London for the manufacture of luxury goods, those employed in the production lived in squalid over-crowded conditions where disease was rife and life-expectancy low
- the increase in educational opportunities was mainly restricted to urban areas and rarely offered opportunities to those below the yeoman classes. There was little opportunity for women to learn to read, particularly following the closure of religious houses for women. Those unable to read would not have access to the printed word
- street theatre and entertainments continued in smaller towns and villages, but these were rarely of the quality experienced in the capital. Few in England would have had access to the history plays and political satires which people experienced in London
- the lower classes were unlikely to have experienced either the art work which was being produced, or the quality of music offered at court. There was some basic Church music in some areas, but this was restricted by some theological groups such as the Puritans.

Whilst the term ‘Golden Age’ is appropriate for the experience of the wealthy minority who were able to access the cultural developments, the majority of the population were either not affected by the developments, or were negatively impacted by the production of culture for the elites.