

AS
HISTORY
7041/1C

The Tudors: England, 1485–1603

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

Mark scheme

June 2022

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 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** With reference to these extracts and your understanding of the historical context, which of these two extracts provides the more convincing interpretation of Henry VII's relationship with the nobility?

[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 was ruthless in his control of the nobility and uncompromising in his approach
- Henry prevented the re-emergence of powerful nobles
- Henry successfully used a range of strategies to control the nobility.

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 did behave ruthlessly with the nobility by using bonds and recognizances to control their actions. In the early years of his reign, he was less ruthless using the legal instrument of Acts of Attainder which could be reversed
- Extract A is convincing in that Henry prevented the re-emergence of powerful nobles and civil war
- although Henry seemed to have established control over the nobility, they still had considerable autonomy in their localities.

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

- Henry neither rewarded or punished members of the nobility
- Henry was prepared to accommodate nobility who had opposed him
- the nobility, not the gentry, played the key role, both in advising him and in controlling the shires.

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

- Extract B is convincing that few nobles received special favours. His uncle Jasper Tudor was the only noble creation
- Henry believed in the principle of Service. However, whilst he was prepared to use the Earl of Surrey, not all elements of Act of Attainder against him were reversed
- Extract B is convincing in some respects. The nobility were members of his council and did have a key role to play in the shires. However, increasingly Henry looked outside the traditional nobility for advice, such as Empson and Dudley. He also increased the powers of JPs in the shires who were used to undermine noble authority

In arriving at a judgement as to which extract provides the most convincing interpretation, students might conclude that Extract A is more convincing as an over-arching interpretation of the reign of Henry VII; there is more evidence of control and harsh treatment than not. The interpretation offered by Extract B does suggest that Henry did need to use the power of the nobility as there were few other options for him to control the country.

Section B

- 0 2** 'It was Cardinal Wolsey, rather than Henry VIII, who controlled government and policies in the years 1515 to 1529.'

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 it was Cardinal Wolsey, rather than Henry VIII, who controlled government and policies in the years 1515 to 1529 might include:

- Henry VIII was known to be reluctant to involve himself in the day-to-day operation of government. It was reported that he chose to spend time in courtly pleasures. A clear example of Wolsey's activities can be seen in the Eltham Ordinances
- Wolsey was key to the development of foreign policy, particularly in the maintenance of the relationship with the Holy Roman Empire, which was particularly significant following the Battle of Pavia
- Wolsey's role within the Church, as well as his political role, gave him increased power and authority. Wolsey had authority through his legal role as Lord Chancellor and his use of the Star Chamber. Both the Church and legal system appeared to be controlled by Wolsey.

Arguments challenging the view that it was Cardinal Wolsey, rather than Henry VIII, who controlled government and policies in the years 1515 to 1529 might include:

- ultimate power lay in the hands of Henry VIII and he directed, approved, or rejected the actions taken by Wolsey. Henry VIII was not manipulated by Wolsey
- Henry VIII played an active personal role in foreign affairs. This can be seen in his participation in the Field of the Cloth of Gold and his attempt to gain support for the marriage to Anne Boleyn
- although conciliar government disappeared during the time Wolsey was first Minister and his personal relationship with Henry was key to his control, Wolsey did not control the Privy Council, which was an important conduit for information and a challenge to Wolsey's control.

Wolsey was undoubtedly significant for the administrative control of the government of Henry VIII. However, his power only existed for as long as he used it in the manner Henry VIII expected. Henry was in ultimate control and was prepared to support Wolsey's removal when he ceased to meet the demands placed upon him.

0 3 'Henry VIII failed to achieve any of his aims in foreign policy in the years 1536 to 1547.'

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 VIII failed to achieve any of his aims in foreign policy in the years 1536 to 1547 might include:

- Henry VIII aimed to regain French territory lost by Henry VI but failed to achieve this in his invasion
- Henry VIII aimed to stop a Catholic alliance by France and Spain. He failed in this; the two countries were prepared to forgo their differences at key points during the years 1536–1547
- Henry VIII aimed to gain support from the Protestant states to achieve a bulwark against the Catholic powers. He failed in this when he alienated support through the failure of his marriage to Anne of Cleves
- Henry VIII aimed to ensure that Scotland recognised the greater power of England. He failed to ensure that Scotland accepted the over-lordship of England and himself as King.

Arguments challenging the view that Henry VIII failed to achieve any of his aims in foreign policy in the years 1536 to 1547 might include:

- Henry VIII aimed to establish England as an independent state. He was able to prevent an invasion of England by forces loyal to the papacy. The succession of Edward was not challenged
- Henry VIII aimed to increase the prestige of England in comparison to those of France and HRE. He was able to establish England's prestige through his invasion of France and participation on the battlefield. His seizure of Boulogne forced the French to negotiate
- Henry aimed to establish his military supremacy over the Scots. He demonstrated his superior military power over the Scots with the defeat of their army at Solway Moss and the subsequent death of James V.

After the break with Rome, the death of Catherine of Aragon and the removal of Anne Boleyn, it was critical that Henry re-gained his reputation in foreign affairs. Henry was able to re-assert his position and to achieve some of his aims. However, he failed to regain the land lost in France, or to fully subdue a challenge from the Scots.