

AS
HISTORY
7041/1C

The Tudors: England, 1485–1603

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

Mark scheme

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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.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

Further copies of this mark scheme are available from [aqa.org.uk](https://www.aqa.org.uk)

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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 responses of different social groups to the government of Henry VIII in the 1530s?

[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:

- Extract A's overall argument is one of support for Henry VIII. He limits opposition to the common people and the 'backward North'
- Extract A argues that the majority were loyal and obedient to the King as a guardian of peace and order
- Extract A argues that the Pilgrimage of Grace was concerned with religion. Political concerns were limited.

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

- Extract A is convincing in arguing for the support of the majority and demonstrates that this was based on self-interest giving the example of support bought through the dissolution of the monasteries
- Extract A is convincing in arguing that the Pilgrimage of Grace was limited to the North, but it is incorrect as seeing the North as barbarous. Concerns about the religious changes were widespread and not limited to the commons. There is evidence of opposition from all sectors of society. The execution of opponents continued throughout the 1530s
- Extract A argues that loyalty to the King dominated everything. This can be challenged by the need to enforce an oath swearing loyalty to Henry and his successors.

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

- Extract B's overall argument is that the policies and personnel of Henry VIII's government had alienated all sectors of society; opposition from the commons, the nobility and the gentry is identified
- Extract B argues that the government was interfering with the traditional social, religious and economic arrangements in the regions
- Extract B argues that the resentment was directed against Cromwell who was seen as an evil influence on the King.

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

- the extract is convincing in identifying aspects of government policy which angered different groups within society. It goes some way to identifying religion as a unifying concern
- the extract is convincing in demonstrating the widespread opposition to the policies of Henry VIII's government but underplays the serious discontent of the North which continued after 1536
- the extract is convincing in its identification of Cromwell, rather than Henry VIII, as a focus for discontent. Cromwell was held responsible for the religious and administrative changes taking place. There was criticism of those he favoured. The statement might be challenged by reference to the widespread sale/gifting of monastic property.

In arriving at a judgement as to which extract provides the more convincing interpretation, students might conclude that Extract B is more convincing in focusing on discontent which was prevalent across different groups. Additionally, they may argue that whilst Extract B does not detail the Pilgrimage of Grace, the identification of specific concerns is more convincing. Alternatively, by focusing on support, students may argue that Extract A is more convincing as is Extract A's underplaying of the strength of opposition to the government.

Section B

- 0 2** 'Henry VII's use of parliament was the main way in which he consolidated his authority in the years 1485 to 1509.'

Explain why you agree or disagree with this view.

[25 marks]

Target: AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Generic Mark Scheme

- L5:** Answers will display a good understanding of the demands of the question. They will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment leading to substantiated judgement. **21-25**
- L4:** Answers will show an understanding of the question and will supply a range of largely accurate information which will show an awareness of some of the key issues and features. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated. **16-20**
- L3:** The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question. **11-15**
- L2:** The answer will be descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Arguments supporting the view that Henry VII's use of parliament was the main way in which he consolidated his authority in the years 1485 to 1509 might include:

- Henry used his first parliament in 1485 to pass Acts of Attainder which made property owned by those who had fought against him at Bosworth, forfeit to the Crown
- Henry VII called parliament to raise extra-ordinary revenue through parliament to finance invasions and to raise an army when England was under threat. Extra-ordinary revenue could only be authorised by parliament
- Henry VII used parliament to pass significant legislation. 120 public acts were passed by Henry VII's parliaments. These included controls over towns
- whilst Henry exploited crown lands to support the monarch, much of his property came from the Act of Resumption.

Arguments challenging the view that Henry VII's use of parliament was the main way in which he consolidated his authority in the years 1485 to 1509 might include:

- Henry arranged for his Coronation to take place before the first meeting of parliament to demonstrate that his right to the throne was based on hereditary right, not on parliament
- Henry VII only called parliament on seven occasions. Parliament only sat once during the last decade of his reign. Henry used his prerogative rights to rule. He used crown lands and ordinary revenue to finance the Crown
- Henry VII mainly relied on his Council and councillors to consolidate his authority. Henry's government was one of personal control
- Henry VII used bonds and recognisances to consolidate his authority.

Some students may argue that although parliament only sat for 69 weeks during the 24-year reign of Henry VII, it provided key legislation and finance without which his government would not have been able to establish his authority. Other students may argue that Henry VII preferred personal control and his Council to impose his authority and that other factors such as relations with foreign powers were more significant.

0 3 'There was little demand for the reform of the Church in England in the years c1500 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 there was little demand for the reform of the Church in England in the years c1500 to 1529 might include:

- the majority of the laity were loyal to the Church which provided spiritual guidance, a structure to their lives, social activities and support for the poor
- social and political elites were keen to maintain the authority of the Church as it was a means of social control. To challenge the Church had the potential to undermine this
- both Henry VII and Henry VIII were crowned and anointed by the Archbishop of Canterbury. Their legitimacy was dependent on the symbiotic relationship with Rome
- Henry VIII was awarded the title of Defender of the Faith for his support for the Church against Luther.

Arguments challenging the view that there was little demand for the reform of the Church in England in the years c1500 to 1529 might include:

- the case of Richard Hunne demonstrated the strength of demands for change amongst the mercantile classes of London
- Humanists, such as John Colet and Thomas More spoke about the need to reform the behaviour of the clergy
- the burning of those who were identified as Lollards indicates that there were groups who rejected the Church
- there was considerable concern about the quality of the clergy from the newly literate classes. They demanded issues such as pluralism and simony to be addressed, in addition to better training for priests.

Some students may argue that elites were dependent on the Church; the monarchs relied on the Church to provide councillors and administrators. There was little willingness to challenge the institution or its beliefs. Alternatively, other students may argue that from within the clergy and those who sought greater spiritual purity there was a demand for change in the practices of the Church. Some students may argue that in the early years calls for reform were limited, but by 1529, support for reform of the Church became linked with the campaign to achieve the annulment of the marriage between Henry VIII and Catherine of Aragon.