



**General Certificate of Education
June 2011**

AS History 1041

HIS1B

Unit 1B

Britain, 1483–1529

Final

Mark Scheme

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' 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 to download from the AQA Website: www.aqa.org.uk

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Generic Introduction for AS

The AS History specification is based on the assessment objectives laid down in QCA's GCE History subject criteria and published in the AQA specification booklet. These cover the skills, knowledge and understanding which are expected of A Level candidates. Most questions address more than one objective since historical skills, which include knowledge and understanding, are usually deployed together. Consequently, the marking scheme which follows is a 'levels of response' scheme and assesses candidates' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how candidates have demonstrated their abilities in the Assessment Objectives. Candidates who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Candidates who provide more explanation – (AO1(b), supported by the relevant selection of material, AO1(a)) – will perform at high Level 2 or low-mid Level 3 depending on how explicit they are in their response to the question. Candidates who provide explanation with evaluation, judgement and an awareness of historical interpretations will be addressing all 3 AOs (AO1(a); AO1(b); AO2(a) and (b) and will have access to the higher mark ranges. AO2(a) which requires the evaluation of source material is assessed in Unit 2.

Differentiation between Levels 3, 4 and 5 is judged according to the extent to which candidates meet this range of assessment objectives. At Level 3 the answers will show more characteristics of the AO1 objectives, although there should be elements of AO2. At Level 4, AO2 criteria, particularly an understanding of how the past has been interpreted, will be more in evidence and this will be even more dominant at Level 5. The demands on written communication, particularly the organisation of ideas and the use of specialist vocabulary also increase through the various levels so that a candidate performing at the highest AS level is already well prepared for the demands of A2.

CRITERIA FOR MARKING GCE HISTORY:

AS EXAMINATION PAPERS

General Guidance for Examiners (to accompany Level Descriptors)

Deciding on a level and the award of marks within a level

It is of vital importance that examiners familiarise themselves with the generic mark scheme and apply it consistently, as directed by the Principal Examiner, in order to facilitate comparability across options.

The indicative mark scheme for each paper is designed to illustrate some of the material that candidates might refer to (knowledge) and some of the approaches and ideas they might develop (skills). It is not, however, prescriptive and should only be used to exemplify the generic mark scheme.

When applying the generic mark scheme, examiners will constantly need to exercise judgement to decide which level fits an answer best. Few essays will display all the characteristics of a level, so deciding the most appropriate will always be the first task.

Each level has a range of marks and for an essay which has a strong correlation with the level descriptors the middle mark should be given. However, when an answer has some of the characteristics of the level above or below, or seems stronger or weaker on comparison with many other candidates' responses to the same question, the mark will need to be adjusted up or down.

When deciding on the mark within a level, the following criteria should be considered *in relation to the level descriptors*. Candidates should never be doubly penalised. If a candidate with poor communication skills has been placed in Level 2, he or she should not be moved to the bottom of the level on the basis of the poor quality of written communication. On the other hand, a candidate with similarly poor skills, whose work otherwise matched the criteria for Level 4 should be adjusted downwards within the level.

Criteria for deciding marks within a level:

- The accuracy of factual information
- The level of detail
- The depth and precision displayed
- The quality of links and arguments
- The quality of written communication (grammar, spelling, punctuation and legibility; an appropriate form and style of writing; clear and coherent organisation of ideas, including the use of specialist vocabulary)
- Appropriate references to historical interpretation and debate
- The conclusion

June 2011

GCE AS History Unit 1: Change and Consolidation

HIS1B: Britain, 1483–1529

Question 1

01 Explain why Richard III was defeated at the Battle of Bosworth in 1485. (12 marks)

Target: AO1(a), AO1(b)

Generic Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**
- L2:** Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**
- L3:** Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**
- L4:** Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

Indicative content

Note: This content is not prescriptive and candidates 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.

The main focus of this question is on Bosworth in August 1485 – some very effective answers may be based entirely on issues relating to the battle itself. Before Bosworth, Richard appeared to be stronger militarily and to have potentially larger forces – he lost because things went badly for him on the day, such as:

- the role of the mercenary soldiers provided to Henry Tudor by his foreign backers
- the last-minute decisions by Northumberland and the Stanleys to change sides
- Richard might well have won the battle anyway but for his rash charge that isolated him from his army and led to his capture and death.

It is also possible to argue that the key causes of Richard's defeat were long-term factors that were already in place before the battle:

- Richard had mishandled the nobility. He had alienated key Yorkists and driven them into joining Henry Tudor. What happened during the battle with the desertions of Northumberland and the Stanleys was the result of Richard's previous errors
- there were questions about Richard's own legitimacy and additional concerns over his lack of a legitimate heir.

*** It is important that any evidence about the long-term weaknesses of Richard III's position is applied directly to the question of why he was defeated at Bosworth in 1485 and not a generalised account of his reign.

Answers at the higher levels will not merely provide a list of reasons backed by accurate knowledge but will offer links or differentiation – perhaps in discussing the relative importance of a range of factors; or making connections between longer-term factors and events on the battlefield at Bosworth.

Question 1

- 02** How far was Henry VII's success in consolidating his royal authority in the years 1485 to 1487 due to his marriage to Elizabeth of York? (24 marks)

Target: AO1(a), AO1(b), AO2(b)

Generic Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers may either contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the focus of the question. They will either be almost entirely descriptive with few explicit links to the question or they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

Indicative content

Note: This content is not prescriptive and candidates 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.

Candidates should be able to make a judgement by balancing points that suggest Henry was successful because of the marriage to Elizabeth against evidence suggesting other factors were more important. Candidates should be able to explain Henry's 'success' in terms of the period 1485 to 1487, starting with the outcome at Bosworth and ending with the crushing of the Simnel rebellion at Stoke.

Points which suggest Henry was successful because of the marriage might include:

- Henry had gained a lot of support before 1485 by his promise to marry Elizabeth; and winning over Yorkists was vital if he wanted to secure his position on the throne
- the all-important issue for the new King was legitimacy. His own claim was weak and he needed her (stronger) claim to strengthen his right to rule
- Elizabeth was a good dynastic investment in that she supplied him with two healthy sons to solve the problem of the succession.

Points which suggest other factors were more important might include:

- Henry did not marry Elizabeth straight away. He was worried by the fact that her claim was stronger than his and did not want it to look as if his legitimacy depended on hers. He waited until 1486 because he wanted to gain legitimacy by other methods first
- he called Parliament almost immediately and dated his reign back to the day before Bosworth – this rapid use of Parliament was important and effective
- dealing with the nobility was more important than Elizabeth. Henry's judicious mixture of attainders and concessions was a key factor
- security against rebellions and Pretenders was also more important than Elizabeth. He was very vulnerable in the first years of his reign, so suppressing threats such as Lovell, the Staffords and the Lambert Simnel invasion was absolutely vital.

Some candidates will focus directly on the key word 'marriage' as a specific event in 1486; others may look more widely at the role and importance of Elizabeth of York between 1483 and 1487. Either approach is valid.

Question 2

03 Explain why Henry VII agreed to the Treaty of Etaples in 1492. (12 marks)

Target: AO1(a), AO1(b)

Generic Mark Scheme

Nothing written worthy of credit. **0**

L1: Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**

L2: Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**

L3: Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**

L4: Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

Indicative content

Note: This content is not prescriptive and candidates 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.

The Treaty of Etaples was signed in November 1492 between Henry VII and Charles VIII of France. The treaty brought to an end the ongoing English invasion of France and led to a prolonged period of improved relations. The main concession on the English side was to give up the previous policy of supporting Brittany against France and accepting French dominance over Brittany. In return, France promised to expel Perkin Warbeck and to pay a substantial pension to Henry VII (the pension paid Henry 50 000 Francs per year and vastly increased his royal finances).

Effective answers will select evidence according to their relative importance:

- the overriding concern for protection against Warbeck (this might be developed into a range of linked factors)
- Henry's preference for a policy of peace rather than war
- the desire for prestige – presenting Etaples as a triumphant success brought about by the invasion and proving England was a great nation

- brutal political realism – Henry had realised by 1481 that France was too strong to resist over Brittany; he had already given up on the Treaty of Redon by 1491
- the desire to boost the royal finances.

Answers at the higher levels will not merely provide a list of appropriate reasons but will offer links, differentiation or comment on higher and lower priorities – for example seeing the financial gains as an incidental bonus rather than a central motive; or assessing the relative importance of the reasons why France was willing to make the treaty alongside Henry VII's motives.

Question 2

- 04** How important was overseas trade for Henry VII's relations with foreign powers in the years 1489 to 1509? (24 marks)

Target: AO1(a), AO1(b), AO2(b)

Generic Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers may either contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the focus of the question. They will either be almost entirely descriptive with few explicit links to the question or they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

Indicative content

Note: This content is not prescriptive and candidates 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.

Candidates should make a judgement of the relative importance of trade considerations for Henry VII's foreign policies, balanced against the view that other factors were more important. There is substantial evidence to show that Henry regarded overseas trade as very important. Almost all his treaties with foreign powers contained trade clauses, such as Medina del Campo in 1489. Many answers will focus on Magnus Intercursus and Malus Intercursus to show how vital the cloth trade was; on policies towards Venice and the Hanse; and on Henry's support for

merchants. On the other hand, there were many other aspects of Henry's foreign policies that could be seen as more important, such as security, the succession and prestige. For example, it will be argued that Henry used a trade embargo against Burgundy as a diplomatic weapon even though it had adverse effects on trade – and that the trade clauses in Henry's treaties were usually subordinate to more pressing concerns about Pretenders and marriage politics.

Question 3

05 Explain why England made peace with France in 1514. (12 marks)

Target: AO1(a), AO1(b)

Generic Mark Scheme

Nothing written worthy of credit. **0**

L1: Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**

L2: Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**

L3: Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**

L4: Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

Indicative content

Note: This content is not prescriptive and candidates 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.

Wolsey negotiated the peace treaty. It was agreed that Louis XII of France would marry Henry VIII's younger sister, Mary, and that peace would be maintained for at least a year after the first of them died. The French King also agreed to pay up the money due to the English Crown under the terms of the 1492 Treaty of Etaples, which had granted Henry VII a 'perpetual pension'. England had invaded France in 1513, gaining victories in the Battle of the Spurs and the capture of Tournai but the Scots had also gone to war against England in 1513, resulting in the costly Battle of Flodden.

Possible reasons for the treaty might include:

- it marked the achievement of a satisfactory peace after a successful invasion – Henry had gained the glory he wanted
- or, it was a way of getting out of a war that was expensive and starting to go wrong
- peace was necessary because England's allies were unreliable
- Wolsey wanted to be seen as a peacemaker
- there was pressure for peace from the Papacy.

To achieve the higher levels, answers should make links and connections, for example commenting on the key role of Wolsey as chief negotiator and his ambitions to be seen on the European stage as 'peacemaker'; or differentiation between the elements of success or failure of the military campaign before peace negotiations began.

Question 3

- 06** How successful was Wolsey in promoting international peace in the years 1515 to 1527?
(24 marks)

Target: AO1(a), AO1(b), AO2(b)

Generic Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers may either contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
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Indicative content

Note: This content is not prescriptive and candidates 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.

Candidates should be able to make a judgement about the degree of Wolsey's success in his pursuit of international peace. Effective answers will not only balance a list of successes and failures but will show understanding of Wolsey's aims and of the constraints (not least the personality of Henry VIII) that made it difficult to carry through his policies

Evidence that he was successful might include:

- the prestige gained after the peace treaty with France in 1514
- the Treaty of London in 1518
- the Field of the Cloth of Gold in 1520
- the League of Cognac in 1526
- the Treaty of Eternal Peace with France in 1527.

Evidence he was not successful might include:

- the 1514 treaty with France was rendered useless by the early death of Louis XII and the accession of the belligerent Francis I
- the Treaty of London was based on a very temporary set of favourable circumstances and was never likely to last for long
- England had always been a less important player on the international stage than either France or the Holy Roman Empire – what happened between Francis I and Charles V was much more important than any English policy, e.g. the Battle of Pavia in 1525
- in 1527, the Treaty of Eternal Peace was completely undermined by the capture of Rome by imperial troops.

Some answers may challenge the view that Wolsey was always really trying to ‘promote international peace’, arguing that he was actually a pragmatic operator trying to achieve glory for his King and was ready to use peace or war as it suited him. Arguments such as these should be rewarded appropriately but are not essential requirements.

Another feature of good answers may be the ability to differentiate and to see change over time, perhaps arguing that Wolsey was influential and successful at first but ran into trouble later, partly because of the unrealistic ambitions of Henry VIII and partly because his position in relation to the Papacy became more difficult.

Converting marks into UMS marks

Convert raw marks into marks on the Uniform Mark Scale (UMS) by using the link below.

UMS conversion calculator: www.aqa.org.uk/umsconversion