



General Certificate of Education

AS History 1041

Unit 1: HIS1B

Britain, 1483–1529

Mark Scheme

2009 examination - June series

This mark scheme uses the [new numbering system](#) which is being introduced for examinations from June 2010

The specimen assessment materials are provided to give centres a reasonable idea of the general shape and character of the planned question papers and mark schemes in advance of the operational exams.

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

Specimen Mark Scheme for examinations in June 2010 onwards
GCE AS History Unit 1: Change and Consolidation**HIS1B: Britain, 1483–1529****Question 1**

- 01** Explain why the death of Edward IV caused political instability in England in 1483.
(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

The focus of this question is on a range of reasons why there was instability after the sudden and unexpected death of the King. Answers may define the instability in various ways – especially the usurpation of the throne by Richard of Gloucester – but narrative description will be of limited value. Possible reasons why the death of Edward IV led to a bitter Yorkist family feud include:

- Edward V was a minor – if his father (apparently in the prime of life) had lived a few years longer, there would not have been a succession crisis
- Edward IV had left conflicting instructions in the event of any regency after his death – the terms of the 1475 Will named Queen Elizabeth but, shortly before his death, he informally named his brother, Richard of Gloucester. (This could be linked to general explanations of the nature of 15th century kingship)

- actions taken following the King's death increased tensions – e.g. Gloucester's actions at Stony Stratford; Queen Elizabeth's flight into sanctuary; the execution of Hastings; the arrival in London of armed supporters of Richard
- Richard changed his mind from being Protector to seeking the throne. (This could be linked to general explanations of attitudes towards Richard; some people thought he was not to be trusted. The disappearance of the Princes accentuated this).

Question 1

02 How far was Richard III's downfall the result of his own mistakes? (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

Candidates should be able to make a judgement by balancing alternative views of why Richard lost the throne in 1485. It could be argued that Richard fell because of short-term military factors but other longer-term factors may have been more important. Many candidates will

explain Richard's 'mistakes' in terms of the whole reign 1483 to 1485, ending with the outcome at Bosworth. Equally, many candidates will focus on Henry Tudor's own contribution to his success in toppling Richard, starting with his time as an obscure usurper in Brittany and France and how his challenge grew over time, helped by foreign backers and his political cleverness. We cannot expect answers to be comprehensive – the weight of evidence deployed on particular aspects will vary according to the line of argument,

Points which suggest Richard was overthrown mostly because of short-term factors and not his own mistakes might include:

- he was seen by many people as a capable and forceful ruler
- he was unlucky with the tragic death of his son and heir
- Henry Tudor had tried before in 1484 and failed miserably
- 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
- the key factor at Bosworth was the last-minute decisions by Northumberland to stand aside and by 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
- Henry received vital support from Brittany and from France; without this he would have had no chance at all.

Points which suggest Richard's position as King was undermined by his own mistakes and long-term weaknesses might include:

- the reasons why people deserted Richard at the last moment go back deeper – he had alienated a lot of Yorkist supporters since 1483 and that is why many had gone off to join Henry across the Channel, or showed no loyalty at Bosworth
- Richard had alienated many nobles by favouritism towards Northerners. His power base was in the North and he made a mistake by excessive rewards to his long-term supporters and by his 'plantations policy' in the South
- his financial situation was bad – by 1485 he was nearly bankrupt
- he mishandled Buckingham and was weakened by Buckingham's rebellion
- the presumed murder of the Princes resulted in Richard losing legitimacy – the usurpation led to lasting suspicions about his role in the disappearance of his nephews
- Richard had become desperate and disillusioned as a result of the deaths of his wife and son. This left him with a succession problem that Henry Tudor cleverly exploited by promising to marry Elizabeth of York
- he made military mistakes in 1485 – both by letting Henry Tudor advance unchallenged and by his rash charge on the battlefield at Bosworth.

Question 2

03 Explain why Henry VII passed laws against retaining. (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

Henry VII passed laws against retaining in 1487 and 1504. These laws did not outlaw retaining altogether – they restricted it by making firm distinctions between what was ‘illegal retaining’ and what was permitted. The 1504 law introduced a system of ‘licences’ for legal retainers.

Reasons to explain Henry’s laws might include:

- like any King of that era, Henry needed nobles to be powerful, so that they could conduct local government effectively and crush rebellions; but he did not want them to be so strong that they could challenge royal authority
- the laws inherited from Edward IV were inadequate – and the experiences of the Wars of the Roses showed the dangers from ‘overmighty magnates’
- Henry was always worried about the threat of rebellions and so had a special need to restrict the nobility from having large private armies
- Laws against retaining fitted in with many other measures Henry took to centralise royal power
- Henry could make money out of fines on nobles who retained illegally, such as Lord Burgavenny and the Earl of Devon.

Question 2

- 04** How far was Henry VII's government threatened by rebellions in the years 1485 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

Candidates should be able to make a judgement by assessing evidence that supports the view that Henry's government **was** in serious danger from rebellions against evidence suggesting other factors were more important. There were indeed a lot of rebellions:

- Lovell 1486
- Simnel 1486–1487
- The 1489 Yorkshire rebellion
- Perkin Warbeck between 1491 and 1499
- The Cornish rebellion of 1497 (with links to Warbeck).

One feature of effective answers may be the ability to differentiate, either between different individual rebellions or by tracking change over time. Some candidates may argue, for example, that the threat was very dangerous in the early stages but faded away after 1487. Equally, some answers may argue that Henry was still obsessed with the problem of security until at least 1504 and even to the very end of his reign.

Evidence that the threat from rebellions was serious might include:

- the danger from nobles who supported rebellion – Lincoln backed Simnel; William Stanley backed Warbeck, Sir John Egremont backed the Yorkshire rebels, Lord Audley supported the Cornishmen
- Foreign support – Margaret of Burgundy backed Lovell, Simnel and Warbeck; Ireland and Scotland backed Warbeck; if there had been prospects of success, Henry feared that any or all of France, Spain and the Empire might join in
- there were many disaffected Yorkists who might be tempted to revolt
- the military challenge was real – Henry had to defeat a large force of mercenaries at Stoke in 1487 and the Cornish army reached as far as Blackheath in 1497
- Henry had limited resources and no army of his own – he depended on noble support.

Evidence that Henry quickly established a secure position on the throne might include:

- most of the ‘overmighty magnates’ had been wiped out during the previous baronial wars; there were not many left after Bosworth and the attainders that followed
- Henry cleverly drew the nobility into his system of government by a mixture of carrot and stick, especially by involving them in central and local government
- he used tough measures to control the nobles, such as Star Chamber, financial penalties etc. The execution of William Stanley in 1495 was an example of this
- Henry used foreign policy to build up alliances and so preclude foreign support for pretenders. (e.g. the embargo on Anglo-Burgundian trade, Medina del Campo in 1489; Etaples 1492; the Scottish truce 1497; Windsor 1506)
- He used the mystique of kingship well, including royal progresses and patronage
- He had able lieutenants to help crush rebellion (e.g. The Earl of Oxford at Stoke and Lord Daubeney against the Cornish rebels)
- none of the pretenders were able to combine a plausible claim with political skill in the way Henry Tudor himself had done in 1485
- Henry steadily built up his position and became less vulnerable over time.

NB

Some answers may be based on a narrow definition of **internal** rebellions, with little if anything on Pretenders. This approach is valid and should be appropriately rewarded according to intrinsic qualities. Many answers, of course, will include material (perhaps extensive!) on Simnel and/or Warbeck – this is valid also.

Question 3

05 Explain why Henry VIII went to war against France in the years 1512 to 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

In 1511, Henry VIII made a deal with Spain to attack France. Henry wanted to benefit from the Holy League against France. The invasion began in 1512 but the main events of the war were in 1513. Peace was agreed in 1514. The focus of this question is on the reasons why Henry 'went to war' – narrative of events such as Therouanne, Battle of the Spurs, Tournai etc) would be of limited value.

Reasons behind Henry's policy might include:

- traditional hostility against England's ancient enemy
- the desire for prestige – Henry wanted the glory of victory and also wanted to project an image of lavish wealth to give the impression he was as powerful as the King of France
- he was influenced by ideas of chivalry – an honourable king was a warrior king
- the international situation provided a convenient window of opportunity.

Question 3

- 06** How successful was Thomas Wolsey's management of foreign affairs in the years 1514 to 1529? (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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- 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

Candidates should be able to make a judgement about the degree of success in 'managing' foreign policy between 1514 and 1529 – answers should *not* merely provide a list of Wolsey's foreign policies. There may well be scope for discussion of aims (gaining, prestige; protecting national interests abroad; building alliances to avoid diplomatic isolation; promoting peace; protecting his own power) but this is not the central focus of the question.

Wolsey's role was to conduct policy for the King. Foreign relations were relations between princes – but princes need advice on what policies to choose and on how to carry them out. This may lead to some assessment of how far Wolsey was able to influence and persuade Henry through audiences with the King, writing letters, editing correspondence from abroad,

meetings with ambassadors etc – but this material should be directly applied to success (or not) in managing foreign policy, not to arguments whether Wolsey was ‘master or servant’.

Foreign policies might include:

- the start date is 1514, the end of the first war with France – and Wolsey’s role in the peace treaty. There is scope for assessing the situation that was left by the war, but not for descriptive detail on 1512–1513
- responding to the rise of Francis I
- Wolsey’s policy towards the Papacy and his power as papal legate; the Treaty of London in 1518
- the Field of the Cloth of Gold 1520 – the rise of Charles V and the temporary peaceful relations with France
- Wars 1522–1523; the defeat of Francis I at Pavia in 1525 – Henry’s ambition to seize the French Crown; how financial problems and the Amicable Grant may have limited foreign policy success; the Treaty of More; the League of Cognac in 1526
- the effects on foreign policy of Henry’s quest to divorce Katherine of Aragon and Wolsey’s fall in 1529.

One feature of good answers may be the ability to differentiate and to see change over time, perhaps arguing that Wolsey was important and successful at first but ran into more and more trouble later, partly but not only because Henry’s ambitions were excessive. Some candidates may argue that Wolsey succeeded at times when he was following his own policies, not the unrealistic ambitions of the King.