



General Certificate of Education

AS History 1041

Unit 1: HIS1B

Britain, 1483–1529

Mark Scheme

2010 examination – January series

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.

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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

January 2010

GCE AS History Unit 1: Change and Consolidation

HIS1B: Britain, 1483–1529

Question 1

- (a) Explain why Henry VII married Elizabeth of York in 1486. (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.

Henry Tudor had already promised to marry Elizabeth of York before he gained the throne. The promise was itself an important factor in his success. The idea of uniting the houses of Lancaster and York (and winning support from Yorkists alienated from Richard III) was politically very attractive. So the general motives for the marriage are clear, including his desire to breed legitimate heirs as soon as possible. On the other hand, Henry did not marry Elizabeth straight away – he was worried that her claim was stronger than his own and he did not want to be dependent on her. Answers explaining why the marriage was in 1486, after Henry had held his first Parliament, should be rewarded. Another useful point is that Henry got acceptance from the Pope before the marriage went ahead.

- (b) How successful was Henry VII in strengthening his authority as King in the years 1487 to 1497? (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 which suggest Henry VII was successful against others which do not. Candidates should be able to define 'Henry's authority' as being more than just defeating Pretenders. We cannot expect answers to be comprehensive, but there should be some awareness of Parliament, the magnates, winning the Battle of Stoke in 1487, building up the royal finances, law and order, and handling the threats from Cornwall, Warbeck and Scotland in 1497.

Points which suggest Henry was successful might include:

- by 1487 Henry was already in a strong position – the marriage to Elizabeth had reconciled factions and provided a legitimate heir
- there were few great magnates to challenge him. Many had died in the baronial wars; attainting enemies after Bosworth and executing Stanley in 1495 got rid of the rest
- policies on law and order, including laws against retaining, livery and maintenance etc., were effective and minimised challenges
- financial policies strengthened the Crown – backed up by successful promotion of overseas trade and links with merchants
- Henry could rely on internal stability because of support from the Church and the Papacy
- foreign support for Pretenders was neutralised – it could be argued that Simnel was dealt with amazingly easily in 1487 and that there was only a peripheral threat from Warbeck after that.

Points which suggest he was not so successful might include:

- Henry remained paranoid about threats to his position all the way to 1497 and well beyond. Simnel and his backers were a dangerous threat in 1487. It can be argued the combined challenges from Cornwall, Warbeck and the Scots scared him stiff in 1497
- the Spanish monarchs would not go ahead with the 1489 marriage treaty because they were not convinced Henry was fully secure
- there was a rebellion in Yorkshire in 1489
- the execution of Stanley (one of his key supporters in 1485) showed how worried Henry was as late as 1495
- the evidence of 'Tudor propaganda' cannot be fully trusted; Henry's success was much less 'inevitable' than the outward appearances made it seem.

Question 2

- (a) Explain why Henry VII made a marriage alliance with Spain in 1489. (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 Medina del Campo in 1489 provided for the marriage of the young Spanish princess, Catherine, to Prince Arthur (the priority Henry gave to this marriage alliance was later underlined by the fact that Prince Henry married Catherine after the death of Arthur). Answers should explain a range of motives. One was security, having the Spanish alliance as a counterweight against France and also blocking the danger from Pretenders. Another was prestige, allying England to the rising power of Spain. Another key motive was dynastic, establishing a true line of succession as quickly as possible and gaining legitimacy. Further factors included the expansion of overseas trade (all Henry's foreign alliances had trade clauses) and the reasons why Henry did *not* wish a marriage alliance with other rulers, such as Burgundy or the Empire.

- (b) How successful was Henry VII in promoting the expansion of England's overseas trade 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

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 which suggest Henry was successful against others which do not. The question is not as obvious as it may seem. Of course there was a lot of success – there was expansion of cloth exports, trade with the Hansa and Venice, growth of English shipping after the Navigation Acts etc. Against this, however, it can be strongly argued that Henry's relations with Burgundy were frequently bad, interrupting the most important market for English cloth, and that English trade was still small in scale by 1509. Efforts to open up western trade outlets by supporting the Cabots and the Bristol merchants produced very meagre results in terms of trade rather than exploration.

Many answers will focus on Henry VII's use of trade clauses in treaties with foreign powers: Medina del Campo (1489), Magnus Intercursus Land (1496), Malus Intercursus (1506). Such material should be focused on the expansion of trade, not a descriptive account of foreign policy.

Question 3

- (a) Explain why the Amicable Grant was introduced in 1525. (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 Amicable Grant was a forced loan (technically a 'benevolence') brought in by Wolsey in 1525 because the royal finances were under strain. Henry VIII was determined to launch his Great Enterprise, the invasion of France, and needed an extra £800 000 for the purpose. Francis I had been captured by Charles V at the Battle of Pavia and Henry saw an opportunity to gain prestige and territory by intervening. Thus the main reasons might be summed up as: 'Wolsey brought in the Amicable Grant because he had to do so in order to satisfy the King'.

There were other relevant factors. Parliament was against war and would not have voted the monies for it – therefore Wolsey needed a cunning plan to raise money by other means. It could also be argued that Wolsey brought in the Grant because he had miscalculated – he did not

realise how unpopular it would be (causing revolts in East Anglia and Kent) and had to withdraw the Grant and reduce other subsidies because of this.

- (b) How important were Wolsey's domestic policies in strengthening the royal authority of Henry VIII? (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 overall extent of 'royal authority' by the late 1520s. The focus of the question is on how this was strengthened – answers should *not* merely provide a list of Wolsey's domestic policies. There may well be discussion of who

was more important politically, was Wolsey 'master or servant', but, again, the key issue is the extent of royal authority – and how Wolsey's domestic reforms did or did not enhance this.

Some answers may argue that 'other factors' were more important in strengthening Henry's availability – such as Wolsey's foreign policy or the personality and actions of the King himself. This is a valid approach but should be firmly in the context of the central focus on domestic policies in the question.

Domestic policies might include:

- Legal reforms – the Court of Chancery, the strengthening of Star Chamber, encouraging ordinary citizens to bring appeals against the great nobles, etc
- Economic reforms – attacks on enclosure and engrossing (the laws of 1514–1515, the national enquiry of 1517, Wolsey's backing down when Parliament opposed him in 1523), and Wolsey's campaign in favour of the just price principle
- Financial reforms – tax reform, raising money for the Crown through subsidies, etc
- Church reforms – reducing clerical abuses, taxing the Church, reforming the church hierarchy, dissolving the small monasteries from 1524, founding new seats of learning.

Running through all these policies is the theme of power. Some answers may argue that Wolsey clipped the wings of great nobles and bishops, increasing royal power a lot. Others may argue that a lot of Wolsey's policies actually failed, so they did not enhance royal power much; or that the policies were following Wolsey's own agenda and were not really intended to strengthen royal authority.

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 the Amicable Grant turned into a disaster.