



**General Certificate of Education
January 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.

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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 2011

GCE AS History Unit 1: Change and Consolidation

HIS1B: Britain, 1483–1529

Question 1

01 Explain why the Lambert Simnel rebellion against Henry VII failed. (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.

Answers should include a range of reasons as to why the Henry VII was able to overcome the challenge from Simnel and his backers. The challenge began in 1486, when a Yorkist priest at Oxford, Richard Symonds, picked out Simnel for his resemblance to the sons of Edward IV. At first, it was intended to claim that he was Richard of York but eventually he was put forward as the Earl of Warwick. Simnel was taken to Ireland and received backing from Lord Kildare; there was also support from Margaret of Burgundy and a leading Yorkist noble, the Earl of Lincoln. Simnel's forces, stiffened by skilled German mercenaries, landed in Lancashire in June 1487 and marched south and east to Nottinghamshire. They were defeated at East Stoke.

Candidates might include some of the following short-term factors relating to the invasion of 1487 and the outcome on the battlefield at Stoke:

- the invading force gathered little of the support they had hoped for as the invasion proceeded – local people were hostile to the Irish elements following Kildare
- Henry had larger forces – at Stoke the invaders numbered 8 000, against 12 000 troops loyal to the King. Even so, the battle was a close affair, with Lincoln's forces apparently on top in the early stages.

Candidates may refer to some of the following longer-term factors:

- Henry had already moved swiftly to consolidate his position after Bosworth. His marriage to Elizabeth of York had already won over many Yorkists and the Yorkist cause had been badly damaged by Richard III between 1483 and 1485
- it was easy to show up Simnel's claim as a sham – hardly anyone believed in it and Henry had the real Earl of Warwick in captivity and could easily produce him
- many people in England proved reluctant to face further civil war after the upheavals of the recent past

To reach higher levels, candidates will need to show the inter-relationship of the reasons given, for example they might show the links between short-term and long-term factors; or awareness of the precarious situation of Henry VII and the possibility that events might well have turned out differently.

Question 1

- 02** How successful was Henry VII in dealing with challenges to his royal authority in the years 1489 to 1499? (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 addressing the focus of the question and offering some balance of other factors or views. In 'how important' and 'how successful questions', the answer could be (but does not need to be) exclusively based on the focus of the question. The key dates are significant, starting with the Yorkshire rebellion and ending with the execution of Perkin Warbeck in 1499.

The main 'challenges to royal authority' came from rebellions and Pretenders. The starting date excludes Simnel: the main events comprise the Yorkshire rebellion of 1489, the long-running challenge from Perkin Warbeck from 1491 (backed by James of Scotland), the Cornish rebellion of 1497 and the final elimination of Warbeck in 1499 after his 'conspiracy' with the Earl of Warwick in captivity. These events offer sufficient evidence for an effective answer – but some candidates may choose to include Henry VII's fears of foreign support for Warbeck and the measures he took to guard against that possibility. Such evidence is valid, as long as it is applied to a relevant argument in response to the question, but is by no means a requirement.

Factors suggesting that Henry VII was extremely successful might include:

- the Yorkshire rebellion was a local affair that did little to threaten the security of the realm
- Warbeck's challenge had relatively little credibility and received no support from the major nobility in England
- by the 1490s, Henry VII's position was much more secure than in 1485–1487 (partly but not only because of his successful diplomacy, such as the marriage alliance with Spain)
- the Cornish rebellion was another local uprising about local issues – even when the rebel army marched on London, they were poorly armed with no effective military leadership and were easily defeated
- the threat from Scotland was minor – James IV was a nuisance but there was no plausible possibility of a Scottish conquest of England
- Henry VII did not see it as necessary to execute Warbeck after his capture in 1497, this shows he was not an urgent danger. He was only executed in 1499 because of his own stupidity.

Factors suggesting that Henry VII had great difficulty in overcoming challenges to his authority might include:

- the Yorkshire rebellion was a nasty shock and forced him to reverse his policies
- the Warbeck problem persisted for ten years, during which time Henry often seemed paranoid about his security on the throne
- Henry had to make huge diplomatic efforts to neutralise the threat of foreign support for Warbeck – including long and frustrating delays in finalising the Spanish marriage and hurting England's cloth trade by placing an embargo on trade with Burgundy
- if Warbeck had been better at coordinating his efforts with the Cornish rebellion (or had been a better military leader), Henry VII could have been under considerable pressure – foreign reports from England late in 1497 indicated that *now* the King was safely in control of his kingdom, implying that *before* this he had not been.

Good answers may show awareness of change over time and the gradual strengthening of Henry VII's position; or make links between various factors, or differentiating between their relative importance.

Question 2**03** Explain why Henry VII promoted overseas trade. (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.**

Answers should include a range of reasons as to why Henry VII promoted overseas trade and might include some of the following factors:

- the cloth trade was absolutely vital for English prosperity
- passing the Navigation Acts encouraged English shipping
- he backed the Cabot voyages and the Bristol merchants because they were following on from the successes of Spain with Columbus
- increased trade meant increased royal revenues from customs duties
- trade treaties with foreign powers gave him extra security against foreign support for Pretenders.

To reach higher levels, candidates will need to show more than a list of reasons, with depth of comment and explanation – perhaps on the inter-relationship of factors such as prestige, security and increasing royal wealth.

Question 2**04** How successful was Henry VII in increasing the wealth of the Crown? (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 addressing the focus of the question and offering some balance of other factors or views. In 'how important' and 'how successful questions', the answer could be (but does not need to be) exclusively based on the focus of the question.

Henry VII had a reputation as a 'very great miser' who spent most of his reign amassing money. This reputation is a bit of a myth (Henry actually spent quite lavishly on jewels and show, on endowments to the Church and on building projects) but he was credited with leaving a full treasury for his successor in 1509, in sharp contrast to the weak and impoverished situation he had inherited in 1485. Other factors suggesting he was very successful in enhancing the wealth of the Crown might include:

- success in the avoidance of war through most of his reign
- the promotion of trade through economic and foreign policies with increased revenues from customs duties, trade with Venice and the Hanseatic League and benefits such as the French pension obtained through the Treaty of Etaples
- maximising the exploitation of Crown lands
- the frequent use of fines and expropriations from the nobility through devices such as forced loans, attainder, wardship, bonds and recognisances.

Factors suggesting that Henry had only limited success might include:

- the size of his wealth by 1509 was pretty trivial by comparison with Edward IV, or with richer monarchies abroad such as Spain or France
- the direct influence of the Crown on trade and the economy was quite small – and the support for voyages of exploration and the Merchant Adventurers did not actually lead to any lasting profits for the Crown
- the king's harsh policies in the later years of his reign gained him unpopularity and a reputation for avarice. Henry also had to be careful which nobles he alienated, so he used the carrot as often as the stick.

Good answers may show an awareness of the limits on Henry VII's ability to increase royal wealth and to differentiate between examples of success and failure. Such answers are also likely to show awareness of change over time, distinguishing between the tense and difficult early years, the successful middle phase and the last years from 1504 when his reputation for greed and nastiness took hold. Some candidates may make effective use of the extravagance of Henry VIII's reign in order to show the contrast with his more careful father – but this approach is by no means a requirement for top level marks.

Question 3

05 Explain why Henry VIII took part in the Field of the Cloth of Gold in 1520. (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.

Answers should include a range of reasons why Henry VIII took part in the spectacular event, held in June 1520, not far from Calais, Henry's only territorial possession in continental Europe. Both monarchs present, Henry and Francis I, competed to put on a spectacular show – Henry also met Emperor Charles V just before and again just after his meeting with Francis.

Candidates might include some of the following factors:

- Henry was still a youthful monarch, very anxious to gain recognition and prestige
- Henry was curious to meet Francis I (and vice versa) as both kings were of similar age and ambitions
- the Field of the Cloth of Gold was a follow-up to the 1518 Treaty of London, intended to strengthen the new friendship between two countries who were ancient enemies
- the event was arranged and organised in detail by Wolsey, who wanted to carry through his ambitious role as 'peacemaker of Europe' – the glamour of the ceremony was a much cheaper and safer option than the usual method of showing virility by going to war
- Henry wanted to impress Charles V and the Pope.

To reach higher levels, candidates might show the ability to differentiate, with depth of comment on the relative importance of various factors; or on the inter-relationship of the reasons given – for example they might refer to the connections between Henry’s motives and those of Wolsey, or the way that the international situation at the time was especially favourable.

Question 3

- 06** How important was the failure to achieve an annulment of Henry VIII's marriage to Catherine of Aragon in causing Wolsey's fall from power? (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**
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- 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

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Candidates should be able to make a judgement by addressing the focus of the question and offering some balance of other factors or views. In 'how important' and 'how successful questions', the answer could be (but does not need to be) exclusively based on the focus of the question

From about 1519, the King was obsessed with producing a male heir and by 1524 the marriage to Katherine of Aragon was on the rocks. From 1527, Wolsey was charged with finding a way to end the marriage by annulment. Wolsey then faced a long struggle on two fronts – trying to obtain an annulment from the Pope in spite of major diplomatic obstacles, while at the same time defending himself against pressure from political rivals at home. In 1529 the wheels came off. The King deserted him and his enemies charged him with praemunire (illegally promoting the authority of the Pope in England and undermining royal authority). In 1530 he was charged with treason but died on his way to London, thus avoiding probable execution.

Factors suggesting failure to obtain the royal divorce was responsible might include:

- Wolsey's power and prestige as a Cardinal of the Church raised Henry's expectations of success – Wolsey himself was to blame for encouraging unrealistic hopes
- simply making the attempt to arrange an annulment weakened Wolsey's standing with the Papacy and foreign powers
- Wolsey's failures over the question of the divorce gave an opening to his political enemies, especially the Boleyn faction
- failure may not have been Wolsey's fault (it was a complicated task anyway; Henry VIII repeatedly interfered and gave Wolsey no freedom in diplomatic tactics and he was unlucky with the impact of events such as the capture of Rome by imperial troops in 1527) but that does not change the fact that the failure undermined his relationship with the King.

Factors suggesting other factors were more important might include:

- Henry VIII was a notoriously unpredictable and ungrateful King – Wolsey did well to last as long as he did
- Wolsey was ageing and losing his touch – his enforcement of the Amicable Grant in 1525 led to widespread protests and a revolt in East Anglia
- Wolsey had provoked great jealousy and resentment by his vast wealth and by reducing the influence of rivals in the nobility – he also failed to control Parliament. He had to bring in the Eltham Ordinances in 1526, promising a more conciliar form of government
- there was a lot of opposition at court against continuing his policy of peace with France
- the growing political interference from Anne Boleyn and her circle undermined Wolsey
- Thomas Cromwell, previously loyal to Wolsey was looking for new ways of advancing his power and influence.

Good answers may show an awareness of change over time, showing how both Wolsey and the King had changed by 1529; or that the question of the royal divorce was immensely complicated and to talk of Wolsey's 'failure' is unreasonable.