



**General Certificate of Education
January 2012**

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 students' 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 students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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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 students. 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 students' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how students have demonstrated their abilities in the Assessment Objectives. Students who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Students 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. Students 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 students 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 student 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 students 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 students' 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*. Students should never be doubly penalised. If a student 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 student 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 2012

GCE AS History Unit 1: Change and Consolidation

HIS1B: Britain, 1483–1529

Question 1

01 Explain why Richard III's position as King was insecure in 1484. (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 students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Answers should include a range of reasons as to why Richard's grip on the throne weakened in 1484. This was partly due to a series of specific events:

- the death of his young son (and only heir)
- the steady flow of disaffected Yorkists across the Channel to join Henry Tudor (this can be linked to the adverse effects of Richard's favouring of northern supporters, alienating the southern nobility – or to the personal contribution of John Morton)
- the decision to continue the war against Scotland, leading to defeat at Lochmaben and a strain on royal finances.

These reasons would in themselves provide a sufficient range of reasons but it is likely that many answers will refer to the consequences of Richard's actions in 1483, when he usurped the throne and came under suspicion of murdering the Princes in the Tower. There is no room at all, of course, for material relating to the invasion of 1485 and the events leading to the battle at Bosworth.

To reach higher levels, students 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 Richard inherited and the possibility that the deterioration in his position was more due to bad luck than bad kingship.

Question 1

- 02** How important was Parliament for Henry VII's consolidation of royal authority following his victory at Bosworth and up to the end of 1487? (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 students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Students 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 after the victory at Bosworth and ending with the situation at the end of 1487 following the defeat of the Simnel rebellion.

The main obstacles to Henry's consolidation of power arose from his lack of legitimacy and the way this central factor enhanced the danger of rebellions. The wording of the question excludes anything related to invasion and battle in 1485 but focuses on the immediate political aftermath – the end date excludes material relating to the years after 1487, such as Warbeck and relations with Spain. The key issue of Parliament must be addressed directly but it might be anticipated that only a minority of students will develop an entire answer on this theme. Most answers will consider the question of Parliament in relation to a range of other factors, such as:

- the convenient death of most of the great magnates (at Bosworth and during the years before), so that Henry was not beholden to potential 'kingmakers'
- Henry Tudor's skill in exploiting the mistakes and unpopularity of his predecessor and maximising his own prestige (such as his coronation in October 1485)
- The appointment of reliable and efficient officials, such as Morton, Rotherham and Courtenay, and getting wise advice from his inner circle
- His marriage to Elizabeth of York – both for its positive political and dynastic benefits and for his shrewd delay in finalising the marriage until 1486
- The swift and effective actions taken to deal with possible and actual rebellions, from Lovell and Stafford and later from the backers of Lambert Simnel.

Parliament was, however, extremely important, especially in the early stages. Henry issued writs a few weeks after Bosworth to call Parliament, though it did not meet until after the coronation. Henry badly needed Parliament for a number of urgent reasons:

- to boost his legitimacy by recognising him as King in the name of the people (and to confirm his claim that his reign began the day before Bosworth)
- to reverse *Titulus Regius*, passed in 1484 to disinherit the sons of Edward IV
- to carry through Acts of Attainder against his enemies (and to reverse previous attainders against some of his supporters)
- to pass the Act of Resumption, returning to the Crown lands that had been lost by Henry VI during the Wars of the Roses
- to pass laws enabling the King to increase his finances, such as tunnage and poundage
- to pass legislation that would strengthen law and order
- to produce an orchestrated 'demand' that Henry marry Elizabeth of York.

Good answers may show depth and range in assessing the ways in which Henry VII strengthened his position; or make links between various factors, or show skill in differentiating between their relative importance.

Question 2

03 Explain why the Cornish Rebellion of 1497 was a threat to Henry VII. (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 students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Answers should include a range of reasons as to why the Cornish Rebellion was a threat to Henry VII.

Students might include some of the following long term factors:

- the rebellion might be seen in the context of a longer period of instability and of Henry VII's continued efforts to assert his authority throughout the kingdom
- Warbeck's challenge to the monarchy obviously did not begin with the rebellion which might be seen as part of a wider challenge from the pretender.

and some of the following short-term/immediate factors:

- the immediate spark of the attempt to raise taxation for war against Scotland
- Parliament's exemptions for the poor were not applied consistently or evenly in Cornwall – this caused widespread resentment
- declining economic fortunes and social unrest especially amongst the tin miners

- Warbeck hijacked the rebellion – this made it a much more serious challenge to Henry
- the initial success of the rebellion was plainly a significant threat. That they managed to reach London, attracting some support on their journey was a challenge
- Henry VII's own reaction made the rebellion a greater threat in the long run. His attempt to ride out the rebellion meant it came to resemble more of a threat.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might consider the most significant reason the rebellion was a threat was the involvement of Warbeck, the slow response of Lord Daubeney to the King's orders.

Question 2

- 04** How important was the desire to gain international recognition to Henry VII's foreign policies 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 students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Students 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.

Factors suggesting that international recognition was important to foreign policies might include:

- 1489 Treaty of Medina del Campo provided Henry considerable security with a recognition not only of assistance on the battlefield but also that Spain would not harbour any pretenders
- 1492 Treaty of Etaples further secured Henry's position with Charles VIII's recognition that France would no longer support pretenders to the English throne
- in theory at least, a Spanish marriage would cement relations. Although misfortune interceded, up to 1505 and the Treaty of Blois the promise of a more substantial alliance secured through marriage secured international recognition
- relations with Scotland improved and finally secured by the marriage between Margaret and James IV in 1503. This was notable, especially considering the harbouring of Warbeck previously
- recognition from the Pope was vital for Henry VII. Indeed, this recognition went some way to Henry VII securing the throne.

Factors suggesting that international recognition was not important might include:

- some, and especially Margaret of Burgundy, remained implacable enemies of Henry – with this in mind there was never any reasonable hope of international recognition. The policy here was containment
- the attempt to build an anti-French alliance, especially in the context of the Treaty of Redon, became a key motive of foreign policy. The Treaty of Etaples in 1492 reminds that securing the throne remained a key consideration
- international security, especially in relation to Spain, remained a consistent theme. Alliance here was more complex than simply the search for international recognition
- relations with Scotland were motivated at least in part by the desire for security and mutual convenience, as demonstrated by the Truce of Ayton in 1497.

Good answers are likely to/may show an awareness that conclusions vary according to period and geographical considerations. In addition, there may be some consideration that the desire for international recognition can rarely be considered on its own but that a range of factors acted together.

Question 3

- 05** Explain why Wolsey gained great power in the early years of Henry VIII's reign. (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 students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Answers should include a range of reasons as to why Wolsey gained great power.

Students might include some of the following factors:

- Wolsey had established a good network of patrons (e.g. the Marquis of Dorset) and of those owing him personal favours
- Wolsey's own ambition and sense of entitlement should not be forgotten, nor should chance occasions he used to his advantage. As a Chaplain to the Court, Wolsey was able to ingratiate and learn and was also sent on personally lucrative embassies abroad
- ultimately, he was also a supremely talented individual who had been well trained in public speaking. His patron Sir Richard Foxe recognised these talents. In addition, he was an expert administrator capable of producing the desired result
- the turning point was probably his appointment to the Council. There had been no guarantee previous to this that his influence would continue under the new monarch.

- Wolsey's keen advocacy of war with France – probably based on his discovery of the King's own inclinations – won him the elevation he had been craving. Yet it was his ability to convince others of this and to deliver administratively that remained key.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might consider that the most significant factor was Wolsey's own ambition and ability to acquire powerful patrons, but that this had to have some foundation in talent.

Question 3

- 06** How important was opposition from his enemies at court in causing Wolsey's fall from power in 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**
- 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 students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Students 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.

Factors suggesting that enemies at Court were important might include:

- an understanding of the role of Anne Boleyn and of Norfolk who had made it a matter of personal ambition to be rid of Wolsey
- Wolsey had made many enemies whilst in office. Serving the King, and especially increasing his revenue had stirred a bitterness that only waited for an outlet
- jealousy may have been a factor. Wolsey had dominated preferment and favour, not only as the distributor but also as the recipient. Hampton Court was the physical reminder of this
- many at court opposed Wolsey's foreign policy reversal – indeed this was key. By 1529 England was diplomatically isolated and this might be considered a consequence of Wolsey's advances to the French
- the increasingly central position of Norfolk, Suffolk and Rochford at Court was recognised even by Wolsey in the Eltham Ordinances. It was the King himself who ordered Wolsey to appoint more counsellors
- Failure of the Amicable Grant.

Factors suggesting other factors were important might include:

- Henry VIII had increasingly separated himself from Wolsey. Yet the Eltham Ordinances were used to Wolsey's advantage in effectively reducing the number of courtiers around the monarch
- failure to secure the annulment of the King's marriage was a significant factor for it angered the King. On a simplistic level, Wolsey was protected only as long as he proved to be useful
- opposition to Wolsey's foreign policy came from a range of sources, for example the Church. By 1529 it was clear that Henry VIII was the protector of Wolsey from an array of enemies. Once his protector had gone, so had his position.

Good answers are likely to/may show an awareness that Wolsey's fall was a slow and gradual one brought about by many interconnected reasons.

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