



**General Certificate of Education
June 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 events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for standardisation each examiner analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised 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

June 2012

GCE AS History Unit 1: Change and Consolidation

HIS1B: Britain, 1483–1529

Question 1

- 01** Explain why Richard Duke of Gloucester made himself King of 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

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 elevated himself to kingship.

Students might include some of the following factors:

- some students may place 1483 within the broader context of the period's political instability, although it could be noted that Edward IV had brought considerable stability for a number of years

- Gloucester had been brought up acquainted with factionalism; indeed his own title had been acquired at least in part from it. Yet he was a loyal Yorkist
- rivalry and outright resentment of the Woodvilles combined explicitly with the knowledge that the young Edward had been tutored by members of the family. Over the longer term, there was a growing fear of the influence the Woodvilles were coming to assert.

and some of the following short term/immediate factors:

- Edward IV died prematurely. Action had to be quick, especially in the context of the suspicions concerning the Woodvilles. Gloucester was well aware of their resentment of his power base in the North
- the usurpation might be considered to have begun, therefore, as an action against the Woodvilles, not as a claim for kingship
- the collapse of Gloucester's own support prompted by the fears of Hastings was the accelerant to action against the princes
- some students may mention the supposed illegitimacy of Edward IV's children, but this should rightly be seen more as an excuse for pre-determined action
- the usurpation was well-planned and crafted. Gloucester was after all invited by petition to take the crown.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might prioritise factors suggesting either a long term or short term dominance, but clearly identifying a most significant reason.

Question 1

- 02** How important was foreign support in enabling Henry Tudor to overthrow Richard III in 1485? (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 foreign support was significant might include:

- Henry Tudor had spent 14 years abroad in France. He had acquired friendships and material support in this time
- Henry needed both money and ships provided by the French in order to launch his invasion. Therefore at a very basic level, foreign support was central
- Henry's army was further strengthened by the presence of French mercenaries under Philibert de Chandée
- it was de Chandée's expert soldiering during the actual battle and the use of tactics copied from the Swiss, combined with lack of backing from other countries for Richard III, that may have swung the battle decisively in Henry Tudor's favour.

Factors suggesting that foreign support was not that significant might include:

- the two years of Richard's reign had weakened him economically. Elaborate schemes of defence, the fear of factionalism and a war against Scotland that brought little return had carried a high price
- the haemorrhaging of noble support for Richard is well known, and occurred over the full length of the reign, especially in reaction to the treatment of the princes, but emphasis might also be placed on those noblemen, for example Percy, who simply waited for a clear outcome before throwing their weight behind a claimant
- Stanley's position was clearly crucial and his decision to join Henry is significant
- tactical errors on the day, most crucially Richard's decision to launch his cavalry charge, remains a significant factor, especially in the context of Richard's numerical superiority on the field.

Good answers are likely to/may show an awareness that success on the day was the culmination of long and short term factors working together. Richard's lack of support from his noblemen has perhaps been over played, but nevertheless was not a surprise considering the context of the reign.

Question 2

- 03** Explain why there were rebellions against Henry VII in the years 1485 to 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 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 Henry VII faced challenges.

Students might include some of the following long term factors:

- Henry had not inherited the throne. He knew little of England and was reliant on advisors from the start. He was inexperienced
- Tudor propaganda emphasised a legitimate claim to the throne – but the very fact it was needed is evidence of insecurity.

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

- it could be said that the War of the Roses continued to the Battle of Stoke in 1487. He was not secure simply because he had won at Bosworth
- the Lovell rebellion proved that the surviving Yorkists might be expected to mount claims to the throne.

- Henry remained weak internationally – again the Lovell rebellion proved this
- the lack of Yorkist princes was clearly no hindrance, as the Simnel rising indicated
- Margaret of Burgundy's involvement in the Simnel rising serves to prove Henry VII's tenuous hold on foreign affairs in the early part of his reign
- the Yorkshire Rebellion indicates that not all rebellion was founded upon dynastic ambition, but could easily arise in reaction to government policy.

Question 2

- 04** How successful was Henry VII's foreign policy in strengthening his position as King of England 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 foreign policy strengthened security might include:

- 1489 Treaty of Medina del Campo provided Henry considerable security with a recognition not only of assistance on the battlefield if another power should declare war 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 Henry's position further
- relations with Scotland improved and were finally secured by the marriage between Margaret and James IV in 1502. This was notable, especially considering the harbouring of Warbeck previously.

Factors suggesting that foreign policy was not successful might include:

- 1489 and the Treaty of Redon weakened Henry's relations with France and the vital friendship that had secured his own elevation. The French supported Warbeck and absorbed Brittany despite Henry's objections
- Margaret of Burgundy remained a difficulty supporting plotters, as did Maximilian after 1493
- Philip I in turn continued the tendency for harbouring Yorkists
- the death of Isabella of Castille in 1504 put a further strain on Henry's diplomacy and on his hold of the throne
- the Treaty of Blois, 1505 and Ferdinand's emergence as ruler of a united Spain, weakened Henry's own support from Spain
- by 1508 and the League of Cambrai, it was clear that Henry was diplomatically isolated.

Good answers are likely to/may show an awareness that conclusions vary according to period and geographical considerations. The exact nature of any connection between a successful foreign policy and increased security on the throne might also be discussed.

Question 3

05 Explain why Henry VIII married Catherine of Aragon. (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 marriage took place.

Students might include some of the following factors:

- Henry VII had continued to pressure for the marriage after the death of Prince Arthur in 1502. Henry VII was in addition keen to keep the dowry and so worked hard to organise the match. It was Henry VII's reversal to an anti-Spanish position that delayed the match in 1505
- the desire to maintain the anglo-Spanish alliance
- the papal dispensation of 1504 had made the match possible
- Catherine was herself ambitious and was determined to fulfil her destiny and become Queen of England
- Catherine had acted from 1506 as de facto ambassador at Court anyway and had done much to further her own claim
- Henry VIII was keen to provide an heir and Catherine was an attractive match.

Question 3

- 06** How successful was Wolsey in overcoming opposition to his domestic reforms in the years 1515 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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- 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.

Students might make some attempt to define success and may conclude that opposition arose from a variety of groups.

Factors suggesting success might include:

- the Eltham Ordinances. These effectively boosted Wolsey's own position in court and especially control over the Counsel although some may argue they achieve little in practice
- control over the JPs was actually increased and served to widen Henry's power in the provinces. Some were given salaried positions at court
- reaction to humanist reforms and relations with the church were at least for the majority of the period a success
- subsidy was collected much more efficiently
- Court of Star Chamber was used effectively to punish crime and secure justice, and to quash those opposed to reform.
- Wolsey used his dependents in local government, e.g. as commissioners, and consequently prevented opposition.
- Henry VII 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. Whether this counts as success for the king or realm is debatable, but he overcame opposition in its passing.

Factors suggesting other factors were important might include:

- failure to secure the annulment of the King's marriage was a significant factor for it angered the King. Ultimately Wolsey's fall from power was due to his failure to achieve a domestic policy – domestic reform, most obviously the annulment
- the new tax, and most obviously the Amicable Grant, prompted serious breakdown in law and order. This was itself partly a product of deteriorating relations between Wolsey and Parliament
- Wolsey's dismissal of parliament in 1515 may count as either overcoming opposition or simply storing trouble for the future. The Amicable Grant was introduced precisely because of this breakdown in relations and continued opposition. Rather than overcoming, Wolsey unsuccessfully attempted to circumvent opposition
- social and economic policies such as enclosure proved unpopular. Indeed, Wolsey was obliged to suspend his policy against enclosure in 1523 in order to secure support for war
- Wolsey could overstep the mark and prompt unrest, for example in the prosecution of Henry Standish and the Star Chamber.

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. Opposition to his domestic reforms did not all come at once, and indeed there was a chronological development that some answers may explore. Some may conclude that the longevity of Wolsey and his very grasp on power in this period is an indication of how successfully he overcame opposition to the majority of his policies.

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