

**GCE**  
**AS and A Level**

# History

**AS exams 2009 onwards**  
**A2 exams 2010 onwards**

## **Unit 1B**

### **Specimen mark scheme**

**Version 1.1**





**General Certificate of Education**

**AS History**

**Unit 1: HIS1B**

**Britain, 1483–1529**

**Specimen Mark Scheme**

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

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

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## Generic Introduction for AS

The AS History specification is based on the assessment objectives laid down in QCA's GCE History subject criteria and published in the AQA specification booklet. These cover the skills, knowledge and understanding which are expected of A Level candidates. Most questions address more than one objective since historical skills, which include knowledge and understanding, are usually deployed together. Consequently, the marking scheme which follows is a 'levels of response' scheme and assesses candidates' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how candidates have demonstrated their abilities in the Assessment Objectives. Candidates who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Candidates who provide more explanation – (AO1(b), supported by the relevant selection of material, AO1(a)) – will perform at high Level 2 or low-mid Level 3 depending on how explicit they are in their response to the question. Candidates who provide explanation with evaluation, judgement and an awareness of historical interpretations will be addressing all 3 AOs (AO1(a); AO1(b); AO2(a) and (b) and will have access to the higher mark ranges. AO2(a) which requires the evaluation of source material is assessed in Unit 2.

Differentiation between Levels 3, 4 and 5 is judged according to the extent to which candidates meet this range of assessment objectives. At Level 3 the answers will show more characteristics of the AO1 objectives, although there should be elements of AO2. At Level 4, AO2 criteria, particularly an understanding of how the past has been interpreted, will be more in evidence and this will be even more dominant at Level 5. The demands on written communication, particularly the organisation of ideas and the use of specialist vocabulary also increase through the various levels so that a candidate performing at the highest AS level is already well prepared for the demands of A2.

**CRITERIA FOR MARKING GCE HISTORY:****AS EXAMINATION PAPERS****General Guidance for Examiners (to accompany Level Descriptors)**

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**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

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**Specimen Mark Scheme****GCE AS History Unit 1: Change and Consolidation****HIS1B: Britain, 1483–1529****Generic Mark Scheme****Question 1(a), Question 2(a) and Question 3(a)**

- 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. **0-2**
- 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**

**Question 1(b), Question 2(b) and Question 3(b)**

- 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. **0-6**
- 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**

### Question 1

(a) Explain why Richard, Duke of Gloucester, made himself King of England in 1483. **(12 marks)**

*Target: AO1(a), AO1(b)*

#### Indicative content

Richard, Duke of Gloucester, served his brother ably and loyally showing no ambitions for the throne. The turning point was Edward IV's early death and the accession of his 12 year old son, Edward V. This minority rekindled tensions between competing noble households.

A key reason is that Gloucester had the character and means to take such action – he was ruthless and determined, had powerful allies including Hastings and Buckingham, and seized the opportunities that were presented, e.g. at Stony Stratford. The Woodville family had made enemies in the past and now made errors enabling Gloucester to carry through his usurpation. The rivalry between Gloucester and Woodville proved deadly, yet it was not immediately apparent on Edward IV's death. Hastings warned Gloucester to act to defend his position when the Woodvilles tried to alter Edward IV's will. Richard was convinced of the legality of his claim to the throne and that Edward IV's children had no legitimate claim.

(b) How important was foreign support for Henry Tudor in explaining Richard III's defeat at Bosworth in 1485? **(24 marks)**

*Target: AO1(a), AO1(b), AO2(b)*

#### Indicative content

Henry Tudor spent 14 years in exile in Brittany and France, with his chances of claiming the throne of England receding as Edward IV's second reign proved stable and his heir approached adulthood. Henry's court in exile grew under Richard III especially after the Buckingham Revolt, but required assistance from the King of France (men and ships) before he could land in Wales and begin the march to Bosworth. Clearly foreign support made the invasion possible, but did not mean that it would prove successful.

Richard was unable to prevent Henry Tudor crossing the sea because he was bankrupt, so his defeat can partly be explained by policies that drained the Treasury, e.g. the war against Scotland. He depended on the support of his nobles to resist the invasion, but key families either supported Henry Tudor (William Stanley) or stood on the sidelines (Percy); the most

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important being Lord Stanley's decision to join Henry Tudor during the actual battle. It is important to understand that although noble support for Richard was unreliable, there was no massive swing to Henry: most remained uncommitted despite Richard's muster.

Richard made mistakes – some nobles were alienated by his seizure of power and held him responsible for the disappearance of the two princes, others by his favouritism for the northern nobles. He did, however, have a larger army than Henry and occupied a strong position on top of Ambion Hill. He was an experienced military commander, but nevertheless took his impetuous, fateful decision to charge down the hill.

## Question 2

- (a) Explain why Henry VII passed Acts of Attainder. (12 marks)

*Target: AO1(a), AO1(b)*

### Indicative content

Acts of Attainder were an established punishment used by monarchs to punish disloyal noble families. An attainted family lost their land and title so it was a very serious penalty. Henry VII used Acts to sanction noblemen without taking the ultimate step – execution – for that risked creating 'martyrs'. The severity of being attainted was a warning and deterrent to other noble families. The Act could be reversed so it could also be seen as an incentive for future loyal service.

Candidates may well illustrate the answer with reference to particular Acts of Attainder. The most well-known is the act passed against Thomas Howard who fought for Richard at Bosworth. He lost his title (Earl of Surrey) and his family lost their claims to the title and land of the Dukedom of Norfolk. Howard proved loyal during the Simnel revolt and served Henry by repressing rebellions. He regained his title and the family lands in return.

- (b) How successful was Henry VII in limiting the powers of the nobility? (24 marks)

*Target: AO1(a), AO1(b), AO2(b)*

### Indicative content

The key understanding candidates need to demonstrate in their answers is that kings needed their nobles to enforce royal authority across the country. Nobles were very powerful, both at local and central level, and could be destabilising; but usually the King and nobles co-operated to each other's benefit. Henry therefore needed to balance his need to keep control over the nobility with his need for strong nobility. He relied on his nobles' armies to defeat the pretenders in 1487 and 1499, and to crush rebellions.

The nobles had gained during the period of the Yorkist kings because Edward IV and Richard III used rewards of land to secure allegiances and were less diligent in chasing up feudal dues. Henry VII tried to limit their powers through many measures, e.g. Acts of Attainder, bonds and recognisances, Acts to restrict retaining and the resumption of crown lands. He thought this would reduce the threats to his authority. The balance is that, in other ways, he looked to



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support his nobles and add to their powers by distributing patronage for loyal service at Bosworth (e.g. Oxford) and after (e.g. Dudley).

There were many other methods that Henry VII used to restore royal authority that candidates can explore, especially linking to the powers of the nobles, e.g. he built up his court (attended by nobles) and the image of a secure dynasty; he reformed royal finances and restored solvency; he encouraged overseas trade to provide employment and generate economic growth especially in the woollen cloth trade.

### Question 3

- (a) Explain why Thomas Wolsey emerged as the King's chief minister by 1515.

(12 marks)

*Target: AO1(a), AO1(b)*

#### Indicative content

Candidates will need to understand that Wolsey rose very rapidly from comparative obscurity to become the King's chief minister and favourite by 1515. One key explanation lies in Wolsey's character – he was very able, industrious and ambitious. He was well trained in the art of persuasive speaking. These qualities were recognised by his patron, Sir Richard Fox, who secured him a post and place in the Council. The political scene offered opportunities – the young king wanted to go to war against France but many of his councillors advised against it. Wolsey was able to make it happen and profited enormously from it, while making sure his rivals were sidelined.

- (b) How important was Wolsey's desire for peace in the conduct of foreign policy in the years 1515 to 1529?

(24 marks)

*Target: AO1(a), AO1(b), AO2(b)*

#### Indicative content

The big debate at the heart of this question is: who determined English foreign policy – was it the King, who desired the glory of war; Wolsey, who had to engineer policy for the King, while also preserving/augmenting his personal status and following his own agenda; or was it just responsive to events on the Continent?

Wolsey did desire peace because he feared that the expenses of war would force unpopular taxation, risk rebellion and possibly jeopardise his own position. The revolts that followed the Amicable Grant, raised to fund war, were confirmation of these fears. His greatest achievement was to secure the Treaty of London in 1518. He also was driven by self-aggrandisement, with some historians even arguing, although this has been discredited, that he was aiming ultimately at the Papacy and so favoured papal interests. Other historians have been less condemnatory and give Wolsey credit for trying to maintain a European balance of power.

Above all, he had to serve his King by building his reputation and delivering victories. When that was not possible he had to deliver apparent success as at the Field of the Cloth of Gold in

1520. In the final analysis, the King seems to have determined the major direction of foreign policy, e.g. his desire to go to war against France, his demand for marriage annulment.

All the while Wolsey was conducting foreign policy against a backdrop of limited resources which meant he could not compete with Hapsburg or Valois. This resulted in inconsistent policy, as English support for one side or the other fluctuated from supporting Hapsburg 1520–1525, then Valois 1525–1529, as the English responded to the Battle of Pavia.