



**General Certificate of Education  
June 2010**

**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)**

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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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June 2010

**GCE AS History Unit 1: Change and Consolidation**

**HIS1B: Britain, 1483–1529**

**Question 1**

**01** Explain why the Duke of Buckingham rebelled against Richard III 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 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.**

There are two alternative approaches here – first to Buckingham’s motives and then to Richard III’s role in provoking the rebellion by his own misjudgements.

- It could be argued that the Buckingham revolt was just one typical example of greedy baronial ambitions in the Wars of the Roses. He had supported Richard of Gloucester when he was made King but Buckingham was married to Catherine Woodville, sister of Edward IV’s widow, and the Woodvilles hated Richard

- he had close connections with John Morton, who had close links to Henry Tudor. Buckingham is also said to have had ambitions to become King himself, even when Edward IV was still King
- Buckingham also wanted to gain control of the Bohun estate, which Richard III had promised to give him as a reward for his support
- there is also a possibility that Buckingham was behind the murder of the Princes in the Tower and that this was all part of his determined plot to rise to the top.

It is possible to argue that the key cause of the revolt was not Buckingham's ambition but the ingratitude and mistakes of Richard III that alienated Buckingham and drove him into the arms of the opposition.

- Richard is supposed to have broken his promises to reward Buckingham
- if it was indeed Richard III who killed the Princes, that could have motivated Buckingham to rebel
- Buckingham may also have seen Richard alienate others and thus decided that Henry Tudor was a better long-term bet, because Lancastrians and disaffected Yorkists would support a rebellion.

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**Question 1**

- 02** How far was Henry Tudor's success in replacing Richard III due to the events on the battlefield at Bosworth? (24 marks)

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

**Generic Mark Scheme**

- Nothing written worthy of credit. **0**
- L1:** Answers may either contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the focus of the question. They will either be almost entirely descriptive with few explicit links to the question or they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

**Indicative content**

**Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.**

Candidates should be able to make a judgement by balancing points that suggest Henry was successful because of short-term military factors against others that suggest longer-term factors were more important. Candidates should be able to explain Henry's 'success' in terms of the period 1483 to 1485, starting with his time as an obscure usurper in Brittany and France and ending with the outcome at Bosworth. We cannot expect answers to be comprehensive, but

there should be some awareness of the importance of foreign support for Henry Tudor, the skill with which he played his hand, and the factors that undermined Richard's position as King.

**Points which suggest Henry was successful because of the battle might include:**

- Henry had tried before in 1484 and failed miserably
- before Bosworth, Richard appeared to be stronger militarily and to have potentially larger forces – he lost because things went badly for him on the day
- the key factor at Bosworth was the last-minute decisions by Northumberland and the Stanleys to change sides
- Richard might well have won the battle anyway but for his rash charge that isolated him from his army and led to his capture and death.

**Points which suggest long-term factors were more important might include:**

- Henry received vital support from Brittany and from France; without this he would have had no chance at all
- the reasons why people deserted Richard at the last moment go back deeper – he had alienated a lot of Yorkist supporters since 1483 and that is why many had gone off to join Henry across the Channel, or showed no loyalty at Bosworth
- Richard had alienated the nobility by favouring Northerners
- the murder of the Princes had resulted in Richard losing legitimacy
- Richard had become desperate and disillusioned as a result of the deaths of his wife and son. This left him with a succession problem that Henry Tudor cleverly exploited by promising to marry Elizabeth of York.

\*\* The focus of the question is on Henry Tudor **replacing** Richard III. Thus the time-frame of a relevant answer would be 1483 to 1487, especially 1485.

Some answers may utilise evidence from later in Henry VII's reign, showing how he established his position more securely. Such evidence can be credited, up to a point, as long as it is made relevant to the question – but if it is extensive it will make the answer unbalanced.

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**Question 2**

**03** Explain why Empson and Dudley were executed by Henry VIII in 1510. (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.**

- Empson and Dudley were executed by one king for the dirty work they had done for another. In the last years of Henry VII, the enforcement of his financial demands was carried out with great harshness. Empson and Dudley became notorious and very unpopular with the nobility. (Unpopularity 'with the people' was **not** important!)
- When Henry VIII came to the throne, he was anxious to distance himself from the criticisms of his father's 'extortionate greed' and thus gain popularity with the nobility.
- Empson and Dudley made useful scapegoats, especially as Dudley was coerced into making an elaborate confession.

NB There is a danger some answers may focus excessively on description of the policies and actions of Henry's agents before 1509. This evidence is indeed relevant to their eventual fate – but the key focus of the question is why Henry VIII decided to execute them and answers should address this directly.

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**Question 2**

- 04** How far was Henry VII's control over the nobility in the years 1485 to 1509 due to his financial policies? (24 marks)

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

**Generic Mark Scheme**

- Nothing written worthy of credit. **0**
- L1:** Answers may either contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the focus of the question. They will either be almost entirely descriptive with few explicit links to the question or they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

**Indicative content**

**Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.**

Candidates should be able to make a judgement by balancing points that suggest the view Henry's power over his nobility rested on his successful financial policies against those that suggest other factors were more important.

Evidence about financial success might include:

- devices for squeezing money out the nobility – wardship, forced loans, bonds and recognisances etc. (There is room here also for references to the extortions by his financial agents that might have been included as evidence in answers to Question 2 03)
- careful management of Crown lands, raising money from trade policies and customs
- avoidance of war, attainders, fines and so on.

On the other hand, there were many other aspects of Henry's relations with the nobility apart from finance, such as:

- the promotion of merchants and 'new men'
- policies in law and order and local government
- laws against retaining
- the fact that so many of the great magnates were conveniently dead by 1485.

NB Some answers are likely to argue that Henry VII's wealth and financial success have often been exaggerated – that he was not really a 'miser king' but often spent lavishly. This can indeed be made relevant but is not a requirement. Note also that the question specifies financial policies; there may be answers straying into trade and the economy instead. This will be of little value unless it is directly focused on factors strengthening royal control over the nobility.

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**Question 3****05** Explain why Wolsey fell from power in 1529. (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.**

In 1529, Wolsey was stripped of his government posts and properties and later accused of treason. The causes of the fall of Wolsey can be explained as 'all his own fault', or as the result of an ungrateful king turning against him, or as bad luck and old age.

**Factors indicating that Wolsey was responsible for his own downfall might include:**

- the run of bad decisions since the Amicable Grant in 1525
- the idea that Wolsey had become too arrogant about his own indispensability
- perhaps above all, Wolsey's failure to negotiate a successful solution to Henry VIII's burning desire to dump Catherine of Aragon so he could marry Anne Boleyn
- the support of Henry VIII had always been the basis of Wolsey's power. He was never popular with the nobility or with Parliament, so once he lost the favour of the King he was badly exposed
- Anne Boleyn is believed to have played a key role in undermining Henry's faith in Wolsey as the negotiations for the divorce went sour and the 'Boleyn faction' got stronger politically.

\*\* Note that the focus of answers should be on Wolsey's **fall** in 1529. Description of the Amicable Grant, for example, would have only limited value unless it was **linked** to 1529.

To reach the higher levels, answers should make links and provide differentiation or depth of comment. Such answers might argue, for example, that, by 1529, Wolsey was nearly 60 and had been at the apex of power for seventeen years – he could not have stayed in power forever. He was given an impossible task in securing an annulment of the royal marriage. It could be argued that his time and luck ran out and that there was no way round the problems he faced just before his fall.

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**Question 3**

- 06** How successful was Wolsey's foreign policy in satisfying the ambitions of Henry VIII in the years to 1526? (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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- 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 about the degree of success in 'satisfying Henry's ambitions' to 1526 – the start date is left open but most candidates are likely to start about 1512–1515. Answers should provide more than a list of Wolsey's foreign policies.

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NB There may well be scope for discussion of who was more important politically in relation to aims and policies – was Wolsey ‘master or servant’? – but the key issue is the evaluation of success in fulfilling the King’s aims.

**Specific evidence about foreign policies might include:**

- War with France: Wolsey supposedly backed anti-war policies before 1511 but then persuaded the Privy Council to back Henry’s enthusiasm for war; the alliances with the Pope, Spain and the Empire; the invasion of France in 1513; the peace treaty of 1514; the rise of Francis I
- Wolsey and the papacy; his power as papal legate; the 1518 Treaty of London
- The Field of the Cloth of Gold 1520; the rise of Charles V; enhancing England’s prestige; peaceful policy towards France etc; wars 1522–1523
- the defeat of Francis I at Pavia in 1525; Henry’s ambition to seize the French Crown; how financial problems and the Amicable Grant may have limited foreign policy success; the Treaty of More
- The League of Cognac in 1526.

One feature of good answers may be the ability to differentiate and to see change over time, perhaps arguing that Wolsey was important and successful at first but ran into more and more trouble later, partly but not only because Henry’s ambitions were excessive. Some candidates may argue that Wolsey succeeded at times when he was following his own policies, not the unrealistic ambitions of the King. Successful answers will present a coherent and balanced argument in response to the question, supported by appropriate specific evidence.

\* The key dates of this question should be observed (1526). Material on the royal divorce 1527–1529 is NOT relevant.