

A-LEVEL

# History

Paper 1C The Tudors: England, 1485–1603  
Additional Specimen Mark scheme

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Version: 1.0

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Mark schemes are prepared by the Lead Assessment Writer 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 associates 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 associate understands and applies it in the same correct way. As preparation for standardisation each associate 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, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

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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## A-level History Paper 1 Specimen Mark Scheme

### 1C The Tudors: England, 1485–1603

#### Section A

- |          |          |  |                   |
|----------|----------|--|-------------------|
| <b>0</b> | <b>1</b> | Using your understanding of the historical context, assess how convincing the arguments in these three extracts are in relation to religious change in the years after 1547. | <b>[30 marks]</b> |
|----------|----------|--|-------------------|

*Target: AO3*

*Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.*

#### Generic Mark Scheme

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|------------|--|--------------|
| <b>L5:</b> | Shows a very good understanding of the interpretations put forward in all three extracts and combines this with a strong awareness of the historical context to analyse and evaluate the interpretations given in the extracts. Evaluation of the arguments will be well-supported and convincing. The response demonstrates a very good understanding of context.   | <b>25-30</b> |
| <b>L4:</b> | Shows a good understanding of the interpretations given in all three extracts and combines this with knowledge of the historical context to analyse and evaluate the interpretations given in the extracts. The evaluation of the arguments will be mostly well-supported, and convincing, but may have minor limitations of depth and breadth. The response demonstrates a good understanding of context.   | <b>19-24</b> |
| <b>L3:</b> | Provides some supported comment on the interpretations given in all three extracts and comments on the strength of these arguments in relation to their historic context. There is some analysis and evaluation but there may be an imbalance in the degree and depth of comments offered on the strength of the arguments. The response demonstrates an understanding of context.   | <b>13-18</b> |
| <b>L2:</b> | Provides some accurate comment on the interpretations given in at least two of the extracts, with reference to the historical context. The answer may contain some analysis, but there is little, if any, evaluation. Some of the comments on the strength of the arguments may contain some generalisation, inaccuracy or irrelevance. The response demonstrates some understanding of context.   | <b>7-12</b>  |
| <b>L1:</b> | <b>Either</b> shows an accurate understanding of the interpretation given in one extract only <b>or</b> addresses two/three extracts, but in a generalist way, showing limited accurate understanding of the arguments they contain, although there may be some general awareness of the historical context. Any comments on the strength of the arguments are likely to be generalist and contain some inaccuracy and/or irrelevance. The response demonstrates limited understanding of context. | <b>1-6</b>   |
|            | Nothing worthy of credit.  | <b>0</b>     |

**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.

**Note:** in responding to this question, students may choose to respond to each extract in turn, or to adopt a more comparative approach to individual arguments. Either approach could be equally valid, and what follows is indicative of the analysis and evaluation which may be relevant.

**Extract A: In their identification of Turvey and Heard's argument, students may refer to the following:**

- the impact of religious change was dependent on social class with only the elite attempting to make compromise work; the masses were indifferent to religious change
- the mass of the population were indifferent to doctrinal issues and were possibly unaffected by changes that only effected the ruling regime, with Protestantism failing to take a hold by 1553
- there was a permanence of Roman Catholic adherence away from the major population centres
- the country was well on its way to remaining Roman Catholic under Mary
- Protestants and Catholics were amicable and the vast majority of people were moderate and perhaps indifferent
- after 1570 there was a notable change in the attitude towards religion. The government took a much harsher line towards difference.

**In their assessment of the extent to which the arguments are convincing, students may refer to the following:**

- initial support for Mary was probably due more to a desire to be rid of Northumberland, although some might with some validity suggest there remained support for Mary's religious views
- that the elite were ready to compromise may be true in the long run, but over 800 of the protestant elite fled when Mary assumed the throne
- the Marian actions may have been moderate compared to the continent, but they rapidly turned the country and especially the south east against Mary and Catholicism
- the rebellion in the North in 1569 and the excommunication of Elizabeth in 1570 proves that the religious changes affected those at the top and the bottom ends of society in that it was a motive for rebellion amongst the poorer and a reason to fear claims of legitimacy amongst the powerful
- it is a challenge to prove that the excommunication had no effect at all on the subjects of the Queen.

**Extract B: In their identification of Davies' argument, students may refer to the following:**

- this extract suggests that Catholicism was more tenacious in English society than has generally been accepted, and that whilst there developed a vocal anti-Catholicism under Elizabeth, this hid a small but significant support for the old religion within the country as a whole
- Catholicism did not simply disappear overnight; it took some time to die out
- opposition to change existed and was not kept hidden
- Catholicism only began to decline once it became more inconvenient to hide foreign priests
- by Elizabeth's reign there was a popular and fairly strong sense of anti-Catholicism fostered by a rising sense of nationalism
- despite this, there remained areas of England and possibly entire social classes indifferent to the religious changes.

**In their assessment of the extent to which the arguments are convincing, students may refer to the following:**

- the extract suggests that Catholicism did not disappear overnight. This may well be true, certainly of rural communities where there is plenty of evidence of intransience. Change may well not have followed social class as rigidly as indicated by the source. Plainly old Catholic families were reluctant to see change
- refusal to attend the parish church would have resulted in punishment so it is hardly surprising that so few decided to take this option. However, attendance should not of itself indicate acquiescence
- the presence of foreign trained priests was considered enough of a threat under Elizabeth to deploy a secret service and a team of searchers.

**Extract C: In their identification of Trevelyan's argument, students may refer to the following:**

- social class was a key component to religious change. In fact, religious change led to the emergence of a new social class
- Protestantism became the excuse rather than the cause of change for some
- there was a clear doctrinal break with the practices of the past that might be identified as particularly medieval in nature
- Protestantism was not simply the creed of the few or of the extremists but of many families and provided a new social custom
- Foxe's book of martyrs helped to develop a defined religion out of the previous chaos.

**In their assessment of the extent to which the arguments are convincing, students may refer to the following:**

- a protestant middle class is difficult to identify, and indeed most ages apparently witness the rise of the middle-class. Students may comment on the validity of arguments about an emerging protestant work ethic

- the argument of an Anglican community fighting for an agreed prayer book, tends to ignore the obvious tensions that the prayer books created and the dissatisfaction from a large minority of those in England
- Foxe's martyrs might be considered typical of the martyrology of the period but it is doubtful how widely read it was.

**Section B**

**0 2** 'Despite the need to secure his dynasty, it was the desire to expand England's overseas trade that underpinned Henry VII's foreign policy.'

Assess the validity of this view.

**[25 marks]**

*Target: AO1*

*Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.*

**Generic Mark Scheme**

- L5:** Answers will display a very good understanding of the full demands of the question. They will be well organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21-25**
- L4:** Answers will display a good understanding of the demands of the question. It will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment relating to the question. The answer will be well balanced with some judgement, which may, however, be only partially substantiated. **16-20**
- L3:** Answers will show an understanding of the question and will supply a range of largely accurate information, which will show an awareness of some of the key issues and features, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11-15**
- L2:** The answer is descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way, although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**

## 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.**

**Arguments that support the proposition that it was the desire to expand trade that underpinned Henry VII's foreign policy, might include:**

- students may well offer knowledge of a range of treaties such as the Intercursus Magnus 1496, designed to extend England's foreign trade or to create more favourable market conditions
- there was a clear effort to lift trading restrictions, e.g. the Treaty of Etaples with France in 1492
- Henry bartered English neutrality, for example in the Italian Wars, for further easing of trade restrictions
- the use of the Merchant Adventurers and the continued, engineered, decline of the Hanseatic League in England became a key part of foreign policy objectives
- the Navigation Acts of 1485 and 1489 illustrate the desire to end the dependency on foreign ships and the goodwill of foreign rulers.

**Arguments challenging the proposition that it was the desire to expand trade that underpinned Henry VII's foreign policy, might include:**

- Henry was plainly concerned with the role of pretenders, and especially the harbouring of Warbeck abroad. Relations with Burgundy only really begun to improve after 1495 when Warbeck left
- Intercursus Magnus might only be considered so significant as it lifted the trade barriers that were imposed originally to weaken pretenders. Henry thus proved himself perfectly willing to sacrifice economic interest to dynastic security
- international recognition was crucial to the security of the regime, especially so soon after the factional strife of the Wars of the Roses. Hence dynastic match, as seen in Medina del Campo always saw economic interests sacrificed to this objective. Indeed, the agreement that neither England nor Spain would harbour pretenders is clearly indicative of where Henry's focus lay
- Poyning's Law in Ireland had little to do with trade, and much to do with dynastic security and the removal of potential rebellion
- whilst the Hanse was weakened through much of Henry's reign, by 1509 they had returned to privileged status in England as a consequence of Henry's need for German allies.

Students might indicate that whilst trade featured heavily in foreign treaties, it did less so in foreign policy. Whilst he followed a largely defensive foreign policy, in part at least due to England's weaker position in international affairs, he was unable to impose demands about foreign trading privileges with much force at all. Besides, Henry proved very willing to abandon trade in return for his own recognition abroad and his own security on the throne.



**0 3** 'The King's ministers served Henry VIII well, but served themselves even better.'

Assess the validity of this view in the context of the years 1515 to 1540.

**[25 marks]**

*Target: AO1*

*Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.*

### Generic Mark Scheme

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- L2:** The answer is descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way, although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**
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## Indicative content

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Students should be expected to address both parts of the question in order to arrive at a substantiated judgement. Most will focus solely on Wolsey and Cromwell, but this is not the only approach.

### **Arguments that support the proposition that the King's ministers served Henry VIII well, but served themselves even better, might include:**

- Wolsey and Cromwell were plainly ambitious, and also flaunted wealth. However, Cromwell was more circumspect in this perhaps having learned from Wolsey's fall
- the Eltham Ordinances are a good example of a policy that served the King's interests well but served Wolsey's paranoia about his personal security more
- Wolsey's decision to reduce the size of the Privy Council superficially at least gave more administrative efficiency, but also served to ensure that Wolsey might pack the council with his own, closely controlled men
- similar packing was at least a consequence of Cromwell's reforms. His appointment of Lord Privy Seal in 1536 gave him a legal dominance that made oppositional intrigue very difficult
- Wolsey fell as his style of government and obvious self-aggrandisement had alienated any potential support
- Wolsey's policies, for example his foreign policy, was conducted with an eye on further advancement. His elevation as legatus a latere placed him on a par with many of the European rulers
- Cromwell's religious motives might have harmed the King if it were not for a reversal in direction towards the end of the reign.

### **Arguments challenging the proposition that the King's ministers served Henry VIII well, but served themselves even better, might include:**

- Wolsey served a crucial role in distancing the King from over-mighty nobles. In this interpretation, the failure for example of the Amicable Grant could simply be attributed to Wolsey and thereby prevents a more direct challenge to the Crown
- Wolsey's control of the nobility, and his use of the Star Chamber created animosity but not against the King. Wolsey ensured that royal authority was maintained, even in the administration of the counties
- Wolsey's use of the JPs further reinforced a sense of royal administrative efficiency and of links between central and local government
- Wolsey's relations with Parliament damaged the position of the King and jeopardised his ability to fight expensive wars
- Wolsey failed to give the King the annulment he desired
- Cromwell oversaw a much needed revolution in Tudor government; students may refer to this as Elton's thesis of a Tudor Revolution in government
- Cromwell established streamlined departments of state / government and re worked the Privy Council
- Cromwell and the notion of the 'commonwealth men' suggest that Cromwell sought to provide genuine service

- Cromwell was renowned for a prodigious work rate, perhaps one that even bettered Wolsey's
- Cromwell sought to further his own religious agenda, but this may well have served the King's interests also. The two were not exclusive
- Cromwell failed Henry disastrously over the Anne of Cleves match.

Essentially, both Wolsey and Cromwell recognised that they were dependent on the King's pleasure and support and that any personal ambition had to be limited and consistent with need to serve the King.

- 0 4** How far were problems of poverty in England successfully addressed during Elizabeth's reign? **[25 marks]**

*Target: AO1*

*Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.*

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- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**

## Indicative content

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Some students may conflate poverty and vagrancy, whilst others may suggest the relative nature of poverty and examine the attempts to control inflation. Some responses may address the changing attitudes to poverty across the period.

**Arguments that support the proposition that problems of poverty were successfully addressed might include:**

- various efforts were made to improve provision for the poor and to combat vagrancy before the Poor Law Act of 1601 which to some extent simply codified what had come before
- the 1563 act enforcing imprisonment on those that refused to contribute to poor relief, coupled with fines for refusing to assist in its collection, marked a notable development from the Vagrancy Act of 1536 which authorised the whipping of vagrants outside of their parish
- the poor houses and indoor relief, whilst far from pleasant, was more comprehensive a treatment than in most other European states
- the 1598 Poor Act required all parishes to appoint overseers of the poor and empowered church wardens to collect relief
- the poor rate collected in as much as £12,000 pa as a consequence of these reforms, and there were imprisonments for non-payment
- the control of inflation, for example through the recoinage in 1561, meant that higher food prices were largely matched by higher wages for those in work
- it was only towards the end of Elizabeth's reign that food prices rose dramatically and this was due to a run of poor harvests
- during times of harvest failure, and especially in the 1590s, Dearth Orders were issued by the PC authorising the compulsory purchase of grain at low prices.

**Arguments challenging the proposition that problems of poverty were successfully addressed might include:**

- whilst those in work were cushioned from the great inflation, the landless labourer was not, especially as landholders sought to claw back their vulnerable economic position by restricting the free movement of labour
- £12,000pa when placed in the context of 10-20% of the population below subsistence levels in the 1590s, represented less than half a per cent of national income
- whilst the 1598 act provided relief, it also punished the poor, setting up Houses of Correction in all cities. After 1576 anyone refusing to work at the rate set by the government was to be whipped
- that JPs could set the appropriate wage levels and that contracts should last for a minimum of one year further weakened the position of the urban poor.

Students might conclude that much of the legislation was a reaction to problems posed by the poor rather than an attempt to tackle the causes of poverty, in which case Elizabethan government was not successful.