
AS-LEVEL HISTORY

Unit HIS1B: Britain, 1483–1529

Mark scheme

1041

June 2015

Version V1: Final Mark Scheme

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.

Further copies of this Mark Scheme are available from aqa.org.uk

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 2015

GCE AS History Unit 1: Change and Consolidation

HIS1B: Britain, 1483–1529

Question 1

01 Explain why Richard III was defeated at the Battle of Bosworth. **[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 specific reasons as to why Richard was defeated. Some students may suggest that there were long term factors; indeed this might be a valid means of advancing into Level 4. However, the clear focus of the question is reasons for defeat at Bosworth and not instability during his reign in general.

Students might include some of the following factors:

- Richard, at Nottingham Castle with 10 000 men, had hoped that Tudor would be defeated in Wales, perhaps even by the Stanleys in the North. By the time he realised his mistake, he had to hurriedly deploy his forces
- Tudor's army, although tired had experienced elements that had seen fighting before and they were led by the adroit Jasper Tudor and also the Earl of Oxford
- the tactical ruse of Philibert de Chandee at a decisive stage of the battle had a notable impact on the course of events
- the battle was closely fought and probably turned on Richard's decision to charge Tudor himself – this in itself probably being caused by Northumberland's reluctance to move up from the reserve lines
- Stanley's decision to side with Tudor threw the battle decisively in his favour.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might argue that whilst chance played a significant role on the battlefield, it was poor long term appreciation of the growing threat from Tudor that led inevitably to defeat at Bosworth. The abortive Buckingham rebellion, combined with a steady flow of nobles to Tudor's camp from 1483 convinced Tudor that a rising would succeed, and gave him strong indication of how it might be realised. Tudor's mother also proved a key contact in England, and Beaufort's marriage to Stanley put her in a strong position to influence opinion and to garner support.

Question 1

- 02** How far did Henry VII's marriage to Elizabeth of York consolidate royal authority by the end of 1487? **[24 marks]**

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

Generic Mark Scheme

Nothing written worthy of credit. **0**

- L1:** Answers may either contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the focus of the question. They will either be almost entirely descriptive with few explicit links to the question or they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

Indicative content

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

Students should be able to make a judgement by addressing the focus of the question and offering some balance of other factors or views. In 'how important' and 'how successful' questions, the answer could be (but does not need to be) exclusively based on the focus of the question.

The focus of the question is the consolidation of royal authority. Hence this is not a question about the general successes or lack of them during Henry's reign. Factors mentioned should be explicitly linked to the nature of authority. For example, foreign policy will be relevant but only when the student clearly explains the link to the focus of the question. Material should be drawn from before the date set in the question. Any material after 1487 should not be seen as relevant.

Factors suggesting the significance of the marriage might include:

- the marriage was necessary to secure the dynasty, but more importantly, it attempted to signify an end to the factional strife of the Wars of the Roses
- the marriage was a moment of high propaganda: Henry's position on the throne was made more secure by the uniting of the Roses
- Henry's own dynastic claim to the throne was strengthened by the match. Elizabeth's claim was a good one – thus ensuring that any issue from the match would have a secure claim.

Factors suggesting other factors might include:

- the marriage did not end rebellion. Henry had to deal with continuing risings in Yorkshire and Northumberland and did not return to London until October
- the Battle of Stoke proves the extent to which Henry's position remained insecure
- the coronation of Elizabeth at the end of the year might be considered more important in its long term impact – especially as a piece of powerful propaganda – rather than the marriage itself
- the delay of the coronation of Elizabeth helped Henry reinforce his own claim to the throne. It was hardly ideal for Henry to rely upon the claim of his wife to bolster his own claim to the throne
- Henry's first parliament and the nature of his own coronation was more important considering the timing. The real danger for the usurper king came in the first few months after Bosworth.

Good answers will consider a range of factors, but there should be a clear focus on the significance of Elizabeth. There should be some evidence that students are able to offer some knowledge beyond generic commentary about the role of propaganda in establishing authority.

Question 2

03 Explain why Empson and Dudley were executed 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 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 Empson and Dudley were executed.

Students might include some of the following factors:

- the removal of Empson and Dudley would help Henry VIII to prove the impact of his new personal monarchy
- Empson and Dudley were unpopular, especially amongst the gentry – the very group that Henry VIII wished to court
- the use of Bonds and Recognizances through the Council Learned in Law had become counter-productive towards the end of Henry VII's reign and as such had proven to be in need of replacement
- Henry VIII may well have come to view the actions of the Council and of Empson and Dudley themselves, as unjust

- the Commissions of Oyer and Terminer, although finding little evidence of widespread oppression, did uncover enough evidence of small scale abuse to provide legal excuse for execution.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might argue that despite the findings of the Commissions of Oyer and Terminer, the decision to execute Empson and Dudley had been taken even before Henry came to the throne.

Question 2

- 04** How successful were the methods used by Henry VII to increase the wealth of the Crown? **[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.

Good answers are likely to/may show an ability to provide objective evidence on the consequences of financial policy. The focus of the question is scale of success, rather than a description of methods employed. However, credit should clearly be given for knowledge of specific examples of financial policy, with the higher levels awarded for a clear analysis of success. Comparison between policies is not expected, although might be used as an indicator of one of the means of accessing the higher levels.

Factors suggesting success might include:

- the successful development of the bureaucracy saw a clear understanding of how much money was collected, this made it easier to collect even more in
- careful supervision, occasionally using royal spies, heightened the efficiency of this royal bureaucracy to the extent to which a permanent and effective government machinery was in place
- the treasury was filled by Henry's most loyal supporters; Lovell and Heron being the most prominent. In so doing Henry made the importance of finance clear
- customs dues were increased and returns went from £33,000pa to c£40,000pa
- Bray's new techniques for land management led to income from royal lands increasing from £12,000 in 1486 to £42,000 in 1508
- feudal dues increased. Examples might include increasing returns from wardship from £350 in 1487 to £6,000 in 1507.

Factors suggesting balance

- the main source of dues were often investigated by the Counsel Learned in Law which became much less successful as the reign progressed
- the increase in customs dues is less impressive when the European recovery from the late medieval depression is considered
- success may have been a feature of his later years, but it should be remembered that royal finances were unable to finance Henry's coronation and marriage, and that in 1487 Henry lacked enough funds even to pay for the feast of St George at Windsor
- royal income had been substantially higher in the pre-Lancastrian period. Henry's total income of c £112,000pa is still less than that under Richard II set at £120,000
- The Emperor and the King of France had substantially higher incomes. In comparison to Europe the Crown remained financially circumscribed.

Many students will focus a great deal on success, but the more impressive responses will balance this by means of establishing degrees of such success and even suggest that some financial policy, such as Customs dues, failed to realise its potential.

Question 3

05 Explain why Thomas Wolsey became the King's chief minister. **[12 marks]**

Target: AO1(a), AO1(b)

Generic Mark Scheme

Nothing written worthy of credit. **0**

L1: Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**

L2: Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**

L3: Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**

L4: Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

Indicative content

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

Answers should include a range of reasons as to why Wolsey rose to power

Students might include some of the following factors:

- Wolsey's position as royal chaplain gave him access to the king and to the court
- Wolsey's appointment to the Council in June 1510 was key
- the patronage of Richard Fox gave him access to these higher positions
- Wolsey's own cunning, and especially his decision in 1512 to switch allegiance to the pro-war faction explains his continued prominence and rise
- academic ability should not be discounted. Wolsey was an eloquent, incisive and determined individual possessed of a brilliant mind
- influential men who might have blocked his rise stood aside. Suffolk, Surrey and Buckingham are the most pertinent examples of this.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might suggest that Wolsey's ability was certainly a factor, yet it took machination and the ability to see opportunity in order to ensure that such ability was recognised by others.

Question 3

06 How far was Wolsey's fall from power in 1529 the result of his personal failings? **[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 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 suggest that Wolsey's fall was a gradual one and not brought about by any one event or factor. Alternatively, students might identify the failure to obtain Henry's annulment as the major factor and dedicate much of their response to this factor alone. Both approaches are valid.

Factors suggesting his own mistakes might include:

- Wolsey had plainly made political enemies in the years 1515 to 1529. He had enforced the king's law and increased revenue but in so doing had aggrieved many interest groups
- Wolsey's life style as 'alter rex', and especially events at Hampton Court, further alienated him from the influential support that he had once relied upon
- Wolsey's failure to raise sufficient revenue in the 1523 subsidy forced him into the Amicable Grant, the failure of which was laid squarely at Wolsey
- Wolsey's reversal in the direction of foreign policy in 1525 and his creation of the League of Cognac further enraged most at Court, and especially Norfolk and Suffolk who were pro-imperial in sentiment.

Factors suggesting an alternative view might include:

- the Amicable Grant had in fact been agreed by Counsel. It was the Duke of Norfolk in particular who managed in putting down the East Anglian rising, to associate the Grant solely with Wolsey and thus isolate him from the king
- Wolsey's focus on foreign policy, and especially his departure for Amiens in 1527, meant that he was often absent from Court and on unpopular business. The extent to which Wolsey determined this can be questioned
- Wolsey's position was further weakened when the pope signed a treaty with Charles V in 1529, and the French followed his example thus leaving England diplomatically isolated and Wolsey politically vulnerable
- Wolsey's enemies were permanently based at court. Norfolk, Suffolk and also Rochford all had access to the king at Greenwich whilst Wolsey was based in the law courts at Westminster
- the rise of Anne Boleyn was a factor outside of Wolsey's control.

Good answers are likely to/may show an awareness that no one factor acted alone but that the fall of Wolsey was a cumulative loss of influence and of the high regard held by the king.

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