

A-LEVEL HISTORY

Unit HIS1B: Britain, 1483–1529

Mark scheme

1041

June 2014

Version 1.0: Final

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 2014

GCE AS History Unit 1: Change and Consolidation

HIS1B: Britain, 1483–1529

Question 1

- 01** Explain why the death of Edward IV caused a political crisis in England in 1483. **[12 marks]**

Target: AO1(a), AO1(b)

Generic Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**
- L2:** Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**
- L3:** Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**
- L4:** Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

Indicative content

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

Answers should include a range of specific reasons as to why Edward's death caused a political crisis. Such factors should be increasingly developed at the higher levels and move beyond the generic for example he left the throne insecure.

Students might include some of the following factors:

- Edward IV's death was sudden and unexpected. Although he had left heirs, in 1483 his eldest son, Edward was only 12 years old
- Edward IV had amended his will in his final days. It was far from clear if Richard had been appointed Protector or not
- factionalism was perhaps inevitable, and revolved around the interests of Woodville and Gloucester. The rise of the Woodvilles did little to endear them to the Yorkists
- Woodville's position was however strong. The Queen's position in London and also control over the Treasury, meant that any conflict might be protracted
- The Royal Counsel did not deal swiftly with the demands of the Woodvilles for a quick coronation. This allowed political factionalism to fester
- into this situation was placed the ambition of Gloucester and the further development of the factional rivalry between Woodvilles, Hastings, and the Yorkists..

Question 1

02 How far was Richard III's downfall in 1485 the result of his own mistakes? **[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.

Students may wish to focus narrowly upon events at the battle or they may consider the reign as a whole. Either approach is valid.

Factors suggesting mistakes might include:

- Richard III's mismanagement of the nobility and especially his elevation of the northern nobles
- Richard's misjudged decision to continue Edward's war against Scotland, despite James III's desire for peace, cost a great deal of money and energy that could have been better spent securing the throne
- Richard's reaction to rumour was often harsh and counter-productive – such as the repressions at Southampton, Windsor and York
- Richard failed to secure potential support to deal with Henry Tudor, initially treating Tudor's invasion with complacency
- Richard III's impetuous charge on the battlefield turned the day.

Factors suggesting other factors might include:

- family misfortune and tragedy
- Richard only had time to call one short parliament
- Richard was only ever seen as a usurper by the majority of his subjects
- Henry Tudor was an organised pretender who learned the lessons of the Buckingham Rebellion. Popular public promises, such as marriage to Elizabeth of York, stood in stark contrast to the rumours surrounding Richard
- Tudor had experienced foreign mercenaries skilled in the latest pike manoeuvres.

Good answers are likely to/may show an awareness that Richard was far from doomed at Bosworth and that it was a conjunction of events – some of them Richard's own design – that resulted in defeat. This outcome was by no means predictable on the day.

Question 2

03 Explain why the Lambert Simnel rebellion failed in 1487 **[12 marks]**

Target: AO1(a), AO1(b)

Generic Mark Scheme

Nothing written worthy of credit. **0**

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

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

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

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

Indicative content

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

Answers should include a range of reasons as to why the rebellion failed

Students might include some of the following factors:

- Henry knew of the threat long before it came to fruition, certainly by February 1487 he had issued the summons to attend the Royal Council. These pre-emptive actions were to prove vital
- Henry's decision to spend Easter 1487 at Norwich ensured he could not only repair eastern coastal defences but also commission a fleet at Harwich. His effective intelligence network ensured that he was fed good information at his headquarters at Kenilworth
- recruitment of the royal army had been extensive and was well prepared and trained – especially the archers
- the rebel army failed to win enough support as it marched through England. Many were mercenaries who were poorly equipped

- the experience of Oxford at Stoke was telling. His ability to hold out against Lincoln's continued attacks was crucial in winning the day.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might argue that despite the planning and preparation, it was the events on the battlefield of Stoke 16 June 1487 that determined the failure of the rebellion. This rebellion had every chance of success up to Stoke.

Question 2

- 04** How far was Henry VII's consolidation of royal authority in the years 1489 to 1509 achieved through foreign treaties? **[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 awareness that consolidation of authority was due to a combination of factors. There should be a clear focus on foreign policy and possibly the consideration of other factors.

To support the argument students might consider the following points:

- Henry will have been aware that during the Wars of the Roses three kings had been defeated by rivals supported by France or Burgundy. Foreign policy was crucial to the security of his position
- The Treaty of Ayton, 1497, secured the north from the threat of pretenders
- The Treaty of Redon might be considered a defensive treaty, but by avoiding a rush into armed conflict Henry avoided a potentially dangerous foreign policy position
- The Breton Crisis and especially the Treaty of Etaples ensured that foreign monarchs, such as Charles VIII, would not support pretenders to the English throne
- The Treaty of Medina del Campo, 1489 provided Henry with both recognition on the international stage and also valuable security

However, students may suggest that foreign policy was not that successful:

- England remained a middle ranking power and was subject to strained relations, initially especially with France. The extent to which Henry could steer a clearly independent foreign policy might be questioned
- Margaret of Burgundy remained a potential threat to Henry's position as monarch which combined with that of Maximilian weakened Henry's authority
- the death of Isabella in 1504 led to a weakening of the once valued Spanish alliance, and the provisions regarding pretenders in Medina del Campo

Students may also suggest that there were other factors:

- the use of acts of Attainder, combined with Bonds and Recognisances may be mentioned as evidence of consolidation, as might the banning of retaining, although the 1485 Act was not consistently applied by the period set in the question
- reform of the English Court, and especially the Counsel
- the use of JPs and the wider administration of justice.

Question 3

05 Explain why the Amicable Grant was introduced in 1525 **[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**

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

Indicative content

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

Answers should include a range of reasons as to why the Amicable Grant was introduced

Students might include some of the following factors:

- Royal finances remained strained. Increasingly so in fact, due to the need to pay for war against France
- Henry's Great Enterprise became the driving force behind the demand for capital; the opportunity provided by the capture of Francis I added a time constraint to the need to raise money
- Wolsey was well aware of the King's desire and it was his own need to serve the king that led to the forced loan. He was desperate to please
- Parliament was unlikely to agree money to finance the war. There was a deep feeling that the war would be unwise, but also a growing discontent as the 1523 subsidy was still being collected. Henry had no desire to call Parliament in this context

- a forced loan thus seemed to offer a means of circumventing parliament and of raising money quickly for an unpopular war. The opposition to this loan proved how out of touch Wolsey was – another factor in its introduction.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might suggest that Wolsey's desire to please the king was certainly a factor, but here it was Henry's ambition and desire for place on the international stage that was the primal motivating factor.

Question 3

06 How successful was Wolsey in serving Henry VIII within England? **[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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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.

Candidates might reasonably identify the King's interests as being security on the throne, solvency and collection of taxes, relations with the church and also the annulment amongst others.

Factors suggesting success might include:

- local government continued to be improved. Wolsey's household became an effective training ground for this
- the Star Chamber did reduce corruption and maladministration, especially in the counties. This was also notable in relations between the Star Chamber and the JPs
- Wolsey provided some of the money demanded by the king. Replacement of the Fifteenths and tenths was work long overdue.

Factors suggesting an alternative view might include:

- reforms such as the Eltham Ordinances failed to increase administrative efficiency, but they did increase Wolsey's own control over the Privy Council and the Counsel
- the Star Chamber failed due to workload – even the hastily constructed overflow tribunals submerged beneath amount of work
- Wolsey's attempts to raise money annoyed local sensibility and gave the impression of a king hell bent on foreign adventure
- Wolsey failed to appreciate the depth of feeling in the annulment dispute and obviously failed to serve his king.

Good answers are likely to/may show an awareness that failure to serve his king's interests is a potentially challenging debate as the king's interests changed with time. Although Wolsey's greatest failure led to his downfall, the failure to cement relations with parliament was based upon a roughshod attitude to raising taxation that existed for some time.

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