



AS HISTORY 7041/1C

The Tudors: England, 1485–1603

Component 1C Consolidation of the Tudor Dynasty: England, 1485–1547

Mark scheme

June 2019

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

System Name	Description
?	Questionable or unclear comment or fact
^	Omission – of evidence or comment
Cross	Inaccurate fact
H Line	Incorrect or dubious comment or information
IR	Irrelevant material
SEEN_BIG	Use to mark blank pages or plans
Tick	Creditworthy comment or fact
On page comment	Use text box if necessary to exemplify other annotations and add further comment. Always provide a text box comment at the end of each answer.

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Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, i.e. if the response is predominantly Level 3 with a small amount of Level 4 material it would be placed in Level 3 but be awarded a mark near the top of the level because of the Level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

The Tudors: England, 1485–1603

Component 1C Consolidation of the Tudor Dynasty: England, 1485–1547

Section A

- 01** With reference to these extracts and your understanding of the historical context, which of these two extracts provides the more convincing interpretation Henry VII's policy on trade? **[25 marks]**

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

- L5:** Answers will display a good understanding of the interpretations given in the extracts. They will evaluate the extracts thoroughly in order to provide a well-substantiated judgement on which offers the more convincing interpretation. The response demonstrates a very good understanding of context. **21-25**
- L4:** Answers will display a good understanding of the interpretations given in the extracts. There will be sufficient comment to provide a supported conclusion as to which offers the more convincing interpretation. However, not all comments will be well-substantiated, and judgements may be limited. The response demonstrates a good understanding of context. **16-20**
- L3:** The answer will show a reasonable understanding of the interpretations given in the extracts. Comments as to which offers the more convincing interpretation will be partial and/or thinly supported. The response demonstrates an understanding of context. **11-15**
- L2:** The answer will show some partial understanding of the interpretations given in the extracts. There will be some undeveloped comment in relation to the question. The response demonstrates some understanding of context. **6-10**
- L1:** The answer will show a little understanding of the interpretations given in the extracts. There will be only unsupported, vague or generalist comment in relation to the question. The response demonstrates limited understanding of context. **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.

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 evaluation which may be relevant.

Students must assess the extent to which the interpretations are convincing by drawing on contextual knowledge to corroborate or challenge.

Extract A: In their identification of Chrimes' argument, students may refer to the following:

- Chrimes argues that Henry's priority was not trade but the security of the dynasty and protecting England from invasion
- Chrimes argues that Henry sacrificed economic growth and trade to the Intercursus Magnus which was exploited by Philip
- Chrimes argues that Henry had only disappointing results in his attempt to stimulate trade.

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

- Henry's priority was securing the dynasty, as a usurper king. Chrimes is correct that he had to ensure the succession, but Henry tried to protect trade through marriage negotiations, e.g. Medina del Campo which gave reciprocal privileges to English and Spanish merchants
- Chrimes is correct to argue that the Intercursus Magnus did restrict trade with Flanders to ensure the handing over of Perkin Warbeck, but the woollen cloth trade did continue to grow despite this
- Henry had a clear priority of raising revenue and customs duties were key to this. Henry ensured that tonnage and poundage were granted for life and the revenue he received from this source increased from £34,000 to £38,000 p.a. Henry's stimulation of trade could be disappointing.

Extract B: In their identification of Lockyer's and Thrush's argument, students may refer to the following:

- Lockyer argues that the impact of Henry's trading policies was seen more in the long-term than in the short-term. The detailed impact is difficult to assess
- Lockyer argues that Henry's impact on trade in northern Europe was limited although it was greater in southern Europe – around the Mediterranean
- Lockyer argues that the reason why Henry's impact was limited was because much of the control of English trade was in the hands of foreign merchants.

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

- it is possible to support Lockyer's argument that the benefit of supporting Cabot was more significant in the long-term with the exploitation of fishing off Newfoundland. The impact is difficult to assess because of the limited records which survive
- it is possible to argue that the Mediterranean trade was stimulated by the treaty which Henry signed with Florence in 1490 and the opportunities given to English merchants in Pisa and the Levant. This was brought to an end with the outbreak of the Italian wars
- Lockyer is correct in describing the trade with northern Europe as disappointing, trade with France following the intervention in Brittany

- to some degree Henry's attempts to pass the Navigation Acts could challenge the view that Henry's policies had little impact. He was also able to stop the export of cloth to Antwerp. Nevertheless, it is possible to argue that Henry was dependent on foreign merchants.

In arriving at a judgement as to which extract provides the more convincing interpretation, students might suggest that both historians have a valid argument. Chrimes is more concerned with the emphasis or priority given by Henry to trade, Lockyer focuses on trade itself and argues that Henry's impact was limited, not just by intent, but by circumstance.

Section B

02 'The break with Rome significantly changed the way in which England was governed.'

Explain why you agree or disagree with 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 good understanding of the demands of the question. They 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 leading to substantiated judgement. **21-25**
- L4:** 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. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated. **16-20**
- L3:** The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question. **11-15**
- L2:** The answer will be 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 suggesting that the break with Rome significantly changed the way in which England was governed might include:

- the break with Rome created an independent sovereign state which removed all external authority – specifically that of Rome
- the legislation which was passed to achieve the break with Rome demonstrated the primacy of King in Parliament
- the break with Rome gave parliament authority over the succession and over the Church, both of which had been outside its control
- the break with Rome enabled Cromwell to gain support for his policies which transformed government in areas such as parliamentary representation for Wales and Calais and new government departments.

Arguments challenging the view that the break with Rome significantly changed the way in which England was governed might include:

- supreme authority for the government of the country still lay with the King. Proclamations could still be used. Cromwell gave great weight to Statute
- Henry was still advised by his Council, dominated by the nobility and subject to their personal interests
- Parliament played a significant role in key legislation to achieve the break with Rome, but sat infrequently between 1536 and 1547, resuming its traditional role of raising revenue
- the majority of changes to government occurred due to the work of Henry's First Ministers. A continuity between pre and post-1533 could be illustrated by the similarities between Wolsey and Cromwell, e.g. over the dissolution of the monasteries.

Whilst the legislative role in shaping the break with Rome gave a greater emphasis to the role of parliament, once the King's supremacy was established, he reverted to traditional methods of government.

NB: Please note that, whilst candidates may present answers which reflect the indicative content given above, other responses are equally valid. Candidates may elect to focus on policies and personnel in addition to structural changes. There may be brief comparisons with developments in government prior to the break with Rome.

- 03** 'Henry VIII's foreign policy in the years 1536 to 1547 was motivated by his desire to gain territory.'

Explain why you agree or disagree with 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 good understanding of the demands of the question. They 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 leading to substantiated judgement. **21-25**
- L4:** 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. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated. **16-20**
- L3:** The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question. **11-15**
- L2:** The answer will be 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 suggesting that Henry VIII's foreign policy in the years 1536 to 1547 was motivated by his desire to gain territory might include:

- Henry claimed to be 'King of France'. The invasion of France in 1544 was motivated by Henry's desire to reclaim the territory lost by Henry VI and to re-establish the authority of Henry V in France
- the major action taken by Henry VIII in the 1540s was the invasion of France in 1544. His seizure of Boulogne rather than attack Paris re-enforces his determination to gain land, regardless of its strategic significance
- Henry invaded Scotland to close the back door for France. The Auld Alliance between France and Scotland might be used by the French when Henry invaded France in 1544. It has been argued that Henry invaded Scotland to extend his territorial control. This could be evidenced by the proposed marriage between Edward and Mary, Queen of Scots.

Arguments challenging the view that Henry VIII's foreign policy in the years 1536 to 1547 was motivated by his desire to gain territory might include:

- policies in the later 1530s were defensive; Henry wanted to protect the supremacy and succession, for example negotiations with the Schmalkaldic League when the Pope appeared to be threatening a crusade against England. Also supported by the marriage with Anne of Cleves
- Henry wished to establish himself as a Chivalric King to gain the respect of Charles and Francis for his success on the battlefield. The scale of the invading army in 1544, led by Henry himself, was an attempt to prove his status
- the opportunity given to the nobility to exercise their traditional role on the battlefield was seen to be key to Henry's attempt to gain support for the succession of Edward, who was likely to be a minor at the time of Henry's death.

The need to secure the succession dictated a defensive foreign policy but once Henry had a male heir and he could afford a large army, he resumed his territorial ambitions.