
A-LEVEL

History

Component 1C The Tudors: England, 1485–1603

Mark scheme

7042

June 2017

Version: 1.0 Final

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June 2017

A-level

Component 1C The Tudors: England, 1485–1603

Section A

- 01** Using your understanding of the historical context, assess how convincing the arguments in these three extracts are in relation to the crises faced by the Tudors in the years 1533 to 1558. **[30 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:** 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. **25-30**
- L4:** 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. **19-24**
- L3:** Provides some supported comment on the interpretations given in all three extracts and comments on the strength of these arguments in relation to their historical 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. **13-18**
- L2:** 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. **7-12**
- L1:** **Either** shows an accurate understanding of the interpretation given in one extract only **or** 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. **1-6**
- 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.

Students must assess the extent to which the interpretations are convincing by drawing on contextual knowledge to corroborate and challenge the interpretation/arguments/views.

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

- the years 1533 to 1558, according to Jones constituted a crisis of both the dynasty and society. This was a crisis which affected the security and power of the monarchy and was principally dependent on the personality of the monarch
- a key factor in the crises was the individual monarch – Edward was sickly and Mary was tainted with tragedy – mainly linked to relations with Spain
- additional problems for the Crown were financial and economic and the fortunes of the monarch were reflected in their religious policies and international relations
- the crisis for wider society which was affected by civil strife.

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

- the interpretation may not be convincing as whilst Jones refers to a crisis linked to security and power – he does not actually define what form that crisis took. If the potential for the Tudors being overthrown, there is little evidence that this happened
- the interpretation may be convincing as there were significant financial and economic problems as a result of the debasement of the coinage and bad harvests etc. These may have contributed to the rebellions but these did not threaten the monarchy
- the interpretation may not be convincing as Edward was not a weak and sickly boy (until he died) and Mary contained the potential power of the Spanish
- the interpretation could be convincing as there was civil strife in 1536, 1549 and 1554 which may have been the result of a combination of religious and international relations.

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

- Loades argues that there was not an overarching crisis during these years; problems were not unique to these reigns
- Loades argues that the social and economic problems evident in this period were ones which affected much of the sixteenth century especially the consequences in the fall of real wages
- Loades describes the rebellions as spectacular but relatively harmless in terms of challenges to the authority of the Tudors
- Loades argues that there was dramatic change in terms of religious policy but that this was protracted rather than a short challenge.

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

- Loades' interpretation is convincing as real wage data suggests that social and economic problems were on going throughout the century

- Loades' interpretation is only partly convincing as the major threat to the authority of the Tudors came from rebellions which were responses to the shifts in religious policy. Once the Monarch established themselves as Head of the Church and Head of State, challenges to religion became challenges to the authority of the monarch
- Loades is convincing as he does limit his definition of crisis to crisis of authority – this is rather specific and by its very nature limit the analysis.

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

- Smith argues the years were a period of crisis for the people of England
- the Tudor State was not in serious difficulties
- Smith argues that ordinary people were affected by economic and religious volatility on an unprecedented scale. Hundreds of Thousands of people experienced psychological upheaval as a result
- Smith suggests that what was surprising about these years was the strength in government rather than the weakness. The monarchs were weak but government was relatively strong.

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

- the interpretation is convincing as there was no direct challenge to the authority of Tudor Monarchs in the years 1533–1558. The one attempt to replace the heir identified by the Act of Succession was attempted with the support of the reigning monarch. It also failed
- the interpretation is convincing as there was serious social and economic upheaval linked to enclosures, falls in real wages, religious change, poor harvests and disease/epidemics
- there is a problem with definition – the interpretation of profound psychological shock is difficult to quantify in a period when such evidence was not recognised or recorded. It is not clear how far a proxy of rebellion could be used
- the interpretation of the limitations of the individual monarchs is questionable – whilst Henry VIII could be regarded as sick and rapidly aging, even a bully, and Edward too young to rule and Mary of limited political ability, there are historians and interpretations which present evidence which undermines these views.

Section B**02** ‘Henry VII had successfully established monarchical authority by 1509.’

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 suggesting that Henry VII had successfully established monarchical authority by 1509 might include:

- Henry VII had successfully established the authority of the monarchy by 1509, as on his death, his eldest surviving son succeeded without contest. This was the first time this had happened since the early fifteenth century. This suggests that Henry had established the authority of the monarchy to determine the succession, and the legitimacy of the Tudors
- the authority of the monarchy was established through the use of key parliamentary legislation such as Acts of Attainders and restriction of retaining, but the use of legislation was not extensive
- the authority of the monarchy both in domestic terms and in the foreign context was established through the use of foreign policy – marriage treaties etc. This meant that foreign powers were unwilling to challenge Henry's authority in England
- the authority of the monarchy was recognised by the Catholic Church. The Church was key in establishing the authority of the monarchy; Henry was crowned by the Archbishop of Canterbury and Morton and Fox played key roles as his advisors.

Arguments challenging the view that Henry VII had successfully established monarchical authority by 1509 might include:

- Henry VII attempted to bypass the elites to prevent challenge from the 'over mighty' nobles. His use of Churchmen and laymen through the Council Learned in the Law was only partially successful – the exploitation of prerogative rights caused fear frustration and anger and potential challenge
- authority of the monarchy was challenged by the pretenders and by Lord Stanley. Authority was fragile and dependent on an extensive spy network
- Henry VII did not increase the military security of the monarchy; it was still dependent on the individual armies of nobles. There was no standing army
- it was not Henry who established the authority – it was left to Bray, Empson and Dudley.

Students may offer a specific definition as to what they understand by 'authority'.

Henry VII established his own personal authority, by 1509 the Tudors were secure, but much of this security was still dependent on the personal authority of the monarch, rather than the independent authority of the Crown.

- 03** To what extent was England's government fundamentally transformed in the years 1509 to 1547? **[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 supporting the view that England's government was fundamentally transformed in the years 1509 to 1547 might include:

- the role of the nobility as personal advisor to the King was undermined by the appointment of Wolsey and Cromwell as First Ministers. Both of whom were commoners rather than from the nobility – the monarchs traditional advisors
- the Reformation Parliament established the omni-competence of statute law and the primacy of the monarch acting through parliament
- an independent nation state was established with the removal of the power of Rome
- the Kings Laws were extended to all parts of the realm with the extension of parliamentary representation and the removal of liberties and franchises
- local councils such as the Council of the North were given regional power and authority.

Arguments challenging the view that England's government was fundamentally transformed in the years 1509 to 1547 might include:

- Parliament was still dependent on the King. It could not call or prorogue itself. When parliament was not sitting the King could still govern by Proclamation. In the 1540s the King did not call Parliament frequently
- Wolsey attempted to end conciliar government but by 1540s the Privy Council had regained its importance. The Privy Council was increasingly bureaucratic
- the nobility still exercised considerable power and influence through the Privy Chamber and in the localities. The King was still dependent on the nobility to conduct local government
- the Church, whilst not part of Christendom still had its own finance system and courts.

Whilst the structure of central government had changed and the mechanisms for codifying authority were different, the day-to-day governments in the localities would seem to have been little changed by 1547.

- 04** ‘The Elizabethan religious settlement was successfully established in the years 1558 to 1603.’

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

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- 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 supporting the view that the Elizabethan religious settlement was successfully established in the years 1558 to 1603 might include:

- Elizabeth established an Anglican Settlement which maintained the episcopal structure
- the Church of England was established by statute and legislation was used to ensure conformity and opposition was managed as treason
- the doctrine of the Church of England was essentially scriptural and Calvinist
- by the end of the reign both Presbyterianism and Catholicism had been marginalised. The Elizabethan religious settlement survived with the attrition of other religious beliefs and practices.

Arguments challenging the view that the Elizabethan religious settlement was successfully established in the years 1558 to 1603 might include:

- Elizabeth proclaimed that she did not wish to make windows into men's souls. However, as a result of the Northern Rebellion, excommunication by the Pope and the challenge of Mary Queen Scots, forced Elizabeth to impose strict penalties against Catholics. The Church Papists could no longer escape exist unchallenged
- in the 1580s Catholic priests, infiltrated into England by the Jesuits, attempted to recatholicise England and this led to high profile executions
- Elizabeth was not always prepared to support her own religious policies, for example, the lack of support for Matthew Parker following the Vestarian controversy
- the religious settlement also faced severe challenges from both Presbyterian and Puritan factions who openly challenged elements of the religious settlement. Presbyterians challenged the episcopal structure; Puritans the role of the Queen as Supreme Governor.

The religious policies of Elizabeth were established in the years between 1558 and 1603 but experienced significant opposition both from sects within the Church and from Catholic recusants. The policies were successful due to the attrition of opposition.