

A-level
HISTORY
7042/1C

Component 1C The Tudors: England, 1485-1603

Mark scheme

June 2020

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 Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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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.

Section A

- 0 1** Using your understanding of the historical context, assess how convincing the arguments in these three extracts are in relation to religious changes from the late 1520s to the death of Henry VIII.

[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.

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

- Bernard argues that the religious change which took place was the result of Henry's actions – it was the King's reformation
- Bernard argues that Henry regarded himself as God's lieutenant – he was doing God's work
- Bernard argues that it was Henry who overcame opposition to religious change
- Bernard argues that Henry not only got people to do his work, but also got them to take the blame for what was done.

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

- Bernard is convincing in arguing that the break with Rome was done in the name of the King and provided a solution to the King's Great Matter. However, there are those who would suggest that he was manipulated by Cromwell and would not have broken with Rome had a solution to the Great Matter have been found
- Bernard is convincing in that Henry saw himself as God's lieutenant – this developed from 1529 onwards as he encouraged ancient tracts to reinforce England's uniqueness
- there is convincing evidence of Henry overcoming religious opposition; he certainly signed the death warrants of More and Fisher. However, he also personally reinforced Catholic doctrine in the trials of John Lambert and Anne Askew
- Cromwell certainly was executed for his religious views; Henry may have tired of him, but his downfall was also plotted by the Conservative faction.

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

- Dickens' overall argument is that Parliament was also responsible, alongside the need to achieve the King's divorce, for the break with Rome
- Dickens argues that Parliament attacked the Church referring back to the previous attack of the Hunne case
- Dickens argues that Parliament's objections were against the clergy and the systemic failings of administration (as opposed to doctrine)
- Dickens argues that the speed of reform was the result of the series of statutes that were passed through Parliament which enabled the break with Rome to take place.

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

- Extract B is convincing as the legislation which created the Royal Supremacy was passed by the King in Parliament. However, the main impetus for the break with Rome was directed by the King's first minister – Thomas Cromwell
- Extract B is convincing in that the Hunne case was revived having been discussed in earlier sessions and it was used with other criticisms to force legislation to limit the power of the Church – e.g. Benefit of Clergy
- Extract B is convincing in stressing the speed at which the legislation was passed through Parliament, although there was opposition to Annates, which Parliament feared would weaken their influence over the King by making him financially independent
- the most obvious challenge to Dickens' thesis is that Parliament was managed by Cromwell and would not have been able to achieve any of the legislation without the approval of the King.

In their identification of the argument in Extract C, students may refer to the following:

- Marshall argues that pressure for religious change was independent of Henry's desire for a divorce. The divorce gave them the opportunity to bring about change
- Marshall argues that those who wanted religious change were not simply motivated by anti-clericalism but were evangelical – promoting the word of God and its centrality to salvation
- Marshall argues that those who shared the evangelical views came to prominence through need to secure the divorce and were therefore influential
- Marshall argues that Thomas Cranmer, committed to reform, remained at the centre of government until 1547.

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

- Marshall is convincing in identifying pressure for religious change before the break with Rome, nevertheless, those who held new religious ideas were seen as heretics and either burnt or forced to abjure. They were not in a position to press for change before the issue of the King's Great Matter
- there is much evidence that the religious changes which occurred during the 1530s and 1540s were attempts to change the focus of religion to the word of God. This can be evidenced by the injunctions, dissolution of the monasteries and the vernacular Bible. Nevertheless, their influence was tempered by Henry's innate Catholicism and the influence of the conservatives
- Marshall is convincing in stressing the reforming nature of Cranmer, this was clearly evident in Edward's reign. It is less convincing in the period after Cromwell's death when Cranmer was forced to comply with Henry's conservative religious policies and was threatened by the prebendaries
- Marshall is convincing in stressing the influence of those with evangelical views. This could be supported with reference to Anne Boleyn and the Seymour faction in Henry's last years.

Section B

0 2 'Ending support for rival claimants to the throne was the greatest success of Henry VII's foreign policy.'

Assess the validity of this view.

[25 marks]

Target: AO1

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

Generic Mark Scheme

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

Indicative content

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

Arguments supporting the view that ending support for rival claimants to the throne was the greatest success of Henry VII's foreign policy might include:

- as a pretender to the English throne, Henry had been able to invade and defeat Richard III with the help of France and Brittany. His successful intervention in Brittany managed to secure the French coast from being used to attack England. The Treaty of Etaples in 1492 resulted in Charles VIII withdrawing support for Perkin Warbeck
- Henry managed to nullify the support that the Earl of Kildare was giving to pretenders – Simnel and Warbeck – through his actions in Ireland. Henry wore down Kildare and secured the submission of Irish Chieftans. This was achieved through a variety of approaches including Poynings Law
- the support given by James IV for Perkin Warbeck threatened the security of the Tudor dynasty and presented a military as well as a political threat. Henry met this challenge through mustering an army and through the Treaty of Ayton
- Burgundy offered considerable support to pretenders and threatened the security of the Tudor dynasty. Henry VII was prepared to use trade to challenge the support given to pretenders through the use of a trade embargo. This appears to have secured the expulsion of Warbeck from Burgundy
- the Treaty of Windsor included the handing over of the Earl of Suffolk, whom Henry then imprisoned. Unlike Simnel and Norfolk, he had a more secure claim to the throne than Henry himself.

Arguments challenging the view that ending support for rival claimants to the throne was the greatest success of Henry VII's foreign policy might include:

- a key aim of Henry's foreign policy was to increase trade. Although Henry was prepared to use an embargo to secure the dynasty, trade and customs duties were successfully promoted through the Navigation Acts and support for developing markets
- whilst securing the dynasty from the threat of pretenders was a key aim of Henry VII he aimed to achieve international recognition as a key objective. It could be argued that military intervention in the Breton crisis established England in the European context
- Henry's international recognition was further enhanced by the Treaty of Medina del Campo which secured the betrothal of Catherine of Aragon to Prince Arthur. In the longer term this led to the marriage between Henry VIII and Catherine of Aragon
- the marriage of Margaret to James IV was seen as a means to weaken the Auld Alliance which threatened England with invasion on two fronts. This was a clear achievement in the short term
- it is possible to argue that Henry's foreign policy was not successful, particularly in the later years following the death of Isabella and the failure to be included in the League of Cambrai.

It could be argued that defeating the rival claimants for the throne determined the foreign policy in the years 1487 to 1509, but that ensuring that the Tudor Dynasty was established and recognised internationally was his underlying aim and that this was the most successful outcome of his foreign policy on his death in 1509.

0 3 To what extent, by 1571, had Elizabeth I solved the religious problems which had faced Edward VI and Mary I?

[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 by 1571, Elizabeth I had solved the religious problems which had faced Edward VI and Mary I might include:

- neither Edward, nor Mary had gained total support for their role within the Church. Elizabeth managed to establish herself as Supreme Governor of the Church which went some-way to allowing outward acceptance by all but the minority of Catholics – many were able to accept her temporal powers
- the religious practices of Edward and Mary had been divisive. Elizabeth managed to introduce a prayer book which allowed for the Eucharist to be recognised by both Catholics and Protestants
- Edward developed a religious system which was focused entirely on England. Mary had sought to establish an outward looking religion – part of Catholic Europe. Until 1571, Elizabeth was able to promote a religious settlement which was acceptable to foreign powers – Philip of Spain was encouraged to believe that England could return to Rome
- Edward had lacked support from all elements of the political nation, Mary had struggled to include all elements. Until 1569, Elizabeth was able to promote a religious settlement which had the support of the political nation. The flight of Mary Queen of Scots.

Arguments challenging the view that by 1571, Elizabeth I had solved the religious problems which had faced Edward VI and Mary I might include:

- Edward VI had been faced with considerable religious division from those who wished to continue with their Catholic faith, as seen in the Prayer Book rebellion of 1549. Elizabeth did not manage to stamp out recusancy and only to suppress it
- Mary I had faced challenges from extreme Protestants; many of those who were burnt did not conform to the protestant beliefs established by Edward. Elizabeth had not managed to include the Puritans within the mainstream Church of England
- Elizabeth had failed to establish a common Liturgy by 1571, many areas of England, especially those some distance from London, still used the Catholic Missal
- Elizabeth did not so much solve the religious problems as establish her own way and refuse to compromise.

In the short term, Elizabeth managed to establish her religious policies more successfully than either Edward or Mary. The middle way, and not making ‘windows into men’s souls’ prevented overt opposition and achieved outward conformity. A broad solution was found, but the problems for Puritans and Catholics loyal to Rome were not solved, as indicated by the Rebellion of the Northern Earls.

0 4 'England was transformed both economically and socially in the last twenty years of the reign of Elizabeth.'

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 supporting the view that England was transformed both economically and socially in the last twenty years of the reign of Elizabeth I might include:

- there was economic development in terms of the establishment of trading companies. Whilst these failed to challenge the Dutch, they were significant in terms of their organisation. Trade with the Americas developed
- manufacture also developed in the domestic industries, such as hosiery, and there was a significant development in the production of, and trade in, luxury goods
- the Golden Age saw significant development in art, culture and literature. The growth of theatre was appreciated by both the wealthy and the poor, particularly in London
- increasing efforts to provide poor relief, leading to the Poor Law Act, transformed the ability of some of the poor to receive support in times of distress. By the end of her reign, relief was available on a country-wide basis funded by levying a rate at parish level
- there was a continued trend to increased population and internal migration to towns.

Arguments challenging the view that England was transformed both economically and socially in the last twenty years of the reign of Elizabeth I might include:

- the relative prosperity of the regions remained the same. The poorest counties remained in the North and the richest in the South and East Anglia. This is evidenced by the severity of the 1590s depression in the North
- England was still dependent on agricultural production. Landless labourers and those dependent on the harvest, continued to be the largest stratum of society
- whilst the provision of poor relief was developing in the wealthier towns, such as Norwich, the subsistence economy of many areas meant that the poor were forced onto their own resources and vulnerable to illness
- English society remained under aristocratic domination, social mobility was very limited.

There were significant changes in the economy and society which might be considered transformational. However, the benefits of the transformation were localised and limited. Those with wealth benefited from the transformation, particularly with the great rebuilding.

N.B. Whilst the issue of 'economic transformation' is clearly defined, the issue of 'social transformation' may be interpreted in a number of ways by students. Credit should be given for a range of interpretations of 'social transformation'.