



A-LEVEL History

7042/1C - Component 1C The Tudors: England, 1845-1603

Mark scheme

June 2018

Version/Stage: 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

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.

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 Elizabeth I’s style of government. **[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 MacCaffrey’s argument, students may refer to the following:

- Elizabeth I was highly qualified in government due to her personal qualities, but at times she let her personal biases undermine her political acumen
- Elizabeth showed a masculine approach to government; she ruthlessly subordinated Court and Council to her will
- Elizabeth was able to put personal preferences aside to achieve political goals
- Elizabeth’s approach to government witnessed her personal biases alternating with political calculation.

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

- the interpretation may be only partially convincing – Elizabeth undoubtedly had a range of personal qualities; her shrewdness in choosing advisors is an example. However, her willingness to forgive Essex and restore her favour on numerous occasions suggests she allowed personal bias over political acumen
- the concept of a ‘masculine’ approach to government is subjective and is based on the fact that Elizabeth modelled her approach to government on that of her father
- the interpretation may be only partially convincing – Elizabeth regarded marriage as her royal prerogative. It is difficult to assess her relationship with Dudley, marriage to Dudley would have had serious political risks – it was not supported by Cecil. It was her personal preference not to marry her other suitors, for example, the Duke of Alencon
- the interpretation may be convincing – Mary Queen of Scots was found guilty of treason in 1586 but Elizabeth prevaricated, mainly because of her developed notions of divinely ordained monarchy but equally because of the security of her position. Elizabeth feared a rebellion if she executed the Queen of Scots.

Extract B: In their identification of AGR Smith’s argument, students may refer to the following:

- Smith argues that Elizabeth made the final decisions in government and credit for the triumph of the period should go to her
- Smith argues that Elizabeth was responsible for England remaining solvent because of her personal and unremitting vigilance
- Smith argues that Elizabeth took a personal interest in all aspects of government, but was able to pick good ministers to whom she delegated authority.

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

- the interpretation is convincing in that Elizabeth did defend her royal prerogative rights of government in terms of proroguing and dissolving parliament, war and peace, appointing ministers and justices and determining her successor. The interpretation doesn't give credit to the advice and steer given to her government by her ministers, the work of Walsingham as well as Cecil could be referenced
- Elizabeth's achievements in taking the final decision could also be questioned in terms of the problems created by her refusal to name her successor in defence of her prerogative rights
- the interpretation is only partially convincing. Personal interest is open to interpretation, but she did delegate authority to her ministers. This was successful whilst Cecil was her first minister, but following his death the Privy Council was weakened when Elizabeth did not make immediate appointments. Overall, her strategy was weakened by her by passing of noble families
- the interpretation that England's solvency was the responsibility of Elizabeth has some validity; she was parsimonious in terms of expenditure at court, relied heavily on patronage, and failed to pay soldiers or repay loans. The financial policy was hardly successful; rents from crown lands hardly rose at all. Taxation was ultimately dependent on what people were prepared to pay.

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

- Ryrie argues that Elizabeth pursued a policy of inaction. A style of government which at best brought stability and at worst, paralysis
- Ryrie argues that Elizabeth spent most of her reign resisting cries to intervene to defend her fellow Protestants
- Ryrie argues that the political world was frustrated by Elizabeth's refusal to act
- Ryrie argues that when real action was taken it was usually preceded by months of deliberation and inaction.

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

- many had viewed the religious settlement which had been agreed in 1559 as the first stage of religious reform. Elizabeth's religious policy was to achieve stability but the 1569 rebellion forced her into taking action against the Catholics which in some part challenges the interpretation
- the view that Elizabeth resisted cries to intervene to defend her fellow Protestants can be partially supported – the granting of aid to Scotland in 1560 came only after Cecil threatened to resign. Elizabeth did make financial aid available to Protestants in the Netherlands but was concerned about the wider implications of full blown military support which they had wanted
- the interpretation of the frustration of the political world could be supported with reference to Elizabeth's rejection of pressure by both the Cecil and Essex factions to appoint Francis Bacon as Solicitor General
- whilst there is evidence to support Ryrie's argument of inaction, Elizabeth's response to rumours of the proposed marriage between the Duke of Norfolk and Mary Queen of Scots has been described as volcanic and is credited as precipitating the Northern Rebellion.

Section B

02 'Local issues were the most significant reason for rebellions in the reign of Henry VII.'

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 local issues were the most significant reason for rebellions in the reign of Henry VII might include:

- a key reason for the Yorkshire Rebellion was the raising of a subsidy to provide for the assistance to Brittany. People in Yorkshire were resentful of the taxation, believing that the issues underlying the taxation had little to do with Yorkshire. The region was also affected by economic problems.
- the leader of the rebels was Sir John Egremont, an illegitimate member of the Percy Family – the Earl of Northumberland, who was killed, represented the legitimate Percy line. The death of the Earl of Northumberland was seen as a response to local issues.
- the Cornish Rebellion was in response to the attempt to raise taxation to support the defence of the Northern Marches against the possible invasion of James IV. The Cornish viewed the military requirements of the North as having little to do with them.
- it is possible to argue the support for the Yorkist cause, both for and against the statement in the question. Support for Lambert Simnel and Perkin Warbeck came from the regions where the Yorkist kings had their traditional power base.

Arguments challenging the view that local issues were the most significant reason for rebellions in the reign of Henry VII might include:

- The challenges of Stafford/Lovell, Lambert Simnel and Perkin Warbeck were direct challenges to the authority and position of Henry Tudor.
- the Cornish rebellion culminated in an armed march to London – this was a direct challenge to the authority of Henry VII and required him to use force against the rebels at Blackheath.
- The rebellions can be seen as direct challenges to Henry VII's authority/dynastic claim.. Whilst Perkin Warbeck gained little support in England for this challenge, those who supported Lambert Simnel were rebels and their activity at the Battle of Stoke was a rebellion against Henry VII
- regional problems continued up to 1509 with decline in agricultural profitability and high prices of consumables. The effectiveness of JPs to maintain law and order in the localities might also be questioned which suggests that local issues did not always result in rebellions, but required a political impetus.

Local issues were the most significant issue for those who participated in the rebellions in Yorkshire and the south west. But the main support for the pretenders came from those who challenged the authority of Henry VII.

- 03** ‘The main aim of English foreign policy in the years 1509 to 1529 was to achieve peace in Europe.’

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 the main aim of English foreign policy in the years 1509 to 1529 was to achieve peace in Europe might include:

- foreign policy directed by Wolsey placed greater emphasis on attempting to establish England at the centre of European diplomacy. This can be seen in the Treaty of London (1518) and the Field of the Cloth of Gold in 1520
- Wolsey was key in the Treaty of London of 1518 which established general peace in Europe – this ended England's isolation and was an attempt to position England diplomatically following the Treaty of Cambrai of 1517
- Henry met Francois I at the Field of the Cloth of Gold in 1520, suggesting diplomacy rather than confrontation
- the need to achieve the annulment resulted in a shift in European allegiances with England now seeking peaceful diplomatic relations with France.

Arguments challenging the view that the main aim of English foreign policy in the years 1509 to 1529 was to achieve peace in Europe might include:

- Henry's foreign policy in the years 1509–1514 was warlike – dominated by his attempt to recreate the victories of Henry V and to regain territories lost in the Hundred Years War. The defeat of the Scots at the Battle of Flodden in 1513 was also part of the attack on the French
- Wolsey negotiated the Treaty of Bruges with Charles V as a means to reduce the power of France in northern Italy which resulted in English troops invading northern France in 1522–3
- Henry's attempt to ally himself with Charles V and exploit the defeat of the French at the Battle of Pavia was a further attempt to gain land in France. England's military weakness to secure territory in northern France had been exposed by the invasions of 1522 and 1523
- Henry wanted to take advantage of Charles V defeat of Francois I at the Battle of Pavia – but was unable to do so following the failure to raise a parliamentary subsidy and the failure of the Amicable Grant.

The primary motivation of Henry VIII's foreign policy changed depending to his circumstances. The consistent overarching aim was to defeat France, but as a third rate power in military and financial terms, Henry and Wolsey were forced to resort to diplomatic strategies to gain influence for England in European affairs.

- 04** To what extent was poverty in England in the later sixteenth century the result of population growth? **[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 poverty in England in the later sixteenth century was the result of population growth might include:

- population grew from approximately 3m in 1550 to approx. 4m in 1600. The population exceeded food supply leading to increased prices, a fall in real wages and increased poverty
- the population increase was driven by increased fertility – the birth rate averaged 34.5/1000 between 1561 and 1586. The increase in dependents meant that the family income was stretched and wages were inadequate to support them
- the increase in population, which was most evident in towns, led to the outbreak of epidemics due to overcrowding, this often led to the death of the breadwinner, so resulting in increased poverty
- the late Elizabethan period was, for much of the country, a golden period of low mortality. This increased the number of older people, increasing dependency rates and overall poverty.

Arguments challenging the view that poverty in England in the later sixteenth century was the result of population growth might include:

- the movement for enclosure led to depopulation and movement of young men to the towns and cities where they became wage dependent at a time of under-employment, led to poverty
- debasement of the coinage led to a significant fall in both confidence in the cloth trade and a fall in real wages, leading to unemployment and poverty
- a significant cause of poverty in the second half of Elizabeth's reign was the demobilisation of the armed forces, young masterless men were found in gangs, throughout the country
- poverty had regional features – for example Norwich had noted levels of poverty – 25% of the population in 1570, due to fluctuations in trade, but also because they had the means to relieve poverty and therefore poverty was both acknowledged and relieved
- poverty could also be the problem of supply – the famine in the 1590s was the result partly of the sale of wheat overseas – leading to an increase in prices and also, in the North West, the difficulty of distributing food.

Population growth and the economy were intertwined during the years between 1547 and 1603 and there were clear benefits for the country in the development of the profit motive, but the population growth that was encouraged by this led also to poverty.

NB The term 'later sixteenth century' is reflective of the nature of a social and economic question. Reward should be given to candidates who examine the broad trends in the causes of poverty – consistent with a breadth paper. Answers which cover a broad period, of 20years + in the years between 1547 and 1603 will be rewarded.