



General Certificate of Education

AS History 1041

Unit 1: HIS1B

Britain, 1483–1529

Mark Scheme

2009 examination – January series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' 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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Generic Introduction for AS

The AS History specification is based on the assessment objectives laid down in QCA's GCE History subject criteria and published in the AQA specification booklet. These cover the skills, knowledge and understanding which are expected of A Level candidates. Most questions address more than one objective since historical skills, which include knowledge and understanding, are usually deployed together. Consequently, the marking scheme which follows is a 'levels of response' scheme and assesses candidates' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how candidates have demonstrated their abilities in the Assessment Objectives. Candidates who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Candidates who provide more explanation – (AO1(b), supported by the relevant selection of material, AO1(a)) – will perform at high Level 2 or low-mid Level 3 depending on how explicit they are in their response to the question. Candidates who provide explanation with evaluation, judgement and an awareness of historical interpretations will be addressing all 3 AOs (AO1(a); AO1(b); AO2(a) and (b) and will have access to the higher mark ranges. AO2(a) which requires the evaluation of source material is assessed in Unit 2.

Differentiation between Levels 3, 4 and 5 is judged according to the extent to which candidates meet this range of assessment objectives. At Level 3 the answers will show more characteristics of the AO1 objectives, although there should be elements of AO2. At Level 4, AO2 criteria, particularly an understanding of how the past has been interpreted, will be more in evidence and this will be even more dominant at Level 5. The demands on written communication, particularly the organisation of ideas and the use of specialist vocabulary also increase through the various levels so that a candidate performing at the highest AS level is already well prepared for the demands of A2.

CRITERIA FOR MARKING GCE HISTORY:

AS EXAMINATION PAPERS

General Guidance for Examiners (to accompany Level Descriptors)

Deciding on a level and the award of marks within a level

It is of vital importance that examiners familiarise themselves with the generic mark scheme and apply it consistently, as directed by the Principal Examiner, in order to facilitate comparability across options.

The indicative mark scheme for each paper is designed to illustrate some of the material that candidates might refer to (knowledge) and some of the approaches and ideas they might develop (skills). It is not, however, prescriptive and should only be used to exemplify the generic mark scheme.

When applying the generic mark scheme, examiners will constantly need to exercise judgement to decide which level fits an answer best. Few essays will display all the characteristics of a level, so deciding the most appropriate will always be the first task.

Each level has a range of marks and for an essay which has a strong correlation with the level descriptors the middle mark should be given. However, when an answer has some of the characteristics of the level above or below, or seems stronger or weaker on comparison with many other candidates' responses to the same question, the mark will need to be adjusted up or down.

When deciding on the mark within a level, the following criteria should be considered *in relation to the level descriptors*. Candidates should never be doubly penalised. If a candidate with poor communication skills has been placed in Level 2, he or she should not be moved to the bottom of the level on the basis of the poor quality of written communication. On the other hand, a candidate with similarly poor skills, whose work otherwise matched the criteria for Level 4 should be adjusted downwards within the level.

Criteria for deciding marks within a level:

- The accuracy of factual information
- The level of detail
- The depth and precision displayed
- The quality of links and arguments
- The quality of written communication (grammar, spelling, punctuation and legibility; an appropriate form and style of writing; clear and coherent organisation of ideas, including the use of specialist vocabulary)
- Appropriate references to historical interpretation and debate
- The conclusion

January 2009

GCE AS History Unit 1: Change and Consolidation

HIS1B: Britain, 1483–1529

Generic Mark Scheme

Question 1(a), Question 2(a) and Question 3(a)

- L1:** Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **0-2**
- L2:** Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**
- L3:** Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**
- L4:** Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

Question 1(b), Question 2(b) and Question 3(b)

- L1:** Answers may either contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **0-6**
- L2:** Answers will show some understanding of the focus of the question. They will either be almost entirely descriptive with few explicit links to the question or they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**

L4: Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**

L5: Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

Question 1

(a) Explain why Henry VII called his first Parliament in November 1485. (12 marks)

Target: AO1(a), AO1(b)

Indicative content

Henry called his first Parliament at a crucial stage in his consolidation of power after the Battle of Bosworth. He called Parliament after he had established his own Council and royal household, and had been crowned king in Westminster Abbey. Candidates may well comment on the chronology of events between August and November 1485.

The Parliament was called to:

- declare and confirm Henry's kingship
- to reverse and enact attainders after Bosworth
- to grant tax privileges – tonnage and poundage
- to pass laws, e.g. Act of Resumption and to nullify the *Titulus Regius*
- to ask Henry to marry Elizabeth of York.

Candidates may demonstrate good understanding of the nature of Parliament in late 15th Century England and use this to make links between the various explanations. Other candidates may comment on the relative importance of some of the reasons for calling Parliament in November 1485.

(b) How important was control of the nobility to Henry VII in consolidating his authority in England in the years 1485 to 1509? (24 marks)

Target: AO1(a), AO1(b), AO2(b)

Indicative content

Students need to demonstrate understanding of the nature of the relationship between the king and his nobility in both central and local government. They should also be able to refer to the context of the Wars of the Roses, during which kings had lost control over some nobles.

Henry VII used a wide range of methods to control his nobility, including both rewards and sanctions.

- Rewards, e.g. sparing use of grants of titles and land, Order of the Garter, attendance at court.
- Sanctions, e.g. Acts of Attainder, financial sanctions (including bonds), close surveillance of feudal obligations, Court of Star Chamber, Acts against Retaining.

Students should also consider evidence that Henry VII used other methods to consolidate his authority:

- he relied increasingly on educated gentry to ensure royal authority was secure in the specialised councils and the counties as JPs, and as members of his Council
- other institutions and relationships were more important to the consolidation of royal authority, e.g. Parliament, use of Tudor propaganda, financial solvency.

Some candidates will consider how effectively Henry VII did consolidate his authority, referring to Christine Carpenter's interpretation that he failed to control his nobility. She argues he faced persistent internal rebellions, fuelled by noble opposition, because he did not appreciate the nature of kingship in England and the mutual trust between king and the nobility.

Question 2

- (a) Explain why the cloth trade was so important to Henry VII. (12 marks)

Target: AO1(a), AO1(b)

Indicative content

The reasons for the importance of the cloth trade to Henry VII were primarily economic:

- ships taking wool and cloth to Burgundy were carrying the vast majority of England's exports
- the trade in wool and cloth was the historic staple underpinning the economy.

Encouraging the cloth trade fitted in with Henry VII's general approach to trade – his backing for trade treaties with other countries (including Intercursus Magnus in 1496 and Malus Intercursus in 1506); his support for the Merchant Adventurers and the exploration from Bristol; the passing of the Navigation Acts to build up English shipping.

There were also political and diplomatic issues that might be used to explain the importance of the cloth trade:

- Henry VII supported merchants and trade to increase prosperity and royal wealth – thus increasing internal stability, lessening his dependence on the nobility and reducing the risk of rebellion
- the cloth trade was also important to Henry VII because of the complications arising from potential foreign support for pretenders
- Margaret of Burgundy backed both Simnel and Warbeck, putting great pressure on Anglo-Burgundian relations

- in 1493, Henry placed an embargo on all trade with Burgundy, using the cloth trade as a diplomatic weapon.

*Note: there is a danger here that answers will use the embargo to explain that the cloth trade was **not** so vital to Henry VII – that is not what this question is about. Answers should be focused directly on identifying reasons why trade **was** important.

- (b) How successful was Henry VII in securing international recognition in the years 1485 to 1509? (24 marks)

Target: AO1(a), AO1(b), AO2(b)

Indicative content

Henry VII was a usurper king. One of the main aims of his foreign policy was to secure recognition of his kingship and the dynastic claims of his family to the throne of England.

Candidates will need to provide evidence that Henry VII did secure international recognition for his dynasty:

- he negotiated marriage alliances for Princess Margaret with Scotland (Truce of Ayton) and Prince Arthur with Spain (Treaty of Medina del Campo)
- he included dynastic recognition in all the important treaties signed, e.g. Treaty of Etaples.

This needs to be balanced with understanding that foreign relations were far from stable and therefore this international recognition was never secure:

- the series of deaths 1502–1506 undermined foreign relations: deaths of Arthur 1502, Queen Elizabeth 1503, Isabella 1505 and Philip 1506
- at the end of the reign Henry VII was dangerously isolated in Europe. In 1508 Maximilian signed the Treaty of Cambrai with the kings of France and Spain. The Treaty was a military alliance against Venice, part of the continuing Italian wars. It can be argued that the distraction of war against Venice strengthened Henry VII; however, there was danger that the focus of the alliance might move to an anti-Tudor position.

Candidates may comment that relations fluctuated, showing understanding that Henry VII was not able to determine international relations and secure the dynastic recognition.

Question 3

- (a) Explain why humanists wanted to reform the Catholic Church in England before 1529.
(12 marks)

Target: AO1(a), AO1(b)

Indicative content

Humanists wanted to improve the quality of teaching and learning in the Church and were concerned about the quality of education of parish priests. They believed good education was needed to remove superstitious practices and provide knowledgeable churchmen in the parishes. John Colet was a humanist committed to improving teaching and learning so he founded a school at St Paul's in London.

Humanists wanted to reform proven abuses/practices in the Church. In particular they complained that church services contained too much ritual and superstition. They believed services should be based on simple devotion. They also drew attention to practices such as absenteeism.

They were also concerned about the ostentatious wealth of the Catholic Church and some of the financial abuses, e.g. excessive fees, and sale of relics and indulgences. They wanted to reform the church from within and did not want to break away.

Candidates may link all these reforms through humanists' commitment to quality education while showing awareness that there was not a clear humanist reform programme, e.g. Colet translated the New Testament into English for his students, yet Wolsey considered the introduction of the vernacular Bible to be heresy. Candidates might refer to other humanists, e.g. Thomas More.

- (b) How successful were the domestic reforms of Wolsey in the years 1515 to 1529?
(24 marks)

Target: AO1(a), AO1(b), AO2(b)

Indicative content

Candidates need to consider Wolsey's aims in his domestic policies. He was influenced by humanist interest in 'good government'. Candidates might choose to define this 'good government' in a variety of ways:

- he used the Court of Star Chamber to punish crime and secure impartial justice (may refer to other developments in the judicial system under Wolsey)
- he protected men against enclosure (in line with humanist thinking) and profiteering
- he strengthened the church against anticlerical critics (humanist reforms)
- he improved the collection of subsidy making it more efficient.

There were other reasons for the reforms:

- he needed to sustain political stability to prevent rebellion so he extended royal patronage of JPs
- he could use the Court of Star Chamber to gain revenge on his rivals and opponents
- the king demanded reform of the royal household in 1525–1526. This led to the Eltham Ordinances.

It is important to assess the extent to which Wolsey's domestic reforms were successful or not. Henry VIII expected Wolsey, as his chief minister, to keep law and order, to administer the country, to raise taxes when necessary and, above all, to avoid rebellion. He also expected Wolsey to engineer opportunities to demonstrate royal splendour both within England and Europe. As long as Wolsey kept to those guidelines he could also bring about reform.

Candidates may demonstrate good understanding that there were often mixed motives behind many of Wolsey's reforms in domestic policies, and this explains his mixed success. Candidates may also comment that over the years 1515 to 1529 Wolsey's power changed. He could afford to follow a reform agenda before 1523, but afterwards he was primarily trying to preserve his own political influence. The answer may be based on candidates understanding that ministers were not expected to introduce 'reforms'.