

**AS**  
**HISTORY**  
**7041/1C**

The Tudors: England, 1485–1603

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

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Mark scheme

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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** With reference to these extracts and your understanding of the historical context, which of these two extracts provides the more convincing interpretation of the changing power of the Crown in the 1530s?

**[25 marks]**

*Target: AO3*

*Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.*

**Generic Mark Scheme**

- L5:** Answers will display a good understanding of the interpretations given in the extracts. They will evaluate the extracts thoroughly in order to provide a well-substantiated judgement on which offers the more convincing interpretation. The response demonstrates a very good understanding of context. **21-25**
- L4:** Answers will display a good understanding of the interpretations given in the extracts. There will be sufficient comment to provide a supported conclusion as to which offers the more convincing interpretation. However, not all comments will be well-substantiated, and judgements may be limited. The response demonstrates a good understanding of context. **16-20**
- L3:** The answer will show a reasonable understanding of the interpretations given in the extracts. Comments as to which offers the more convincing interpretation will be partial and/or thinly supported. The response demonstrates an understanding of context. **11-15**
- L2:** The answer will show some partial understanding of the interpretations given in the extracts. There will be some undeveloped comment in relation to the question. The response demonstrates some understanding of context. **6-10**
- L1:** The answer will show a little understanding of the interpretations given in the extracts. There will be only unsupported, vague or generalist comment in relation to the question. The response demonstrates limited understanding of context. **1-5**
- Nothing worthy of credit. **0**

**Indicative content**

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

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:**

- Elton's overall argument is to stress that during the 1530s the long-standing demands for the increased power of the Crown was achieved, particularly in relation to the monarch's authority over the Church
- Elton clearly states that, from this point, the King held both supreme temporal power and supreme spiritual power over the Church. Henry was responsible only to God
- Elton argues that the Crown was superior to Parliament; Parliament did not share in the creation of the supremacy over the Church, its role was to grant taxation and to pass legislation.

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

- Elton's interpretation can be supported in that key legislation was passed which gave Henry VIII the ultimate power over the Church. The Act of Appeals was key in this process. There is also evidence of English monarchs attempting to limit the power of Rome
- Elton's interpretation can be supported in that the King's power was supreme – only the King could call Parliament and Parliament had no role in the convocations which established the Canon law of the newly established Church of England
- Elton's interpretation can be challenged in the emphasis on the relationship between Crown and Parliament. Key legislation was passed, for example the Acts of Dissolution, but a more significant set of legislation established the Supremacy of the monarch and, even more significantly, the Acts of Succession placed authority for who succeeded Henry in the hands of Parliament.

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

- the overall interpretation places its emphasis on the increased power of Parliament in the 1530s. The extract stresses the increased power of Parliament in relation to that of the Crown and in terms of its own role
- Loades contrasts the earlier role of Parliament which was to grant taxation to the monarch, with its role in the 1530s in terms of passing legislation which altered the role of the Church and the role of the Crown. Examples given are: The Act of Appeals and the Act of Supremacy
- Loades argues that both the frequency and role of Parliament were altered during the 1530s; what was not anticipated was that a consequence of the Reformation Parliament was that, from this time, the power of Parliament limited the power of the Crown.

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

- Loades' interpretation is supported by the role of the Reformation Parliament in passing legislation which achieved the break with Rome and enabled the marriage between Henry and Anne Boleyn. A key outcome of these years is that the Crown was strongest when it acted through Parliament
- the interpretation can be supported by evidence which suggests that the primary function of Parliament before the 1530s was to grant monies to the Crown for the defence of the realm, in return for which minor legislation originated in Parliament. Parliament was called infrequently

- Loades' interpretation can be challenged in that, whilst Parliament sat frequently and for a considerable time in the 1530s and much legislation was passed, this did not, in itself represent a substantial change to the relationship between Crown and Parliament. Parliament was not called as often in the 1540s, or in the reign of Edward VI, and the monarch still had the right to act by proclamation.

In arriving at a judgement as to which extract provides the more convincing interpretation, students might conclude that Elton is convincing in his emphasis on the increased power of the Crown in relation to the Church but, challenges the actual importance of Parliament as necessary partners in passing legislation. Alternatively, they may argue that Loades is convincing in the specific role which Parliament played in creating and establishing the Royal Supremacy in the 1530s, but that the extent of its role was limited by the needs of Henry VIII himself.

**Section B**

- 0 2** 'The marriages of his children to foreign powers were Henry VII's greatest achievements in foreign policy.'

Explain why you agree or disagree with this view.

**[25 marks]**

*Target: AO1*

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

**Generic Mark Scheme**

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

**Indicative content**

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

**Arguments supporting the view that the marriages of his children to foreign powers were Henry VII's greatest achievements in foreign policy might include:**

- Spain was the most significant power in Europe in the late fifteenth and early sixteenth centuries. The betrothal of Prince Arthur to Catherine of Aragon gave legitimacy to Henry VII's claim to the throne. The marriage of his eldest son was believed to secure the future of the dynasty
- the marriage of Margaret to James IV was an attempt to neutralise the support given to alternative claimants to the throne by Scotland and reinforce the legitimacy of Henry VII's claim to the throne. The marriage was sanctioned by a formal peace treaty – the Treaty of Perpetual Peace, which ensured the continuation of the relationship between the two powers for the remainder of the reign
- marriage alliances were an essential part of international diplomacy, seen to be essential for avoiding costly wars and isolation
- the Treaty of Medina del Campo which secured the betrothal of Arthur and Catherine also facilitated trade talks between England and Spain.

**Arguments challenging the view that the marriages of his children to foreign powers were Henry VII's greatest achievements in foreign policy might include:**

- the neutralisation of the French threat to England through involvement in Brittany could be seen as Henry VII's greatest achievement. This was achieved through the Treaty of Redon, the strategic invasion and the Treaty of Etaples
- whilst recognition and security were key aims of Henry VII's foreign policy, the defence and extension of England's trading interests were successfully extended outside of marriage treaties. The *Intercursus Malus*, which followed the trade embargo and the Treaty of Windsor, was a major achievement in securing the trade in woollen cloth between England and Burgundy
- it could be argued that the marriage between Catherine and Arthur was not a success, not only because of the death of Arthur and the protracted discussions about the return, or otherwise, of the dowry, but the death of Isabella, left Henry diplomatically isolated. Ferdinand ensured that the marriage of Henry and Catherine did not take place whilst Henry VII lived
- it can also be argued that the threat from Scotland was neutralised by the Treaty of Ayton in 1498.

Students are likely to debate the aims of Henry VII in terms of foreign policy. Marriage alliances were certainly key to achieving recognition of the Tudor dynasty. However, national security and trading interests were better served by other means.



**0 3** 'The most important reason for popular discontent in England, in the years 1525 to 1547, was religious change.'

Explain why you agree or disagree with this view.

**[25 marks]**

*Target: AO1*

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

### Generic Mark Scheme

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

## Indicative content

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

**Arguments supporting the view that the most important reason for popular discontent in England, in the years 1525 to 1547, was religious change might include:**

- changes to religion were a major cause of opposition in the 1530s. A key reason for the Pilgrimage of Grace was the changes to the relationship between England and Rome which had been developing from the early 1530s
- the perceived and actual physical threats to churches and the monasteries was a cause of the unrest of the Pilgrimage of Grace, this certainly was the most immediate cause
- the peasant classes objected to the dissolution of the monasteries because of the threat to their way of life if the lands belonging to the monasteries changed hands.

**Arguments challenging the view that the most important reason for popular discontent in England, in the years 1525 to 1547, was religious change might include:**

- attempts to raise taxation to finance a war with France were a significant cause for concern. The attempt to raise parliamentary taxation failed. There was significant opposition to the Amicable Grant which resulted in significant unrest in East Anglia
- the Statute of Wills was a major cause of the Pilgrimage of Grace in 1536. Those owning land supported the rising because of the need to pay a fee to the monarch when land was inherited
- the war with France from 1544 was partly financed by the debasement of the coinage, rather than direct taxation, which caused localised opposition due to falling real wages.

The Pilgrimage of Grace was the most challenging outbreak of popular discontent in the years 1525 to 1547 and had as its unifying cause, religious change. The demands made by the protesters also included social and economic concerns. Throughout the period – from the demand for the Amicable Grant to the debasement of the coinage to fund the war with France; underlying economic issues, caused the greatest concern.