



AS

History

Tudors: England, 1485–1603

7041/1C Consolidation of the Tudor Dynasty: England, 1485–1547

Mark scheme

7041
June 2016

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 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.

June 2016

The Tudors: England, 1485–1603

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

Section A

- 01** With reference to these extracts and your understanding of the historical context, which of these two extracts provides the more convincing interpretation of Henry VII's attempts to consolidate royal authority in the years 1485 to 1509? **[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.

In responding to this question, students may choose to respond to each extract in turn, or to adopt a more comparative approach to individual arguments. Either approach could be equally valid, and what follows is indicative of the evaluation which may be relevant.

Students must assess the extent to which the interpretations are convincing by drawing on contextual knowledge to corroborate or challenge.

Extract A: In their identification of Lockyer’s argument, students may refer to the following:

- in Extract A Lockyer argues that Henry VII attempted to establish his authority on the nobility through a range of moderate traditional methods
- Henry VII attempted to keep a check on the nobility through the use of bonds and recognisances, Henry used the Star Chamber and the Council Learned in the Law to establish his authority; but there was no simple solution and the effectiveness of some of the methods is difficult to estimate
- Henry VII attempted to restrict retaining whilst ensuring that he had military support when he needed it.

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

- Bonds and Recognizances were used in an unprecedented scale .The use of these was not moderate, the Council Learned in the Law rapidly angered the wealthy landholders, Retaining was a traditional method of raising forces and from 1504 noblemen had to acquire a special licence to retain, reinforcing the message of the source
- the Star Chamber was used to enforce order as the extract suggests. The charges heard were mainly against noblemen who had broken laws over maintenance and retaining
- Henry VII did establish his authority on the nobility over the course of his reign. There was no simple solution – Henry used a variety of methods, many of which were traditional but Henry used them in a different way. An example might be the use of suspended the Act of Attainder against the Earl of Surrey and using him to impose order on Yorkshire.

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

- in Extract B Meyer argues that Henry VII directly attacked the nobility to establish his own authority by stripping them of their power and independence. This was achieved legally but through the use of forgotten legislation
- Henry VII marginalised key members of the nobility through removing them from key positions, including Lord Stanley. Those who opposed Henry were destroyed
- Henry VII weakened the nobility by forcing them to sign bonds and recognisances.

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

- Lord Stanley was removed from his position and executed but only after committing treason in support of Warbeck
- Bonds and Recognizances were used extensively but it was actually relatively rare for bonds to be collected. However, the execution of Empson and Dudley by Henry VIII suggests that there was significant hostility to these and they may have resulted in a challenge to the authority of the monarch

- the nobles who were destroyed tended to be those involved in rebellion, or supporting pretenders. For example, the Earl of Lincoln. It is difficult to suggest that the nobility's power was stripped away. Whilst Henry was reluctant to elevate people to the nobility, he was careful to adequately reward those already with influence.

In this context, Extract A seems the most convincing. It gives a more balanced and factually supported overview of the period. Extract B appears a little extreme in its interpretation. The suggestion in Extract A that it is difficult to come to concrete conclusions about the effectiveness of Henry's tactics is also probably more convincing than the more definitive conclusions of Extract B.

Section B

- 02** 'The desire to increase his international prestige was the most important motive behind Henry VII's 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 suggesting that the desire to increase his international prestige was the most important motive behind Henry VII's foreign policy might include:

- Henry's desire for prestige was an obvious consequence of his disputed claim to the throne. He wanted to impress European rulers who would recognise his legitimacy.
- Henry was reluctant to involve England in expensive foreign entanglements. Alliance with foreign powers might increase prestige at the same time as keeping England safe from foreign adventure
- the Treaty of Medina del Campo in 1489 provided Henry with much of the prestige he craved. The marriage agreement between Catherine and Arthur was an obvious part of this
- Henry's attempt to retract Prince Henry's betrothal after 1504 was motivated by a consideration of how the power had apparently shifted in Europe towards Philip.

Arguments challenging the view that the desire to increase his international prestige was not the most important motive behind Henry VII's foreign policy might include:

- Henry's foreign policy was plainly a defensive one. He lacked the power to dictate events, especially in the context of the emergence of a united Spain, various pretenders and the beginnings of the Italian wars
- Henry's foreign policy was closely entwined with his domestic policy objectives, and especially the ability to confront pretenders and undermine their support, e.g. Henry's support of Philip after 1504 was motivated by Maximilian's decision to harbour Edmund de la Pole
- Trade was a key motive. Trade with Burgundy after 1496 was substantial, e.g. the Treaty of Etaples, 1492 was plainly focused on the expansion of trade and indeed the attempt to weaken the Hanseatic League and the favourable promotion of the Merchant Adventurers.

Students may well argue that there were a range of factors motivating Henry's foreign policy and that it is anyway difficult to delineate separate motives. The desire to increase prestige may be very similar to the desire to establish a stable regime. However, students are likely to argue that international prestige was more a desirable consequence for Henry rather than a key motive.

- 03** ‘Despite the Break with Rome, Henry VIII never seriously abandoned the Catholic faith in the years 1529 to 1547.’

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 suggesting that Henry VIII never seriously abandoned the Catholic faith in the years 1529–1547:

- at the trial of John Lambert in 1538, Henry directly challenged Lambert's questioning of Catholic teaching and publically stated his belief in transubstantiation – the key Catholic doctrine, which re-enforced his belief in the role of the priest
- The Act of Six Articles and the King's Book re-asserted the key Catholic beliefs, especially that of the seven sacraments. Unlike earlier legislation promoted by Cromwell, these were personally approved by Henry VIII himself
- Henry demonstrated his faith in purgatory by requesting requiem masses to be said in perpetuity following his death. This was in spite of his support for the dissolution of Chantries
- the majority of the legislation against the Catholic Church and therefore seemingly the Catholic faith was motivated by a desire to gain the annulment and to acquire financial resources.

Arguments challenging the view that Henry VIII never seriously abandoned the Catholic faith in the years 1529–1547:

- Henry challenged a key tenet of the Catholic faith in terms of the authority of the Pope and the right of the Pope and the College of Cardinals to decide canon law, when he broke with Rome in 1533
- Henry challenged the importance of salvation by good works through his attack in Monasteries and on pilgrimages which provided means by which the Catholic faithful could earn redemption from purgatory
- Henry challenged a key element of the Catholic faith in that he allowed the Bible to be placed in Churches and be accessed by even a plough boy. He had previously brought Tyndale to death on a charge of heresy for promoting such a belief
- Henry was prepared to execute both Catholics and Protestants on charges of heresy.

Henry did abandon his loyalty to the mother Church in Rome and he certainly reformed and challenged some Catholic beliefs, but his actions demonstrate that he was not prepared to endanger his soul by challenging the sacraments.