



**General Certificate of Education
June 2013**

AS History 1041

HIS1B

Unit 1B

Britain, 1483–1529

Final

Mark Scheme

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 events which all examiners 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 examiner understands and applies it in the same correct way. As preparation for standardisation each examiner 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, examiners encounter unusual answers which have not been raised 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 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 to download from the AQA Website: www.aqa.org.uk

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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 students. 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 students' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how students have demonstrated their abilities in the Assessment Objectives. Students who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Students 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. Students 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 students 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 student 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 students 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 students' 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*. Students should never be doubly penalised. If a student 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 student 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

June 2013

GCE AS History Unit 1: Change and Consolidation

HIS1B: Britain, 1483–1529

Question 1

01 Explain why there were rebellions against Richard III in 1483. (12 marks)

Target: AO1(a), AO1(b)

Generic Mark Scheme

Nothing written worthy of credit. **0**

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. **1-2**

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**

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.

Answers should include a range of reasons as to why rebellions occurred.

Students might include some of the following factors:

- Richard's hold on the throne was less than secure from the start especially considering the nature of its acquisition
- rebellion was really a series of uprisings centred on the South East and taking in local grievances

- Buckingham was an ambitious and title hungry man disappointed by Richard's unfulfilled promises
- Buckingham was motivated by personal conscience after the death of the two princes
- Morton inflamed the grievances and sense of injustice of Buckingham further
- Buckingham had his own claim to the throne and may have sought the removal of Richard III
- there is obvious comment to be made about Richard's usurpation which will be relevant when linked to 1483.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might argue that Buckingham's rebellion fed into a pre-existing series of rebellions and as such there was no single motive and perhaps also no single rebellion in 1483.

Question 1

- 02** How successful was Henry VII in consolidating royal authority in the years 1485 to 1509? (24 marks)

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

Generic Mark Scheme

- Nothing written worthy of credit. **0**
- 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. **1-6**
- 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**

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 should be able to make a judgement by addressing the focus of the question and offering some balance of other factors or views. In 'how important' and 'how successful questions', the answer could be (but does not need to be) exclusively based on the focus of the question.

Factors suggesting consolidation might include:

- his marriage to Elizabeth of York and the birth of an heir gave his rule a further legitimacy
- the use of imagery; the coronation and the Tudor Rose
- many of the great magnates had died during the Wars of the Roses. Attainder and the execution of Stanley, removed other foci of opposition
- financial policies strengthened the Crown
- support from the Church and the Papacy gave Henry further legitimacy and stability
- the effective treatment of the Lovell, Simnel and Warbeck challenges
- the Cornish rebellion shows Henry's strength by 1497, especially in his confidence allowing the rebels to approach London
- an effective foreign policy increasingly isolated any potential support from abroad.

Factors suggesting a lack of consolidation might include:

- the very existence of the pretenders and of rebellion proves the tenuous hold that Henry VII had
- Henry's reaction to the Cornish rebellion might be considered less as a sign of confidence as one of fear and uncertainty about the scale of the rebels support
- the Spanish monarchs were reluctant to advance with the 1489 marriage treaty as they were unsure of the stability of the English throne
- the execution of Stanley may be considered an extreme reaction to events and evidence of Henry's continued paranoia.

Good answers are likely to/may show an awareness that the sense of consolidation was by no means a gradual improvement and that there were significant turning points standing outside of a narrative chronology. Indeed, there may be some effort to suggest the chronological change across the period in that royal authority was consolidated effectively by 1499.

Question 2

03 Explain why the Magnus Intercursus was agreed in 1496. (12 marks)

Target: AO1(a), AO1(b)

Generic Mark Scheme

Nothing written worthy of credit. **0**

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. **1-2**

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**

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.

Answers should include a range of reasons as to why Magnus Intercursus was introduced.

Students might include some of the following factors:

- general commentary about the backward nature of English maritime venture and the limited overseas markets for English goods
- general commentary about Henry VII's desire for recognition on the international stage
- more specific commentary about the economic impact of the trade embargo with the Netherlands introduced in 1493, and the subsequent counter-embargo
- Warbeck's failure meant it was of little benefit for foreign rulers to continue to offer support to pretenders to the English throne
- the promise of Philip not to harbour pretenders
- the need of Philip of Burgundy to ensure English support against the French
- the obvious desire to extend trade throughout Philip's lands, except Flanders.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might suggest that there was a combination of political and economic factors behind what ostensibly was a simple international treaty.

Question 2

- 04** How successful was Henry VII in expanding trade in the years 1485 to 1509? (24 marks)

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

Generic Mark Scheme

- Nothing written worthy of credit. **0**
- 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. **1-6**
- 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**

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 should be able to make a judgement by addressing the focus of the question and offering some balance of other factors or views. In 'how important' and 'how successful questions', the answer could be (but does not need to be) exclusively based on the focus of the question.

Factors suggesting success might include:

- Navigation Acts obviously limited the involvement of foreign merchants in English trade. The reaction from the Spanish and the Hanse is evidence of the effectiveness – especially in the wine trade – of these acts
- the development of the merchant marine was not extensive but did see the introduction of much larger ships capable of competing on the international stage
- the regulation of the cloth trade and especially the limits placed on the purchase of wool by foreign merchants in 1489, ensured that 60% more cloth was being exported in 1509. This was helped by the punitive use of customs duties to regulate the export of raw cloth
- the development of treaties such as Malus Intercursus, at least gave a theoretical basis to greater trading rights for the English
- Etaples and the eventual removal of trading regulation, ensured much greater involvement in French markets
- Medina del Campo in 1489 gave Henry substantial trading rights which he then built upon effectively throughout the remainder of his reign.

Factors suggesting other factors/alternative view might include:

- the limited numbers of merchant ships invested during the reign of Henry VII
- the use of trade embargo to further political ends, and especially the control of pretenders, obviously damaged trade
- treaties such as Medina del Campo had limitations – for example not offering the step into the New World that might have been hoped for
- there was much less success in the Baltic trade and especially in areas controlled by the Hanseatic League
- Henry began the process of developing foreign trade – his lack of a useful marine and his failure to fully support foreign exploration further hindered the full development of trade.

Question 3

05 Explain why the Treaty of London was signed in 1518. (12 marks)

Target: AO1(a), AO1(b)

Generic Mark Scheme

Nothing written worthy of credit. **0**

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. **1-2**

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**

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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**

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.

Answers should include a range of reasons as to why the Treaty was signed

Students might include some of the following factors:

- Anglo-French relations had been tense for some time and this tension had been furthered by the accession of Francis I in 1515
- Francis proved himself to be a competent soldier and quickly won victories over the Pope and also the Swiss at the Battle of Marignano in 1515
- a period of frenetic treaty making, and especially the Treaty of Noyon had proven the isolation of England and also her diplomatic weakness
- Wolsey was personally keen to make a name for himself as an arbiter of international affairs
- it was Leo X that really made the treaty possible in his call for a general European peace and a collective crusade against the Moslem threat to Italy
- Wolsey took advantage of this and suggested the core of this treaty should be an Anglo-French peace treaty

- this was meant to be a treaty of Universal Peace.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might argue that whilst Wolsey is seen as the guiding force behind the treaty, there were in fact much more long term factors at work that Wolsey simply hijacked to his own advantage.

Question 3

- 06** How far was Wolsey's fall from power in 1529 due to his failure in foreign policy?
(24 marks)

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

Generic Mark Scheme

- Nothing written worthy of credit. **0**
- 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. **1-6**
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Students should be able to make a judgement by addressing the focus of the question and offering some balance of other factors or views. In 'how important' and 'how successful questions', the answer could be (but does not need to be) exclusively based on the focus of the question.

Factors suggesting failure in foreign policy as a factor might include:

- the shift to a pro French policy after 1525 and the subsequent Treaty of the More, did little to enamour Wolsey to his opponents at home
- Wolsey's lifting of the embargo against Burgundy proved another in a list of embarrassing changes in policy
- the peace France made with the Holy Roman Emperor at Cambrai on 5 August 1529 finished any hope Wolsey had of exerting influence over the Pope, and so of saving his position. The treaty confirmed Charles V's victory over Henry
- in 1527, when the pope was effectively held prisoner by Charles V, Wolsey advanced his own claim as pope – this did little to ensure a speedy annulment later.

Factors suggesting other factors/alternative view might include:

- Wolsey had a difficult relationship with the church in England, especially after his summoning of a Legatine Council in 1519. His closure of 30 religious houses between 1524 and 1529 caused further problems and provoked animosity
- Henry VIII had assumed that annulment of his marriage would be swift and that success was guaranteed. This may have been furthered by Wolsey's own counsel
- Wolsey did much to emphasise his good and extensive contacts in Rome, especially considering he was Cardinal Archbishop and in addition Papal Legate
- the Amicable Grant had weakened the high regard with which Wolsey was held by the king. This protection was the only thing really keeping him in office after 1525
- by 1529 he was a spent political force any way
- Wolsey's decision to progress the annulment in public and via a stage-managed Legatine court, was to prove a costly mistake
- Wolsey had angered many of the nobility. His own humble origins alone and his endowment of colleges, apparently to further his own glory, did little to win friends
- Henry VIII had hoped and expected a rapid annulment – as he grew frustrated with the lengthy legal argument and the slow speed of materials arriving from Rome, so he grew angry with Wolsey.

Converting marks into UMS marks

Convert raw marks into marks on the Uniform Mark Scale (UMS) by using the link below.

UMS conversion calculator: www.aqa.org.uk/umsconversion