
AS HISTORY

Paper 1C The Tudors: England, 1485–1547

Mark scheme

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.

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AS History Paper 1 Specimen Mark Scheme**1C The Tudors: England, 1485–1547****Section A**

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|----------|----------|---|-------------------|
| 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 effectiveness of Wolsey as the King's principal minister? | [25 marks] |
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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

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| 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

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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 of individual arguments. Either approach could be equally valid, and what follows is indicative of the evaluation which may be relevant.

Extract A

Students could assess the extent which the interpretation is convincing by drawing on contextual knowledge to corroborate as follows:

- the argument that Wolsey was unpopular can be corroborated by contextual knowledge by reference to his position by 1529 and the little support he received
- the argument that Wolsey's foreign policy was a failure in relation to the annulment can be corroborated by contextual knowledge that this was probably the case, as can the argument that the situation in Italy was probably beyond his control.

Students could assess the extent to which the interpretation is not convincing by drawing on contextual knowledge to challenge as follows:

- the argument that Wolsey did little more than keep the peace and dispense justice can be challenged by contextual knowledge that Wolsey carried out several important reforms in his domestic policy
- Extract A suggests that Wolsey was merely an efficient administrator which can be challenged by contextual knowledge of the offices he held, the wealth he accumulated and his vanity.

Extract B

Students could assess the extent to which the interpretation is convincing by drawing on contextual knowledge to corroborate as follows:

- the argument that Wolsey effected the spirit of a renaissance prince can be corroborated by contextual knowledge of Wolsey's interests in education and his ambitions
- the argument that Wolsey was ruthless and deliberately relied on new men can be corroborated by contextual knowledge of his actions and his promotion of men like Cromwell
- the description of Wolsey as a great man can be corroborated by contextual knowledge of his long and unchallenged influence on the King and by his wealth and the offices he held.

Students could assess the extent to which the interpretation is not convincing by drawing on contextual knowledge to challenge as follows:

- the argument that Wolsey was 'unseeing in an age of vision, an administrator rather than a creator' might be challenged by contextual understanding of Wolsey's reforms and vision in foreign policy for most of his ministry
- the extent to which Henry could implement his reformation without interference from

abroad might be challenged by contextual understanding that the reformation proceeded as it did because of concerns of foreign interference.

Section B

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 'The consolidation of royal authority, in the years 1487 to 1509,**[25 marks]**

was due to Henry VII's control over the nobility.'

Explain why you agree or disagree with this view.

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 consolidation of royal authority was due to Henry VII's control over the nobility might include:

- the relationship with the nobility fundamentally changed under Henry VII. He deliberately drew them more into the work of central and local government
- there was a shift away from the established nobility of the court and more to the interests of the gentry who benefitted from education at the Inns of Court or indeed who profited from royal patronage
- the King's reliance on bureaucratic ministers rather than the nobility might be interpreted as part of an anti-noble bias
- the use of recognisance became a central feature of this control and of the councillor as opposed to noble solution to problems of control and authority
- Henry proved reluctant to grant land and titles which might then assist in the elevation of powerful families at court
- the use of Attainder is well-known and was effectively deployed at times of apparent crisis
- Henry carefully enforced his feudal rights, especially acting against illegal retaining and maintenance
- the extensive use of bonds served to prevent potential unrest from the noble class.

Alternative arguments might include:

- Henry's management of central and of local government was increasingly effective
- Henry increasingly managed his own finances, especially Crown lands and feudal dues, all of which served to increase royal authority
- Henry created a myth of kingship fairly rapidly, both in the use of royal propaganda but also in the elevation of the person of the king in court ceremony, deployment of title and even representation on coinage. Henry was keen to separate the majesty of kingship from the factional rivalry of the past few decades
- the use of the Counsel, combined with royal patronage, to shift authority closer to the person of the king and his bureaucracy and away from local magnates
- Henry reduced the powers of the sheriffs and elevated that of the JPs. This ensured that Henry was able to move appointees around local areas but also that the office was filled increasingly with his own placemen reliant upon the good will of the King alone
- Henry retained a tight control over the Church and continued as a very effective agent of his own authority in the localities. Bishops were treated respectfully but in exactly the same manner as the nobility who might prove a potential challenge to the King's authority.

- 0 3** 'Protestant ideas were responsible for the development of the English Reformation 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

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|------------|--|--------------|
| 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 in support:

- Tyndale's translation of the Bible, although from abroad, was critical in keeping the reformist tendencies current in England
- in the early stages of the Reformation, there was a 'Protestant faction' at court supported by Anne Boleyn. This faction survived both Anne's execution and Cromwell's fall, particularly in the person of Thomas Cranmer
- it would be difficult to suggest that Protestant ideas from Europe were not at least part of intellectual discourse in England
- Protestant ideas from the continent circulated widely thanks to the development of the printing press
- some Protestant ideas were clearly present and influential, not least the translation of the Bible into English
- opposition to the Cult of Relics and to the sale of indulgences was a feature of early reformist discourse in England.

Alternative arguments:

- Protestants seemed to be in a weak position in England in the early 1530s, many having followed Tyndale into exile in Antwerp
- the royal proclamation of June 1530 prohibited the production or even circulation of any texts from this exiled group, or even of English translations of the Bible
- the Ten Articles of 1536 might be viewed as theologically conservative and not a statement of protestant ideas as much as an effort to improve the administration of the Church
- the fall of Cromwell in 1539 pushed protestant ideas back into academic circles and away from the doctrinal orthodoxy of Henry
- the Act of Six Articles proved a complete defeat for Protestant ideas resulting in the resignation of Latimer
- the marriage to Catherine Parr in July 1543 probably did more to introduce protestant ideas than any great conversion to protestant ideas by Henry
- the emergence of a reform group at court thus had more to do with factional politics than the ideas of the Protestants.

