



A-level HISTORY 7042/1C

Component 1C The Tudors: England, 1485-1603

Mark scheme

June 2021

Version: 1.0 Final



2 1 6 A 7 0 4 2 / 1 C / M S

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, ie 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** Using your understanding of the historical context, assess how convincing the arguments in these three extracts are in relation to the challenges during Elizabeth’s reign to the Religious Settlement of 1559.

[30 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:** Shows a very good understanding of the interpretations put forward in all three extracts and combines this with a strong awareness of the historical context to analyse and evaluate the interpretations given in the extracts. Evaluation of the arguments will be well-supported and convincing. The response demonstrates a very good understanding of context. **25-30**
- L4:** Shows a good understanding of the interpretations given in all three extracts and combines this with knowledge of the historical context to analyse and evaluate the interpretations given in the extracts. The evaluation of the arguments will be mostly well-supported, and convincing, but may have minor limitations of depth and breadth. The response demonstrates a good understanding of context. **19-24**
- L3:** Provides some supported comment on the interpretations given in all three extracts and comments on the strength of these arguments in relation to their historical context. There is some analysis and evaluation but there may be an imbalance in the degree and depth of comments offered on the strength of the arguments. The response demonstrates an understanding of context. **13-18**
- L2:** Provides some accurate comment on the interpretations given in at least two of the extracts, with reference to the historical context. The answer may contain some analysis, but there is little, if any, evaluation. Some of the comments on the strength of the arguments may contain some generalisation, inaccuracy or irrelevance. The response demonstrates some understanding of context. **7-12**
- L1:** **Either** shows an accurate understanding of the interpretation given in one extract only **or** addresses two/three extracts, but in a generalist way, showing limited accurate understanding of the arguments they contain, although there may be some general awareness of the historical context. Any comments on the strength of the arguments are likely to be generalist and contain some inaccuracy and/or irrelevance. The response demonstrates limited understanding of context. **1-6**
- 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:

- Extract A's overall argument is that Elizabeth I resisted any change to the settlement either by engaging directly or indirectly and, as a result, the Church remained the same as it had been established in 1559
- Extract A argues that the Settlement matched her own religious beliefs
- Extract A argues that Elizabeth used a range of strategies to deflect the challenges to the Settlement
- Extract A's focus is in considering the challenge from Protestant non-conformity rather than assessing the challenge to the Settlement presented by those who held to the Catholic faith
- Extract A argues that opposition crumbled following the dispute around the Advertisements.

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

- Extract A is convincing in the argument that Elizabeth was unwilling to engage personally with those Protestants who challenged the Settlement. She regarded this to be the role of senior churchmen
- Extract A is convincing that Elizabeth used a range of techniques to deflect the challenges, as seen in her handling of the Vestarian controversy and the concerns over her personal use of Church music. However, the strategy of deflecting challenge was consistent
- whilst Extract A is convincing in the assessment of the efforts of Whitgift, it is unconvincing to state that all opposition crumbled. The Separatist movement developed from the 1580s
- in assuming that the Settlement did not match Elizabeth's beliefs, Extract A is making a definite statement; Elizabeth's actual beliefs are much debated
- in the first decade following the Act of Settlement most of the direct challenges came from Protestants. Although she was seen by them as conservative, later challenges came from Catholics.

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

- Extract B's argument is that the challenge of Catholicism to the Settlement was almost exclusively external. The emphasis is on the dangers to the Settlement from the continent
- Extract B argues that the Northern Rebellion was very limited in both support and in scale
- Extract B argues that recusancy hardly existed in the early years and that the majority of Catholics were loyal to Elizabeth
- Extract B's argument is that the main purpose of the priests sent to England was to overthrow the monarch.

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

- Elizabeth's response to the Rising and her subsequent retributions suggest that the Northern Rebellion was not limited in support and scale
- Extract B's argument that recusancy hardly existed is only partly convincing. Many remained true to the old faith; recusancy was not consistently reported or fined until the early 1570s
- Extract B's view that the purpose of sending priests to England to overthrow the monarch is only partly convincing. Before the execution of Mary Queen of Scots, there was support for removing Elizabeth. However, the majority of priests sought to offer the sacraments to those who were already of the faith
- Extract B is convincing in suggesting that the majority of Catholics were loyal to the Queen, but at the same time, wished to maintain their faith privately. There are numerous cases of Catholic gentry who served Elizabeth faithfully.

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

- Extract C's argument is that discontent and dissatisfaction with the Settlement of 1559 continued for at least the next twenty years. Extract C argues that the position of the two sides hardened rather than being resolved
- Extract C argues that the early critics who challenged the Church, the Puritans used a range of resistance strategies, but ultimately, they were prepared to stay in the Church
- Extract C argues that the real demands for fundamental reform came from the Presbyterians who wanted fundamental reform and faced considerable opposition from the establishment
- Extract C argues that the attempts to reform failed as the Church became increasingly controlled by a conservative clergy.

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

- Extract C is convincing in arguing for a prolonged challenge to reform the Church. This ranged from the Vestarian controversy, through the Advertisements to the pamphlet wars between Cartwright and Whitgift
- Extract C is convincing in suggesting that the Puritans did want to reform from within and does seem to have responded to the need to obey the royal supremacy
- the Presbyterians clearly did want fundamental reform. They looked for the replacement of the episcopacy and its replacement with a Presbyterian system of Church government. This was outlined in the Admonitions. However, there was support for the Presbyterians from both Burghley and Leicester
- Extract C is correct in identifying Whitgift as more conservative and his enforcement of the Three Articles forced out some Presbyterian clergy, such as Gifford and Cartwright. However, it was also the case that the death of some of the leading Presbyterians, weakened the movement.

Section B

0 2 'By 1509, Henry VII had established his authority across the whole of England.'

Assess the validity of 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 very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21-25**
- L4:** Answers will display a good understanding of the demands of the question. It 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 relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16-20**
- L3:** 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, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11-15**
- L2:** The answer is 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 by 1509, Henry VII had established his authority across the whole of England might include:

- the establishment of the Privy Chamber/Privy Council had ensured that he controlled government. Stanley was the last noble to challenge his authority
- Henry controlled the nobility through a range of inducements, such as the Order of the Garter and positions on the Great Council
- Henry controlled the nobility through threats, such as bonds and recognisances. Opportunities to mount a direct challenge to his authority were restricted by Acts against illegal retaining
- the succession of Henry VIII was not challenged, the first unopposed heir since Henry VI.

Arguments challenging the view that by 1509, Henry VII had established his authority across the whole of England might include:

- although, by 1509, Henry had defeated the pretenders to the throne, others who had legitimate claims were still alive: the Earl of Suffolk, who had a legitimate claim to the throne, was still alive, although in prison. His younger brother, Richard, fought for foreign powers in Europe until his death at the Battle of Pavia
- by 1509, Henry was deeply unpopular. His use of bonds and recognisances had created significant opposition. Henry VIII executed his father's main supporters, Empson and Dudley, to deflect continued opposition
- Henry, himself did not feel secure. This was evidenced by his search for a new wife after the death of Elizabeth and his youngest son
- the localities were still largely in the hands of the nobility. Gentry in the North had greater allegiance to nobles, such as the Percy family. Henry had appointed JPs and Sheriffs in the localities, who were loyal to him, but their control and effectiveness was patchy.

Henry VII had been very adept at establishing his authority throughout England. It is fair to state that in 1509 his authority was recognised. However, there may have been challenges if he had reigned for longer; he himself was concerned by this. He had ensured that the enforcers of law and order were loyal to him, but particularly in the North, there were areas where primary loyalty was to the regional noble.

0 3 How successful was Henry VIII's foreign policy in the years 1509 to 1529?

[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 very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21-25**
- L4:** Answers will display a good understanding of the demands of the question. It 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 relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16-20**
- L3:** 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, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11-15**
- L2:** The answer is 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 Henry VIII's foreign policy was successful in the years 1509 to 1529 might include:

- the Treaty of Perpetual Peace was the high point of Henry VIII's aim to achieve an equality of status with Francis I and Charles V by holding the balance of power in Europe
- Henry VIII secured military success, specifically in the defeat of James IV at Flodden and in the second invasion of France which secured Therouanne and Tournai
- The Field of the Cloth of Gold was a diplomatic success for Henry VIII
- for the first part of his reign, Henry was an ally with the foremost power in Europe – Charles V. This was significant in diplomatic terms and in terms of Henry's overall aims
- Henry achieved his aim in further establishing himself as a Chivalric Prince by leading his considerable armies into battle in France.

Arguments challenging the view that Henry VIII's foreign policy was successful in the years 1509 to 1529 might include:

- Henry VIII was unable to establish himself as an equal to Francis I and Charles V as England did not have sufficient wealth. This was most evident following the Battle of Pavia and the failure of the Amicable Grant
- Henry VIII failed to make substantive gains in France. Therouanne was a limited achievement and was returned to the French
- the attempt to forge links with foreign powers and to establish the Tudor dynasty was limited. Princess Mary's marriage to Louis XII lasted barely three months and the hand of his daughter, Mary, was rejected by the French
- Henry was frequently used by the Spanish who did not regard Henry VIII as an equal partner as he hoped. This was evident with the failure of the army sent to Navarre in 1512
- Henry VIII was unable to sustain a consistent foreign policy as England was too poor. Henry VIII and his Chief Minister, Wolsey, were forced to react to the rivalries of the two major powers.

Henry VIII's foreign policy in the years 1509 to 1529 was a partial success. Through the Treaty of Perpetual Peace, Henry achieved his main aim of establishing himself the equal of Francis I and Charles V, but this was short-lived. At times Henry achieved his aims of military success and gained territory but these were limited. Henry VIII's aims were unlikely to have been achieved as England was only ever in a position of reacting to the decisions of others and was never wealthy or strong enough to determine continental affairs.

0 4 'Exploration, trade and colonisation beyond Europe were responsible for economic growth in England in the reign of Elizabeth I.'

Assess the validity of 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 very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21-25**
- L4:** Answers will display a good understanding of the demands of the question. It 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 relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16-20**
- L3:** 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, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11-15**
- L2:** The answer is 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 exploration, trade and colonisation beyond Europe were responsible for economic growth in England in the reign of Elizabeth I might include:

- trading networks developed to include the Guinea Coast, Russia and the Ottoman Empire. There was some trading to markets in the Far East, these trading links were particularly important in the importation of luxury goods which stimulated the cycle of prosperity. These went some way to offset the decline in the Antwerp cloth market
- the funding of voyages of exploration and trading links were achieved by the establishment of joint-stock companies. These companies, which were owned by share-holders, proved an essential model for further development of capital ventures
- the main explorers, Hawkins, Raleigh and Drake were motivated by attempts to find new lands and markets and to capture foreign silver. There was an attempt to benefit from the sources of raw materials established by the Portuguese and Spanish
- privateering was a major source of foreign silver which entered the English market. To some degree this caused inflation but provided significant wealth of those who had invested in the voyages.

Arguments challenging the view that exploration, trade and colonisation beyond Europe were responsible for economic growth in England in the reign of Elizabeth I might include:

- the main source of capital and stimulator of economic growth was land. The land market had increased following the dissolution and was further stimulated by the sale of Crownlands under Elizabeth
- building of new homes was a feature of prosperity and a stimulus to further prosperity as the gentry and yeoman, as well as the nobility, sought to furnish their homes and purchase luxury goods
- farming itself became more market orientated, particularly around London where the market for foodstuffs grew to provide for the growing population. Capitalist production of foodstuffs created wealth and prosperity
- although the Antwerp market had been disrupted the manufacture and export of woollen cloth continued to be the main staple of the economy
- although there was considerable investment in planning to establish colonies in America; there was no return on the investment. The one colony established under Raleigh's patent from the Queen proved disastrous when all the settlers were killed in the first winter.

The period saw much wealth creation and the development of new methods of finance. The traditional basis of the English economy continued to be important. Nevertheless, much of that economic growth which took place could not have happened without the influx of South American silver which was the greatest product of overseas exploration.