



**General Certificate of Education
January 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

January 2013

GCE AS History Unit 1: Change and Consolidation

HIS1B: Britain, 1483–1529

Question 1

01 Explain why Henry VII introduced the Navigation Acts. (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 Henry VII introduced the Acts.

Students might include some of the following factors:

- the Hanse would never be effectively challenged if English merchants continued to use their ships.
- Henry had not shown much interest in developing the navy – the pressure for the two Navigation Acts probably came from Parliament

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- there was an obvious, although not well developed connection between merchant shipping and the interests of national defence
 - the Acts were merely part of a longer and wider policy of limiting the rights of foreign traders in England. It was an extension of the banning of the export of unfinished cloth by foreign merchants in 1487 and the ending of the Hanse's control of the export of bullion in 1489
 - new shipping would be important in the development of a marine able to explore new lands for the further prestige and wealth of the crown
 - Henry VII genuinely wanted to encourage growth in shipping, exports and maritime exploration.

To reach higher levels, students will need to show the inter-relationship of the reasons given perhaps by suggesting that one factor was more prominent, or by suggesting long-term and short-term reasons. For example, it might be suggested that the desire to develop shipping and also to help improve national defence may well have been factors, but these were incidental as Henry plainly had little interest in the development of a navy. The main factor was a desire to weaken the Hanse – a factor supported by the other areas of mercantile policy in which this was also plainly an aim. In 1504 all the privileges of the House were restored.

Question 1

- 02** How successful were the trade policies of Henry VII in strengthening the kingdom 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.

There are various ways of defining strength of the kingdom, one or a range of these ways are acceptable.

Factors suggesting success might include:

- the aggressive reaction of countries most affected by the Navigation Acts 1485, 1489 suggest that they had some effect on English trade
- the Treaty of Medina del Campo 1489, represented a significant advance for English trade with Spain
- the Intercursus Magnus, 1496, gave English merchants the important concession of trading freely throughout Burgundy
- exploration was significant – new fishing grounds off of Newfoundland
- the withdrawal of Burgundian support from Warbeck in 1496 might be considered a direct result of the embargo introduced in 1493.

Factors suggesting alternative view might include:

- industry developed even less. Most development occurred in the cloth industry, but even then in a small scale that managed to confirm England's underdeveloped status. Much of the finished goods required domestically were still imported
- the Navigation Acts achieved little of lasting impact, except animosity
- Henry's efforts to confront the Hanseatic League's trading privileges ended in failure
- whilst Henry was willing to finance trans-Atlantic voyages, the English Navy actually declined in size during his reign thus affecting security
- trade as a bargaining chip worked in some respects, but as France had proven in 1487, foreign powers were just as capable at imposing trade restrictions on English merchants which could be equally damaging to both trade and to domestic stability.

Good answers are likely to/may show an awareness that there was a difference between policy and outcome. Trade policies also had a number of objectives which should be duly credited if included. Trade was successfully used as a weapon in Henry realising his greatest objective – security on the throne, but it was not necessarily the area of greatest success.

Question 2

03 Explain why Perkin Warbeck was executed in 1499. (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 Warbeck was executed.

Students might include some of the following factors:

- assertions of Henry VII's general need to maintain authority, although such a response might be expected to mention why Henry waited so long to be finally rid of Warbeck
- Warbeck's longevity as a pretender embarrassed Henry, there was only so far that Henry's tolerance could run
- by 1499 Henry wanted to improve international relations and to avoid further strengthening of anti-Tudor groupings abroad he needed to be rid of Warbeck.

Students may refer to some of the following long-term factors:

- beginning his imposture in 1491, Warbeck had elicited support from Ireland, Scotland, France and also the Holy Roman Emperor. It was clear that he remained a focus for potential foreign intervention in England and as such should be removed
- the 1493 trade embargo with Burgundy had worked, but had been economically damaging. Henry VII had little desire to repeat it which he might have to do if Warbeck remained

and some of the following short term/immediate factors:

- Warbeck continued to prove his ability to raise support. His involvement in Ireland and especially in the 1497 Cornish rebellion again proved that, however unconvincing his claim might be, it rallied Henry VII's domestic and foreign opponents
- Warbeck had attempted to escape from Court, apparently uncaring of the clemency Henry VII had shown him
- whilst in the Tower, Warbeck was implicated with Warwick in a plot to escape. This was the ostensible and convenient short term reason for the execution.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might comment that Henry VII considered Warbeck little more than a pawn, exploited by the foreign powers and that Henry felt that his image was best served by showing a degree of clemency. It was the short term factors that counted far more heavily – indeed there is much to be explained in why Henry did not treat Warbeck with the same definitive justice as he did some of the other pretenders. The most significant factor was always the security of Henry VII on the throne.

Question 2

- 04** How far was the consolidation of royal authority in the years 1485 to 1495 due to Henry VII's management of the nobility? (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 management of the nobility might include:

- marriage to Elizabeth of York was vital in bringing some Yorkist support, although this should not be over emphasised as the fleeting support offered by Lincoln illustrates
- Henry used his close nobility although did reward the wider nobility
- the use of attainder and bonds to control the nobility should be made relevant to the period
- 1487 might be used as evidence of the scale of noble opposition, but the pro-Tudor nobility remained loyal. Besides, this proved a very useful episode in proving loyalty
- 1487 is also significant due to the Star Chamber Act
- the treatment of Sir William Stanley in 1495 is an indication of the use of agents and of effective management
- the establishment of the Council Learned in Law in 1495.

Factors suggesting that other factors were significant might include:

- the care with which Henry dealt with the period immediately following Bosworth, the calling of his first parliament and the pre-dating of the reign
- the use of Tudor propaganda and imagery
- foreign relations and especially the denial of foreign support for domestic pretenders
- military planning and strategy, especially in 1487 at the Battle of Stoke.
- Henry's control of church appointment may be considered important.

Good answers are likely to/may show an awareness that control of the nobility was one of a clear range of relevant factors most of which worked together to secure authority.

Question 3**05** Explain why Henry VIII went to war against France in 1512 (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 Henry VIII went to war in 1512

Students might include some of the following factors:

- Henry VIII's personal desire to reclaim the French title
- the decline in influence of the anti-war faction at court and the death of Margaret Beaufort
- the ascendancy of the pro-war faction led by Surrey
- Catherine of Aragon's encouragement as she knew such action would reinforce her father's position in Navarre
- the dominance of France on the international stage and especially her success in Northern Italy, encouraged other powers to view France as a rising threat. The formation of the Holy League and England's subsequent membership, further encouraged anti-French sentiment
- the calling of his second parliament successfully led to the granting of funds.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might argue that whilst the rise of a pro-war faction at court was significant, this did little to convince Henry VIII who was already inclined to reclaim previous English glories. The international situation merely made an existing idea possible.

Question 3

- 06** How successful was Wolsey's management of foreign affairs in promoting England's interests in the years 1514 to 1529?

(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.

There might be some attempt to define England's interests, although this should not be done at the expense of the focus of the question.

Factors suggesting success might include:

- Wolsey's successful efforts to conclude the war with France begun in 1512
- Wolsey's skilful use of the claim to the crown of France to further English influence and respond to the rise of Francis I
- the Peace of London 1518
- the Field of the Cloth of Gold and especially the pressure it put on Charles V
- the Treaty of Bruges 1521.

Factors suggesting less success might include:

- failure in negotiations over the annulment, although the focus should remain foreign and not domestic affairs
- failure to rebuild an English empire in France
- the reaction to the Amicable Grant and how this limited independent action in foreign affairs
- victory at Therouanne and Tournai served the interests of the Emperor in the long run
- the sheer cost of foreign adventure
- the suspicion that Wolsey's foreign policy served his own interests better than they served his kings.

Good answers are likely to/may show an awareness that success very much depends upon the objectives. Some students may reasonably argue that there were few consistent objectives, and suggest that Wolsey's policy was more pragmatic and opportunist – although this does not preclude it from having promoted England's objectives. However, clear focus on the notion of degree of success should not be lost. At the higher levels there may be a clear separation of the outcome of foreign policy and the extent to which Wolsey successful *managed* policy.

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