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AS

# History

Paper 1C The Tudors: England, 1485–1547  
Additional Specimen Mark scheme

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Version: 1.0

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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

- |          |          |  |                   |
|----------|----------|--|-------------------|
| <b>0</b> | <b>1</b> | With reference to these extracts and your understanding of the historical context, which of these two extracts provides the more convincing interpretation of royal finance under Henry VII? | <b>[25 marks]</b> |
|----------|----------|--|-------------------|

*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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|------------|---|--------------|
| <b>L5:</b> | 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.   | <b>21-25</b> |
| <b>L4:</b> | 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. | <b>16-20</b> |
| <b>L3:</b> | 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.  | <b>11-15</b> |
| <b>L2:</b> | 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.  | <b>6-10</b>  |
| <b>L1:</b> | 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.  | <b>1-5</b>   |
|            | Nothing worthy of credit.   | <b>0</b>     |

**Indicative content**

**Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.**

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

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

**Extract A: In their identification of Elton's argument, students may refer to the following:**

- Henry sought to enlarge royal revenue
- Henry was successful. He managed to balance the books, and even showed signs of a surplus
- Henry was wealthy enough to loan money by the end of the reign
- Henry reinvested much of the money; the achievement may not be considered impressive as the money was quickly spent under Henry VIII.

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

- the marshalling of resources, through institutions such as the Council Learned in Law and indeed the renewed vigour behind bonds and recognizances is a key component of Henry's financial management
- the throne was in debt at the start of the reign
- there are many accounts of his leaving jewel and plate, although there is much debate about the actual amount
- the suggestion that this achievement should not be considered too impressive is an apt one to make as by the end of his reign his income had risen only marginally. Elton is correct in that Henry simply rode the wave of post war recovery
- the surplus mentioned was in fact far from sizable
- loans were made to other rulers but only as a means to further dynastic security. Henry proved himself quite willing to prove less than careful with money when organising a dynastic match or indeed seeking to impress abroad.

**Extract B: In their identification of Guy's argument, students may refer to the following:**

- Henry used every means at his disposal to extract money; many of these methods were undignified and perhaps improper
- despite these efforts Henry was forced to borrow money
- he did however invest money
- Henry left the treasury in debt.

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

- Henry certainly used most available means of extracting money. Old feudal customs, forced loans and the purchasing of office
- that Henry borrowed money at the height of his financial reforms is accurate, although this does not necessarily imply financial incompetence as he had invested much of his money in a form that made immediate access to it impossible
- the re-introduction of the Chamber was gradual but did ensure excellent administration of royal finance
- he certainly spent much on plate and on jewellery as this was one of the few forms of safely securing wealth in the period
- the references to Henry raising loans should not of itself smack of bad financial planning. Henry's expenditure could be unpredictable and the key, in the absence of a central financial holding bank, was access to ready money. Loans were deployed even by those in surplus revenue
- it seems disingenuous to suggest that Henry VIII paid off his father's debt. Henry left the crown in a much better state than he found it and had resurrected royal revenue
- That Henry sought to limit the power of the Council Learned in Law should not suggest it had failed, but rather that it was too successful and infuriated land holders and city fathers alike.

Students may suggest that Extract A, whilst attempting to rejuvenate the reputation of Henry VII fails to really convey the sense of pecuniary conservatism that Extract B, perhaps more accurately suggests. The notion of a government with a surplus in 1509 is however an orthodoxy which most students will have had most access to, and so may suggest that Extract A, whilst perhaps less convincing about the reign as a whole, does have a certain ring of truth as to Henry's financial position by the end of his reign.

**Section B**

- |          |          |
|----------|----------|
| <b>0</b> | <b>2</b> |
|----------|----------|
- 'Foreign policy was the key reason for the consolidation of Henry VII's authority.'

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**

- |            |  |              |
|------------|--|--------------|
| <b>L5:</b> | 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.   | <b>21-25</b> |
| <b>L4:</b> | 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.   | <b>16-20</b> |
| <b>L3:</b> | 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.   | <b>11-15</b> |
| <b>L2:</b> | 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. | <b>6-10</b>  |
| <b>L1:</b> | 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.   | <b>1-5</b>   |
|            | Nothing worthy of credit.  | <b>0</b>     |

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**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 foreign policy was the reason for consolidation might include:**

- the Lovell Rebellion, Easter 1486 made clear the importance of ensuring that an anti-Tudor coalition of foreign powers did not develop
- the 1493 embargo, and indeed the story of Warbeck's efforts to find foreign backers, illustrates the importance of foreign policy in securing the dynasty
- the Treaty of Ayton, 1497, secured the North from the threat of pretenders
- the Treaty of Redon might be considered a defensive treaty, but by avoiding a rush into armed conflict Henry avoided a potentially dangerous foreign policy position
- the Breton Crisis and especially the Treaty of Etaples ensured that foreign monarchs, such as Charles VIII, would not support pretenders to the English throne
- the Treaty of Medina del Campo, 1489 provided Henry with both recognition on the international stage and also valuable security.

**Arguments challenging the view that foreign policy was the reason for consolidation might include:**

- reform to central and to local government plainly extended authority with the possible exception of the Marcher lords
- royal service was increasingly viewed as the only means of rapid social advance. The conservative creation of new nobility, combined with judicious use of the Garter ensured that no-one became too powerful too quickly
- acts of attainder were an effective method of control. Although not new, their use became much more widespread as the reign progressed
- acts against illegal retaining and maintenance, combined with the use of bonds and recognizances, ensured a certain control over the nobility throughout the reign
- the use of JPs and the wider administration of justice, combined with the use of the Counsel and also the Council Learned in Law gave a formality to the control.

It is likely that a combination of factors ensured Henry's consolidation, although it is doubtful if he ever truly felt secure. The context of the Wars of the Roses ensured that control of the nobility remained a priority and this was always more likely to be achieved via domestic measures. Foreign policy might thwart the threat from pretenders, and also add some recognition to the regime itself, but this was hardly important in the day-to-day administration and exercise of royal authority.

- 0 3** 'Between the years 1515 and 1540 Tudor government was completely transformed.'

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

- |            |  |              |
|------------|--|--------------|
| <b>L5:</b> | 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.   | <b>21-25</b> |
| <b>L4:</b> | 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.   | <b>16-20</b> |
| <b>L3:</b> | 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.   | <b>11-15</b> |
| <b>L2:</b> | 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. | <b>6-10</b>  |
| <b>L1:</b> | 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.   | <b>1-5</b>   |
|            | Nothing worthy of credit.  | <b>0</b>     |



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**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 may divide up the period into the work of Wolsey and that of Cromwell. Alternatively students may approach the question in a more thematic manner. Both approaches are valid.

**Arguments supporting the view that Tudor government was completely transformed might include:**

- Wolsey is often accused of looking to dispense with Parliament entirely
- Wolsey attempted to reform English Common Law and especially the relationship between Star Chamber and Chancery, although increasingly used the Chamber as a means of advancing personal power
- the Eltham Ordinances 1526 and the reduction in size of the Privy Council served to streamline government administration
- the household system of finance was removed
- the Court of First Fruits and Tenths ensured better control over church wealth
- Cromwell produced a Privy Council system of just 20 members
- the Commonwealth Men drove this reform further perhaps than originally intended, adding to a sense of transformation.

**Arguments challenging the view that Tudor government was completely transformed might include:**

- Cromwell and Wolsey simply attempted to ensure that existing system of government worked better
- government remained focused on the individual rather than bureaucratic departments of state
- reform to the Privy Council was less about more effective government than simply offering a temporary means of limiting the power of Cromwell. Yet this was a transformation
- all that really happened under Cromwell was the removal of a chamber system that had been introduced by Henry VII, and therefore the theme was return to the status quo of medieval government. Yet, allowing for this, this was a change in the system of Tudor government.

The notion of a Tudor revolution in government is well rehearsed and students may well be able to offer good specific detail in support of their arguments. However, many may well conclude that any changes were far from permanent and that anyway, such change did not constitute a uniform system of reform from a lexicon of set principles.