



A-level HISTORY 7042/1C

Component 1C The Tudors: England, 1485–1603

Mark scheme

June 2024

Version: 1.0 Final



2 4 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.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

Further copies of this mark scheme are available from aqa.org.uk

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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 Henry VIII's aims in the years 1527 to 1547.

[30 marks]*Target: A03*

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 interpretations/arguments/views.

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

- the overall argument posited in Extract A is that the aims of Henry developed over time. At the start of the period, the main aim of Henry VIII was to resolve his ‘Great Matter’, but in achieving this, his aim developed to gain greater control of the country
- Extract A argues that, following the challenge to the authority of the Papacy, Henry aimed to gain control over the Church in England
- Extract A argues that, having gained control over the Church, Henry aimed to extend his authority
- Extract A argues that Henry aimed to maintain the doctrine of the Church as it had been under the Papacy.

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 the demand for the annulment precipitated the events which culminated in Henry extending his authority over the Church and country.
- Extract A is convincing in its argument that, as his challenge to the Pope over the annulment of marriage dragged on, Henry sought to gain control over the Church. However, the Royal Supremacy was the outcome of the failure of other strategies – for example the financial penalties on the clergy, removal payments of Peter’s Pence
- Extract A is convincing in that the extension of his authority across the country did develop from the Royal Supremacy, however, the extension of royal authority across the kingdom had begun with the centralising policies of Henry VII
- Extract A is not fully convincing in the argument that Henry VIII wanted to maintain the doctrine of the Church as it had been under the Papacy. It is convincing in that he held core beliefs, such as transubstantiation, but there were elements, such as the veneration of saints and the importance of pilgrimages, which he challenged.

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

- the overall argument in Extract B is that Henry VIII was motivated by his moral and religious beliefs; he was following a path laid down by Scripture
- Extract B suggests that, to some degree, Henry VII was motivated by ambition and greed, although this is only part of the story
- Extract B argues that Henry VIII aimed to cleanse the realm from superstition as he outlined in the King’s Book
- Extract B argues that Henry VIII was motivated to persecute his enemies – both religious and political – to ensure his security.

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

- Extract B is convincing in that Henry was motivated by his faith throughout the years 1527 to 1547 and justified his actions with his religious belief. This can be seen in the use of the Book of Leviticus to secure the annulment, the trial of John Lambert and in his last speech to Parliament. However, this was also a means to an end as he was unable to pressure the Pope by other means
- Extract B is convincing in that Henry was motivated to some degree by ambition and greed to take over the power and wealth of the Church. This can be seen in the Dissolution of the Monasteries. However, the Act of Supremacy which gave him power over the Church was the culmination of the failure of other policies
- Extract B is convincing in that Henry was motivated to cleanse the realm from superstition as can be seen in the injunctions against Pilgrimages, the burning of statues. However, the King's Book was intended to reinforce Henry's authority and challenge the authority of the Pope
- Extract B is convincing in arguing that Henry VIII persecuted his enemies. This can be seen most clearly with the trial of Anne Askew and the execution of the Earl of Surrey.

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

- the overall argument in Extract C is that Henry VIII was motivated by the acquisition of money; ultimately his purpose of acquiring wealth was to establish his military power
- Extract C suggests that the motivation for his actions was to gain small amounts of money from the Church but the more he gained, the greater his ambitions became
- Extract C argues that Henry VIII was encouraged in his aim to gain property from the Church by the nobility
- Extract C argues that Henry VIII was motivated by the desire to defeat France and Scotland.

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

- Extract C is convincing in that Henry VIII was motivated by the need to acquire money having spent his inheritance and failed to secure sufficient taxation. However, Henry could be seen to be motivated more by his desire to secure the dynasty
- Extract C is convincing in the initial pressure placed on the Papacy was to deprive it of money but this was intended to secure the divorce. However, having gained control of the Church, he was motivated to gain more and more money
- Extract C is partially convincing in that the nobility benefited greatly from the Dissolution of the Monasteries. However, he was principally persuaded by his First Minister – Cromwell. The attack on Church property, such as the shrine of Becket, might also have been motivated by spite
- Extract C is convincing in that Henry VIII was motivated to gain money to defeat France. Henry certainly used the wealth from the monasteries to finance the invasion of France and fortify the country's defences.

Section B

0 2 'Henry VII's royal authority was never secure.'

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 Henry VII's royal authority was never secure might include:

- Henry VII had secured the throne by conquest not by right of succession. Having defeated Richard III on the battlefield, he was vulnerable to challenge from pretenders. This was illustrated by the military challenge of Lambert Simnel and Perkin Warbeck. Henry was conscious of this vulnerability
- Henry VII was vulnerable to claims from those who had a hereditary right to the throne. The recent experience of the Wars of the Roses illustrated the vulnerability of monarchs to those whose claim to the throne was equally strong. Henry did remove the threat of the Earl of Lincoln and the Earl of Warwick, but the threat from the de la Poles continued. The Earl of Suffolk was only imprisoned in the Tower from 1506, but remained alive
- Henry VII had been dependent on foreign support to claim the throne; he invested considerable effort to gain the support of the Hapsburgs but was undermined in his efforts by the death of Ferdinand and Prince Arthur. Henry was excluded from the League of Cambrai
- Henry VII had consolidated his authority in most of his territory but there was still potential for unrest in the margins, as seen by rebellions in Yorkshire and Cornwall, and by events in Ireland. The Northern Marches and the Welsh Marches were also weak areas of Royal authority. The continuing power of the Percys in the North was recognised by contemporaries.

Arguments challenging the view that Henry VII's royal authority was never secure might include:

- Henry pre-dated his reign to before the Battle of Bosworth. All who fought against him could be attained as traitors. Henry VII was crowned before the first meeting of Parliament to ensure that his monarchy was not challenged
- a key to the authority of a monarch was to have a male heir. Henry VII had gone some way to neutralising threats to his monarchy through marriage to Elizabeth of York; the birth of male children – one of whom survived – made his monarchy more secure
- Henry VII made himself more secure from challenges from rival nobles by limiting the power of the nobility to build up strong rival armies which could threaten him through Acts limiting retaining. The military power of the nobility was key to the overthrow of previous monarchs and had been important in the Battle of Bosworth and Battle of Stoke
- Henry VII established his authority over the nobility through the use of bonds and recognizances. He attempted to limit their authority in the localities, and built up support with the next level of the social hierarchy through the use of JPs
- finances were key to the survival of a monarchy. Henry VII amassed great wealth to establish his position as King and to prevent challenge. Although Henry VII is often regarded as a miser, he spent vast amounts on plate and cloths to establish his monarchy in the eyes of contemporaries.

Henry VII never felt himself to be secure. He was vulnerable to the challenges which had faced previous English monarchs. Additionally, he was not King through succession – he had little valid claim to the throne. However, Henry VII did secure his monarchy through the actions he took to limit the potential for challenge. The delayed announcement, but unchallenged succession, of Henry VIII illustrates the ultimate security of his monarchy.

- 0 3** How successful were Edward VI, Mary I and Elizabeth I in carrying out their religious policies in the years 1547 to 1566?

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 Edward VI, Mary I and Elizabeth I were successful in carrying out their religious policies in the years 1547 to 1566 might include:

- Edward VI's governments established their religious policies through acts of parliament. England was in law a Protestant country. Reference could be made to the Acts of Uniformity
- Edward VI's government successfully issued permissions for the removal of features necessary for the continuation of Catholic doctrine. The Chantries were dissolved along with religious guilds which perpetuated prayers for the dead. Injunctions were issued which attacked features such as images and stained glass and practices such as Candlemass and Palm Sunday processions
- Mary I was successful in respecting the wishes of the majority of the laity and property owners by re-establishing the liturgical practices before the break with Rome. Although she was reluctant, she accepted the Dissolution of the Monasteries which had been passed in the 1530s. Opposition was geographically limited
- Elizabeth I manipulated Parliament to ensure that her religious settlement was accepted; Catholic Bishops who would have undermined the Acts of Supremacy and Uniformity were imprisoned to ensure the Act was passed. Elizabeth was also successful in the years to 1566 in preventing any further changes to the religious settlement.

Arguments challenging the view that Edward VI, Mary I and Elizabeth I were successful in carrying out their religious policies in the years 1547 to 1566 might include:

- Edward VI failed to secure his religious policies in areas of the country in which Protestantism was not already established, for example in the South West and the North West. Laity in these areas continued to use the traditional liturgy. There is considerable evidence of parish clergy hiding plate and images, including the rood, and bringing these out when Mary succeeded Edward. The Prayer Book Rebellion demonstrated strong opposition to the changes. Although the rebellion was quashed, there was insufficient time to achieve acceptance of the new religion in this area
- Mary I met concerted opposition from extreme Protestants. The systematic burnings, especially that of Cranmer, meant that her religious policy was not fully accepted when she died. Mary's early death also meant that she and Cardinal Pole did not have sufficient time to reap the benefits of their pastoral work and re-education
- Elizabeth I faced opposition to her religious policies with Catholic recusancy. Visitations showed that in traditional Catholic areas, the liturgy of the Catholic Church prior to the break with Rome was still in use
- Elizabeth faced opposition from those who wanted greater reform as can be seen in the Vestiarian controversy and the growth of Puritanism. In the 1560s, there was a considerable section of the laity and clergy who wished to remove further popish superstitions. Clerical dress was also challenged. Elizabeth refused to agree to these changes. Archbishop Parker's Advertisements in 1566 did not result in acceptance but resignation and resentment.

All three monarchs were successful in ensuring that their religious policies received parliamentary approval. At this level, it was accepted that who reigns should determine religion. All three monarchs failed to achieve acceptance of their policies without opposition. Mary may have had the greatest success during her reign as there was latent acceptance of traditional religion. Elizabeth was successful in holding her ground and in having a longer period of time in which to establish her policy.

0 4 In the years 1565 to 1587, how significant a threat was Mary, Queen of Scots, to Elizabeth I?

[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.

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- 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 in the years 1565 to 1587 Mary, Queen of Scots, was a significant threat to Elizabeth I might include:

- Mary, Queen of Scots' marriage to Henry, Lord Darnley, was seen as a threat to Elizabeth I. Both Darnley and Mary were descendants of Henry VII. Elizabeth had tried to control who Mary married but her schemes had failed
- Mary, Queen of Scots was a significant threat to the authority of Elizabeth. She was able to generate support from within the nobility which was partially the reason for the Northern Rebellion of 1569. The seriousness of the threat was evident in the scale of the executions conducted by Elizabeth after the failure of the rebellion
- Mary, Queen of Scots was a significant threat to Elizabeth's security as she was recognised as the legitimate Queen of England by Catholics who did not recognise the legitimacy of the marriage between Anne Boleyn and Henry VIII. The support of the Catholic Church for action to place Mary on the throne of England gave validity to the actions of those such as Throckmorton
- Mary, Queen of Scots presented a significant a threat due to the support given to her by Catholic powers. The Duke of Guise was instrumental in the Throckmorton plot. In 1586, Mary disowned her son in favour of Philip II. Spain was England's most significant enemy
- Mary, Queen of Scots was a significant threat to Elizabeth I's plan for the succession in the long term, as she had a son who was a legitimate heir to Elizabeth. (Elizabeth did negate the impact of James VI after 1585 with the payment of a pension of £4000 in which he accepted his mother's continued imprisonment.)

Arguments challenging the view that in the years 1565 to 1587 Mary, Queen of Scots, was a significant threat to Elizabeth I might include:

- throughout the years 1568 to the death of Mary, Queen of Scots, Elizabeth had control of Mary's liberty. From her flight to England until her death, she was held prisoner in a range of semi-secure locations guarded by nobility who were loyal to Elizabeth, for example the Duke of Devonshire held Mary prisoner in Sheffield Castle. Elizabeth's control weakened the threat of Mary
- Sir Francis Walsingham had developed a sophisticated spy network which was able to intercept Mary, Queen of Scots' plans to kill Elizabeth. For example, the Babington plot. This information enabled the plots to be foiled and undermined the threat posed by Elizabeth
- the threat posed by Mary was weakened as Elizabeth had the authority to order her execution. Although there was some division within the Privy Council, and Elizabeth herself expressed reluctance against the insistence of Burghley, she did sign the death warrant
- the threat from plots seeking to replace Elizabeth with Mary was undermined by the Bond of Association which was drawn up in 1584 and required the political elite to swear to execute those who made an attempt on Elizabeth's life. In certain areas of the country, the oath was taken by a wider group than the political elite.

During the years in which she was in England, Mary, Queen of Scots, as a Catholic presented a significant threat to Elizabeth as a legitimate Catholic claimant to the throne. The significance of the threat varied in intensity over the period; in times of domestic challenge and foreign threat her existence was more significant. Elizabeth did contain the threat and was ultimately prepared to execute her.