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| A-Level History  **Year 12 Section One:**  **The Reign of Henry VII**  A guide to essays and exams  R Reynolds |

Revision Plan – Part One: Section One: Henry VII, 1485 – 1509

1. What was Richard III’s legacy? How different was Henry VIII to Richard III? What were his aims and ideas for his kingship?
2. How did Henry come to power? Thomas Morton – how and why did he rise to prominence? Trace his career and his influence in bringing Henry to power.
3. How and why did he rise to power? How did he consolidate his power? How effective was he in creating a new dynasty? How effective was Henry in dealing with the Lovell, Simnel and Warbeck threats?How effective was foreign policy under Henry?
4. Royal Government: Comparison of Sir Reginald Bray and Edmund Dudley – How far did each serve the king well? What similarities and differences were there in their careers? Case-Study of Sir William Stanley – the man who changed the nature of Tudor government? Justice under Henry – Do you agree with Steven Gunn that it improved, or Christine Carpenter that mistrust led to miscarriages of justice?
5. Religion in Henry VII’s reign – What was the state of the Church when Henry came to the throne? What sort of men did Henry appoint as higher clergy? Was service to the state to the detriment of the Church? The social role of religion, the role of the Lollards, heresy and anti-clericalism, the development and influence of Humanism. To what extent, by 1509, was the Church in England in need of reform?
6. Government in Henry VII’s last years – The use of the Council Learned, the divisions between nobility and the ‘new men’, exploitation of feudal dues as a means of control.
7. Foreign policy 1485-1509 – how and why did Henry’s foreign policy represent his need for dynastic stability particularly in his later years? How successful was his foreign policy?
8. English society and economy – for society; nobles and gentry, commoners, regional issues, creating a unified state, border administration, the Council of the North. For the economy; trade, exploration, prosperity and depression, the impact of enclosure and population. What were the key changes and continuities in terms of social and economic development?
9. Rebellions during the reign of Henry VII – how effectively did Henry VII deal with rebellions? Particular focus on the Cornish Rebellion and Yorkshire Rising and how threatening they were.
10. Be aware of these six key questions:-

How effectively did the Tudors restore and develop the powers of the monarchy?

In what ways and how effectively was England governed during this period?

How did relations with foreign powers change and how was the succession secured?

How did English society and economy change and with what effects?

How far did intellectual and religious ideas change and develop and with what effects?

How important was the role of key individuals and groups and how were they affected by developments?

These questions are important as the examiners will base their questions around them!

**Checking your subject knowledge**

Look at the following check list now and determine how confident you are:-

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CONTENT** | **Confident** | **OK** | **Not sure** | **I need to find out about...** |
| Legacy of Richard III, aims and ambitions of Henry VII. How did he come to power? |  |  |  |  |
| Consolidation of power under Henry VII – dealing with pretenders |  |  |  |  |
| Government: comparison of Bray and Dudley |  |  |  |  |
| Religion and Humanism in Henry VII’s reign |  |  |  |  |
| Government in Henry VII’s last years |  |  |  |  |
| Foreign policy 1485-1509 |  |  |  |  |
| English society and economy |  |  |  |  |
| Rebellions during the reign of Henry VII |  |  |  |  |

If you are not confident about a certain area, go back and refresh your memory; add to your notes and do some additional reading.

Reading around the topics studied is essential to success in most subjects, but perhaps especially so in History. Reading a combination of textbooks, academic history books, and articles will support you to achieve highly in your exams, as well as establishing the good study skills that will allow you to meet the challenges of whatever future studies you choose to pursue.

The following books have been recommended by either your teachers or your exam board to support your studies. They are available through the History Department extended reading library, the History section of the library, or your local library. These are in addition to your course textbooks, which are of course your starting point.

Textbooks

* C Lee, Britain, 1483-1529, Nelson Thornes, 2008
* R Carpenter, The Church in England and the Struggle for Supremacy, 1529-1547, Nelson Thornes, 2009
* M Tillbrook, The Triumph of Elizabethan Britain 1547-1603, Nelson Thornes, 2009
* I Dawson, The Tudor Century, Nelson Thornes, 1993
* D Murphy (ed), England 1485-1603, Collins, 1999
* N Fellows, Disorder and Rebellion in Tudor England, Hodder, 2009
* R Lockyer & D O’Sullivan, Tudor Britain 1485-1603, Longman, 1993
* K Randall, Henry VIII and the Government of England, Hodder, 2001
* K Randall, Henry VIII and the Reformation in England, Hodder, 2001
* J Warren, Elizabeth I: Meeting the Challenge, Hodder, 2008

Academic History Books

* G W Bernard, The Kings Reformation, Yale, 2005
* C Carpenter, The Wars of the Roses, CUP, 1997
* C S L Davies, Peace, Print and Protestantism, Paladin, 1995
* S Doran, Princes, Pastors and People, Routledge, 1991
* E Duffy, The Stripping of the Altars, Yale, 1992
* G R Elton, England Under the Tudors, Routledge, 1991
* A Fletcher & D MacCulloch, Tudor Rebellions, Longman, 2004
* Griffiths (ed), The Experience of Authority in Early Modern England, Macmillan, 1996
* S Gunn, Early Tudor Government, Macmillan,1995
* J Guy, Tudor England, OUP, 1998
* C Haigh, The Reign of Elizabeth, Macmillan, 1984
* C Haigh, English Reformations, Clarendon Press, 1993
* J Loach, The Mid Tudor Polity 1540-1560, Macmillan, 1980
* D Loades, The Mid-Tudor Crisis, 1545-1565, Palgrave, 1992
* D Loades, Politics and the Nation 1450-1660, Blackwell, 1999
* D M Palliser, The Age of Elizabeth, Longman, 1992
* A J Pollard, The Wars of the Roses, Macmillan, 1988
* J Scarisbrick, The Reformation and the English People, Blackwell, 1984
* A G R Smith, Emergence of A Nation State, Pearson, 1997
* P Thomas, Authority and Disorder in Tudor Times 1485-1603, CUP, 1999

**Now consider these essay questions:-**

**2015 Spec**

‘The foreign Policy of Henry VII failed to achieve its objectives in the years 1485 to 1509’. Assess the validity of this view. [25 marks]

**Potential Questions**

1. How far was Henry VII’s foreign policy dictated by the need for dynastic security? [25 marks]
2. ‘The foreign policy of Henry VIII failed to achieve its objectives in the years 1509 to 1547’. Assess the validity of this view. [25 marks]
3. ‘Henry’s policy towards the nobility was one of repression and control.’ Assess the validity of this view. [25 marks]
4. How successful was Henry VII in restoring royal authority in England? [25 marks]
5. ‘Ruthlessness and attention to detail brought him success’. Assess the validity of this view. [25 marks]

Note that;

All essay questions are worth 25 marks and you have approximately 45 minutes to answer them. In the examination you will have to answer two of these questions, as well as a source question. You will have 2 ½ hours.

Anything can be examined; religion, royal authority, foreign policy, rebellions, governmental policies, culture, trade and exploration, social and economic development. So you need to know it all!

There could be a link with the years of Henry VIII. See potential questions below:-

1. Henry VIII’s actions as king destroyed Henry VII’s legacy’. Assess the validity of this view of the years 1485 to 1514. [25 marks]
2. ‘The people of northern England, Cornwall and Wales had little reason to be grateful for the rule of Henry VII and Henry VIII’. Assess the validity of this view. [25 marks]
3. ‘The performance of the English economy remained weak throughout the reigns of the first two Tudors’. Assess the validity of this view. [25 marks]
4. ‘The Catholic Church in England in the period 1485 to 1529 was criticised primarily because of the failings of the clergy’. Assess the validity of this view. [25 marks]

You always need to balance the information you provide.

Could be specific areas examined although this is less likely:

1. How important was Parliament for Henry VII’s consolidation of royal authority following his victory at Bosworth and up to the end of 1487? (25 marks)
2. How important was the desire to gain international recognition to Henry VII’s foreign policies in the years 1489 to 1509? (25 marks)
3. How important was control of the nobility to Henry VII in consolidating his authority in England in the years 1485-1509? (25 marks)
4. How important was overseas trade for Henry VII’s relations with foreign powers in the years 1489 to 1509? (25 marks)

**Personalised Learning Checklist 1485-1509**

*Tick off as you move through your revision.*

|  |  |  |  |
| --- | --- | --- | --- |
|  | Confident | Developing | With difficulty |
| Henry VII: 1485-1509 I know and can explain… |  |  |  |
| Henry Tudor’s consolidation of power: character and aims; establishing the Tudor dynasty.  Government: councils, parliament, justice, royal finance, domestic policies. |  |  |  |
| Relationships with Scotland and other foreign powers; securing the succession; marriage alliances. |  |  |  |
| Society: churchmen, nobles and commoners; regional division; social discontent and rebellions. |  |  |  |
| Economic development: trade, exploration, prosperity and depression. |  |  |  |
| Religion; humanism; arts and learning. |  |  |  |

So how do I answer an A-Level essay question?

Make a **p**oint, back it with **e**vidence and then **a**nalyse it. Remember to PEA in every paragraph! Also you need a balance but this can be 30/70 or 40/60 depending on the strength of your view.

Look at the exam boards generic mark scheme below:-

* Nothing worthy of credit. 0 MARKS
* 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 MARKS
* L2: The answer will be descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. 6-10 MARKS
* L3: The answer will show an understanding of the demands 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 adequate precision or detail. The answer will be effectively organised. 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 MARKS
* L4: Answers will display a good understanding of the question. It will be well-organised and effectively communicated. It will supply a range of accurate information which will show a good awareness of the key issues and features, together with some conceptual awareness. 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 be well balanced. However, there may be some generalisation and judgement which may be only partially substantiated. 16-20 MARKS
* L5: Answers will display a very good understanding of the full 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 fully analytical with a balanced argument and a well-substantiated judgement. 21-25 MARKS

So what do you need to do to gain a good mark for an A-Level essay?­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

So basically:-

**C grade A-Level answers need:-**

* A good understanding of the demands of the Q
* Carefully selected evidence which supports the argument
* Links back to the Q
* Independent judgement which runs throughout the essay
* Reasonable organisation and skills of written communication

**B grade A-Level answers need:-**

* A very good understanding of the demands of the Q
* Carefully chosen and precise evidence which supports the argument
* Clear links back to the Q
* Independent judgement which runs throughout the essay
* Clear organisation and good skills of written communication

**A grade A-Level answers need:-**

* A full understanding of the demands of the Q
* Wide ranging, specific and precise evidence which supports the argument
* Excellent links back to the Q
* Independent and well substantiated judgement which runs throughout the essay
* A very good structure and fluent written skills

What are the grade boundaries:-

A = 22/25

B = 18/25

C = 15/25

D = 12/25

E = 10/25

U = below 9

Please note that these are liable to change depending upon exam board requirements.

**All essays require:**

1. **Discourse markers.** They introduce a topic, move an argument forward, signal comparison and contrast and draw an argument to a close. They can be used at the start of paragraphs as well as in the body of your text. Examples of discourse markers are:

*However Moreover Furthermore Additionally Likewise Another point is*

*Significantly Similarly Comparatively Contrastingly Finally In conclusion*

**2. Connective phrases (‘lexical bundles’):** These are phrases that link your quotes to your analysis and explorations of the text, enabling you to succinctly move between text and your comments. Examples include:

***which suggests that… which implies that… the fact that… the impact of this is… from which we can infer that…***

***the impact of this is… which conveys that… which demonstrates that… which contrasts with***

**3. Higher level verbs/verb phrases:** at primary school you show and tell, but you need to draw on a more sophisticated range of verbs to signal explanation, analysis and evaluation of a quotation or example. Be careful about what word you use: do not say a word or technique “shows” something unless it definitely does. For example, a Classical Source rarely “shows” anything.

*suggests implies depicts illustrates denotes*

*infer emphasizes conveys explores expresses*

1. **Comparative language:** you will need to be able to draw comparisons and contrasts between different sources in Year 13 as part of your evaluation (AO2). Effectively used comparative language enables you to do this clearly and fluently.

*not only… but also…*

*in contrast… whereas*

**5. Passive voice** – the use of the passive voice creates a detached, academic tone in your writing, suggesting an exploration of different critical or analytical viewpoints rather than personal viewpoint.

*This essay will argue that… The most convincing argument is that… Therefore, it is clear that…*

*It can be suggested that… It has been implied that… It was described as… It can be inferred from this…*

**6. Modal verbs:** these suggest possibility, that something could or might be true but that there are a range of interpretations. It’s useful to use modal verbs when you are exploring different readings of a text, either language analysis, or critical reading.

*could… can…*

*should… might…*

**7. Complex sentences,** with subordinate clauses to support the development of an analytical, non-narrative writing style. Complex sentences enable you to develop and explore ideas in detail. Simple sentences are well…too simple: “Henry VII was cruel” doesn’t really give enough detail. Compound sentences encourage a narrative writing style that doesn’t suit discursive essays: “Henry was cruel and wanted to punish those who opposed him, so trod a fine line between triumph and disaster”. So use the other techniques listed to help you build up your sentences and improve your analysis.

**History essays in particular require:**

**1. Use of evidence:** All points made in History must be supported by evidence. Evidence is information, drawn from the past, and used to prove statements. Your essays must always clearly signpost to the reader when you are doing this using specific terminology.

*For example… This is supported by…*

*This is shown by… An example of this is…*

**2. Clear line of argument:** Finally, all History represents your own personal interpretation of events and all essays must contain your argument. This must be stated clearly in the Introduction, sustained through the main body of the essay, and fully justified in the Conclusion. In building your argument, you should structure your essay to consider both sides of the argument and all themes.

*This essay will argue that… However, the most convincing argument is… Indeed, it is clear that…*

*In conclusion… Therefore, it is clear that…*

**2015 Spec**

1. ‘Henry VII’s consolidation of power in the years 1485 to 1499 was the result of his own personal strengths’. Explain why you agree or disagree with this view. [25 marks]
2. ‘Henry VII’s reforms in government were limited both in scope and in success’. Assess the validity of this view. [25 marks]
3. ‘Henry VII showed himself to be a capable ruler in his dealings with Spain in the year 1485-1509.’ Explain why you disagree or agree with this view. [25 marks]
4. How successful was Henry VII in fulfilling his foreign policy objectives? [25 marks]
5. ‘The popular rebellions faced by Henry VII gave him more problems that the threats posed by pretenders to the throne’. [25 marks]
6. ‘The cloth trade was the most important contributor to the English economy during the reign of Henry VII.’ Explain why you agree or disagree with this view. [25 marks]

A-Level Extract Questions

Note that;

All extract questions are worth 30 marks and you have approximately 60 minutes to answer them.

Anything can be examined; religion, royal authority, foreign policy, rebellions, governmental policies. So you need to know it all!

There could be a link with the years of Henry VII or with the Mid Tudor Era.

You always need to balance the information you provide.

So how do I answer an A-Level EXTRACT question? Look at the top tips below:-

* There are 3 extracts for the A-Level, compared to just 2 for the AS.
* There is no need for an introduction
* Start each paragraph with a reference to part of the extract. So for example, ‘Extract A is unconvincing because……………………….’ or ‘extract A is convincing because………’
* Ensure you don’t confuse the message of the extract. E.g. if the source says ‘Henry never secured the loyalty of the realm through stable and representative rule’ it means that the author is critical of Henry’s failure to gain loyalty as his rule was unstable and unrepresentative. If you confuse the message and tell the examiner that Henry’s rule was ‘stable and representative’, you may well be quoting from the source but the message of the source is WRONG and so you will lose marks as you are not understanding the interpretation.
* You don’t have to quote from a source you can paraphrase instead. E.g. Extract B is unconvincing as it is critical of Henry’s desire to avoid war as war was popular, especially when successful.
* If you use a treaty as evidence for one point, try not use it again immediately afterwards. E.g. If you use the Treaty of Medina del Campo of 1489 to show that Henry ‘was on good terms with most of Europe’, don’t use it to show that ‘his dynasty was secure and recognised by other rulers’. Use the Treaty of Etaples, 1492 instead.
* Capital T for names, e.g. the **T**reaty of Etaples. Use DATES too, e.g. 1492.
* Ensure you analyse. E.g. if you say that ‘extract A is unconvincing because it says that Henry did not drain ‘the treasury of it’s hard won treasure’ and you use the fact that he gave Maximilian £250,000 over a number of years for the return of the Earl of Suffolk’ as evidence to prove that the extract is wrong make sure you say that ‘this therefore suggests that extract A is wrong and therefore unconvincing as Henry was prepared to sacrifice treasure in order to gain security, therefore the treasury was to an extent ‘drained’ of treasure’. THIS IS ANALYSIS AS IT ANSWERS THE QUESTION.
* In the time allowed in the exam, you won’t be able to analyse the extract sentence by sentence. Instead choose the key sentences to agree with/disagree with.
* You will probably only have time to give one or two pieces of evidence in support of each point. This is fine as long as you use the evidence effectively and DO NOT keep using the same piece of evidence.
* Ensure that you balance your answer – try to show how each extract has elements which are convincing as well as elements which are unconvincing.
* There is no need for a CONCLUSION.

Look at the exam boards generic mark scheme below:-

Target: AO3

Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

**L5:**

Answers will display a good understanding of the interpretations given 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:

Answers will display 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. Evaluation of the arguments will be mostly well-supported and convincing, but may have minor limitations of depth and breadth. The response demonstrates a very good understanding of context.

19-24

L3:

The answer will provide some supported comment on the interpretations given in the extracts and comments on the strength of these argument in relation to the 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:

The answer will show 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 strengths of the arguments may contain some generalisation, inaccuracy or irrelevance. The response demonstrates some understanding of context. 7-12

L1:

The answer will show a little understanding of the interpretations given in all of the extracts. There will be only unsupported, vague or generalist comment in relation to the question. The response demonstrates limited understanding of context. 1-6

So what do you need to do to gain a good mark for an A-Level essay?­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

So basically:-

**C grade A-Level answers need:-**

* Supported comment on the interpretations given in all three extracts.
* Understanding of the strength of the argument in relation to the historical context
* Clear analysis and evaluation
* An understanding of context.

**B grade A-Level answers need:-**

* A good understanding of the interpretations given in all three extracts.
* Knowledge of the historical context to analyse and evaluate the interpretations given in the extracts.
* Evaluation of the arguments will be mostly well-supported and convincing.
* A very good understanding of context.

**A grade A-Level answers need:-**

* A good understanding of the interpretations given in all three extracts.
* 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.

What are the grade boundaries:-

A = 27/30

B = 23/30

C = 19/30

D = 15/30

E = 12/30

U = below 12

Please note that these are liable to change depending upon exam board requirements.

Henry VII

A-Level Source based mock paper

**Extract A**

’As the king is entitled to have two reasonable *aids* one for the making knight of the Prince of Wales deceased and the other for the marriage of the Princess Margaret, now married unto the King of Scots; the Commons in this present Parliament…… have humbly asked his Highness to accept the sum of £40,000…… And his Grace, right well pleased with the said loving offer, is content to accept the sum of £30,000 only.’

From *an Act of Parliament, 1504.*

**Extract B**

‘The Petition of me, Edmund Dudley, the most wretched and sorrowful creature, being a dead man by the King’s laws and prisoner in the Tower of London….

Since the last will of the late king Henry VII was that restitution was to be made to all persons he had wronged… I have searched my books touching all such matters that I knew about and below have written such persons as I think were much more harshly treated than the causes required….

The intention of the King was to have many persons at his mercy. Many persons were bound to his Grace for great sums of money, some by recognisance and some by a simple bond without any condition, payable at a certain day. These manner of bonds should not be considered real debts for I truly believe the King’s inward mind was never to collect them.’

*The Petition of Edmund Dudley. Dudley was arrested and executed in the first year of the reign of Henry VIII. He wrote this in prison.*

**Extract C**

Henry wished (as he said) to keep all Englishmen obedient through fear. All of his richer subjects who were found guilty of any fault were harshly fined in order to make the population less well able to undertake any upheaval….

There came on the scene two astute lawyers, Richard Empson and Edmund Dudley. The King rapidly appointed them as judges. The pair, probably realising they had been given the job by the King not so much to administer justice as to strip the population of its wealth, by every means fair or foul competed with each other in extorting money.

Henry, in the year before his death, learning that there was widespread complaint, concerning the plundering in which the two judges daily indulged, is said to have decided to restore what the two had illegally seized. When he realised he was going to die, he laid down in his will that all were to be given back such possessions as had been illegally carried off to the Treasury by those two most brutal extortioners.’

Polydore Virgil: *Anglica Historia*

1. Using your understanding of the historical context, assess how convincing the arguments in these three extracts are in relation to Henry VII’s use of finance. [30 marks]

Henry VII

A-Level Source based mock paper

**Extract A**

‘The dynastic threat to the Tudor regime must not be exaggerated. There was no one to cause rival political tensions amongst Henry VII’s relations and no obvious focus for political discontent. It is true, the supporters of Simnel and Warbeck dressed their ambitions in dynastic clothes, but the most important revolt in Henry VII’s reign, the Cornish Rising of 1497, was not dynastic. On the contrary, it was sparked by the parliamentary grant of that year to finance an invasion of Scotland. The tax revolt erupted in the south west because Cornishmen refused to underwrite a campaign against Scotland for which, they believed, a scutage or land tax levied in the north was the correct source of finance.’ Adapted from John Guy, *Tudor England*, 1990

**Extract B**

In May 1502 Sir James Tyrell and several other persons were arrested and executed for treason. At the same time Lord William de la Pole, brother of Suffolk, and Lord William Courtenay, son of the earl of Devon, were taken into prison from which they did not emerge until after Henry’s death. It must be supposed that this is because Henry expected a far reaching conspiracy. Perhaps Henry’s agents were inventing these threats in order to advance their own positions, but It is nevertheless hard to avoid the conclusion that there was a spirit of disaffection among the old families. No doubt the ambitions of the great families were also aroused by the deaths of the king’s sons, Edmund on 12 June 1500 and Arthur on 2 April 1502, but even without the disturbing influence of dynastic interests there was wavering support for the King in the ranks of the old nobility.

Adapted from J D Mackie, *The Earlier Tudors*, 1990

**Extract C**

Whilst Henry VII used every means at his disposal to reduce the pretensions of mighty subjects, he also did his utmost to build up his own power. The restoration of royal finances was a key element in this. The King recognised that the secret of recovering royal authority lay in making himself richer than his subjects. This was one reason why, unlike Edward IV, he retained possession of the Crown lands. But there was another reason. Land was the basis of local power. By keeping royal estates in hand and administering them through his own household servants, Henry maintained a direct royal presence throughout his kingdom.

Henry VII was not as ruthless, consistent or as continuously successful as this brief account implies. He faced major rebellions, especially in 1497, and was never entirely secure on the throne. His preferred approach to the control of the provinces by divide and rule created crises and tensions in some parts of the kingdom and stored up trouble for his successor in others. But by ceaseless vigilance and unrelenting pressure on all his subjects, great and small, Henry made himself respected, feared and obeyed.

Adapted from A J Pollard, *The Wars of the Roses*,2001

1. Using your understanding of the historical context, assess how convincing the arguments in these three extracts are in relation to the threats to Henry VII’s position in the years 1485 to 1509.? [30 marks]