

A Level History A

Unit Y307

Tudor Foreign Policy 1485–1603

Sample Question Paper

Date – Morning/Afternoon

Time allowed: 2 hours 30 minutes



OCR supplied materials:

- 12 page Answer Booklet

Other materials required:

- None



* 0 0 0 0 0 0 *

| | | | | | | | | | | |
|-------------------------|--|--|--|--|--|--|--|--|--|--|
| First name | | | | | | | | | | |
| Last name | | | | | | | | | | |
| Centre number | | | | | | | | | | |
| Candidate number | | | | | | | | | | |

INSTRUCTIONS

- Use black ink.
- Complete the boxes above with your name, centre number and candidate number.
- Answer Question 1 in Section A and any 2 questions in Section B.
- Write your answer to each question on the Answer Booklet.
- Do **not** write in the bar codes.

INFORMATION

- The total mark for this paper is **80**.
- The marks for each question are shown in brackets [].
- Quality of extended responses will be assessed in questions marked with an asterisk (*).
- This document consists of **4** pages.

Section A

Read the two passages and then answer Question 1.

- 1 Evaluate the interpretations in both of the two passages and explain which you think is more convincing in explaining the failure of the Armada of 1588.

[30]

Passage A

The English possessed many naval advantages. The Spanish ships were on the whole much slower and less manoeuvrable than the English. This was partly because the Armada included many merchant ships. Among them were some enormous, slow moving hulks normally used to bring corn from the Baltic. In comparison, since the 1560s, the English had developed a new type of fighting galleon which was faster and had lower superstructure which meant that they could sail closer to the wind than the Spanish ships. Another advantage for the English was the number and quality of their seamen. The Spanish fleet also had a variety of type and sizes of guns, as well as a range of nationalities, which made co-ordination more difficult. The Spaniards probably had less fire power than the English fleet, but more importantly it did not make the most of the guns that it had. Recent research on Armada wrecks has shown that it is not true that the Spanish ships ran out of powder and shot. It was just that their rate of fire in battle was much slower. These problems meant that the Spanish found it impossible to clear the English from the Channel, with the result that they were largely undamaged when the Armada anchored off Calais.

Adapted from: R. Rex, *The Tudors*, published in 2012

Passage B

There were negative features in the growth of English sea power and certain myths need to be dispelled. The Armada was not defeated by a smaller force, nor arguably was it defeated by the English at all. It was really factors working against the Armada which decided the outcome. Most importantly it was the geography and wind patterns of the English Channel. Firstly, the English Channel is shaped like a funnel and therefore once the fleet had entered the Channel it became increasingly difficult to turn back if something went wrong. Secondly, the contemporary English view – ‘the Lord blew and they were scattered’ – is at least accurate in giving the weather credit for the destruction of so much of the invasion fleet, which did far more damage than the English ships ever could. The English sent in fire-ships against the anchored Armada, but Medina Sidonia, operating on the reasonable assumption that these were the familiar floating bombs, ordered the Armada to sail immediately. Some ships cut their anchors – an action that proved disastrous when the Armada had to face bad weather. After Medina Sidonia pulled the Armada out of the battle at Gravelines the prevailing wind sent them round the north of Scotland and the west of Ireland. Gales, coupled with the loss of so many anchors, sank the half-battered fleet.

Adapted from: J. Guy, *The Tudors*, published in 1990

Section B

Answer **TWO** of the following three questions.

- 2*** 'The development of trade and the economy was a consistent priority of Tudor foreign policy.'
How far do you agree with this view? **[25]**
- 3*** How far were dynastic and personal aims the main influences in shaping Tudor foreign policy? **[25]**
- 4*** 'The treaty of Edinburgh (1560) was the main turning point in England's relations with Scotland.'
How far do you agree with this view of the period 1485–1603? **[25]**

SPECIMEN

BLANK PAGE

SPECIMEN

Copyright Information:

Passage A: Adapted from: Rex, R. (2012), *The Tudors*. Amberley.

Passage B: Adapted from: Guy, J. (1990), *The Tudors*. Reproduced by permission of Oxford University Press UK.

OCR is committed to seeking permission to reproduce all third-party content that it uses in the assessment materials. OCR has attempted to identify and contact all copyright holders whose work is used in this paper. To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced in the OCR Copyright Acknowledgements booklet. This is produced for each series of examinations and is freely available to download from our public website (www.ocr.org.uk) after the live examination series.

If OCR has unwittingly failed to correctly acknowledge or clear any third-party content in this assessment material, OCR will be happy to correct its mistake at the earliest possible opportunity.

For queries or further information please contact the Copyright Team, First Floor, 9 Hills Road, Cambridge CB2 1GE.

OCR is part of the Cambridge Assessment Group; Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.

...day June 20XX – Morning/Afternoon

A Level History A

Unit Y307 Tudor Foreign Policy 1485–1603

MARK SCHEME

Duration: 2 hour 30 minutes

MAXIMUM MARK 80

MARKING INSTRUCTIONS**PREPARATION FOR MARKING****SCORIS**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to scoris and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

TRADITIONAL

Before the Standardisation meeting you must mark at least 10 scripts from several centres. For this preliminary marking you should use **pencil** and follow the **mark scheme**. Bring these **marked scripts** to the meeting.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the scoris 50% and 100% (traditional 50% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone, email or via the scoris messaging system.

5. Work crossed out:
- where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
 - if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.
6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.
7. There is a NR (No Response) option. Award NR (No Response)
- if there is nothing written at all in the answer space
 - OR if there is a comment which does not in any way relate to the question (e.g. 'can't do', 'don't know')
 - OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the question.
- Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).
8. The scoris **comments box** is used by your Team Leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.** If you have any questions or comments for your Team Leader, use the phone, the scoris messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response:
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - To determine the mark within the level**, consider the following:

| Descriptor | Award mark |
|---|---|
| On the borderline of this level and the one below | At bottom of level |
| Just enough achievement on balance for this level | Above bottom and either below middle or at middle of level (depending on number of marks available) |
| Meets the criteria but with some slight inconsistency | Above middle and either below top of level or at middle of level (depending on number of marks available) |
| Consistently meets the criteria for this level | At top of level |

11. Annotations

| Annotation | Meaning |
|------------|---------|
| | |
| | |
| | |
| | |
| | |
| | |
| | |

12. Subject-specific Marking Instructions

INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

USING THE MARK SCHEME

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Examiners' Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co-ordination scripts then become part of this Mark Scheme.

Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

INFORMATION AND INSTRUCTIONS FOR EXAMINERS

- 1 The co-ordination scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the Team Leaders and will be discussed fully at the Examiners' Co-ordination Meeting.
- 2 The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.
- 3 Candidates' answers must be relevant to the question. Beware of prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

| | |
|----------------------------------|--|
| | <i>AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</i> |
| | Generic mark scheme for Section A, Question 1: Interpretation [30] |
| Level 6 26–30 marks | The answer has a very good focus on the question throughout. It has thorough and sustained evaluation of the interpretations, using detailed and accurate knowledge of the historical context and the wider historical debate around the issue, in order to produce a convincing and supported analysis of them in relation to the question. |
| Level 5 21–25 marks | The answer has a good focus on the question throughout. It has good evaluation of the interpretations, using relevant knowledge of the historical context and the wider historical debate around the issue, in order to produce a supported analysis of them in relation to the question. |
| Level 4 16–20 marks | The answer is mostly focused on the question. It has evaluation of the interpretations based on generally relevant knowledge of the historical context and the wider historical debate around the issue, in order to produce an analysis of them in relation to the question. |
| Level 3 11–15 marks | The answer is partially focused on the question. It has partial evaluation of the interpretations based on some knowledge of the historical context and the wider historical debate around the issue. There may be some use of information from one of the two interpretations to support the evaluation of the other, but the evaluation will not rely on this. There is a limited analysis of the interpretations in relation to the question. |
| Level 2 6–10 marks | The answer has a limited focus on the question. Parts of the answer are just description of the interpretations, with evaluation in relation to historical context and the wider historical debate around the issue being weak, and evaluation relying heavily on information drawn from the other interpretation. There is a very limited analysis of the interpretations in relation to the question. |
| Level 1 1–5 marks | The answer has some relevance to the topic, but not the specific question. The answer consists mostly of description of the interpretations with very limited evaluation based on very generalised knowledge of historical context and minimal or no reference to the wider historical debate. Analysis of the interpretations in relation to the question is either in the form of assertion or lacking. |
| 0 marks | No evidence of understanding and no demonstration of any relevant knowledge. |

| | |
|----------------------------------|--|
| | <i>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.</i> |
| | Generic mark scheme for Section B, Questions 2, 3 and 4: Essay [25] |
| Level 6 21–25 marks | The answer has a very good focus on the question. Detailed and accurate knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a fully developed synthesis supporting a convincing and substantiated judgement. There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated. |
| Level 5 17–20 marks | The answer has a good focus on the question. Generally accurate and detailed knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a developed synthesis supporting a substantiated judgement. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated. |
| Level 4 13–16 marks | The answer is mostly focused on the question. Relevant knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a synthesis supporting a reasonable judgement. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence. |
| Level 3 9–12 marks | The answer has a partial focus on the question. Some relevant knowledge and understanding is used to analyse and explain key features of the period studied in order to attempt an undeveloped synthesis, which is linked to a judgement, though the supporting explanation may lack detail and clarity. The information has some relevance and is presented with limited structure. The information is supported by limited evidence. |
| Level 2 5–8 marks | The answer has only a limited focus on the question. Limited relevant knowledge and understanding is used to give a limited explanation and analysis of key features of the period studied. There is a judgement but this may not be clearly linked with the supporting explanation. The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear. |
| Level 1 1–4 marks | The answer has a limited focus on the topic, but not the specific question. The answer is largely descriptive, with only very generalised knowledge of the period studied being used to attempt basic explanation and very limited analysis. Judgements are unsupported and are not linked to analysis. Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence. |
| 0 marks | The answer contains no relevant information. |

Section A

| Question | Answer | Marks | Guidance |
|----------|--|-------|--|
| 1 | <p>Evaluate the interpretations in both of the passages and explain which you think is more convincing in explaining the failure of the Armada of 1588.</p> <ul style="list-style-type: none"> • In locating the Interpretations within the wider historical debate, answers might argue that Interpretation A argues that the Armada failed because of English naval advantages and note that it mentions the new type of fighting ship in support of this claim. • In evaluating Interpretation A, answers might argue the claim is valid because the Spanish fleet contained men not used to fighting in the stormier waters of the Channel and had experienced only the Mediterranean. • Answers might consider that Interpretation A is valid because the English prevented the Spanish from picking up Parma's forces. • Answers might consider A is invalid as little damage was done by English cannon, although it did force the Spanish to raise anchor. • Answers might consider A is invalid as it was the fire ships/hellburners that caused the Spanish to raise anchor. • In locating the Interpretations within the wider historical debate, answers might argue that Interpretation B argues that the failure of the Armada was due to the geography of the Channel weather and note that it mentions the winds driving the fleet north round Scotland in support of this claim. | 30 | <ul style="list-style-type: none"> • No set answer is expected. • At Level 5 and above answers will evaluate both interpretations, locating them within the wider historical debate about the issue and using their own knowledge, and reach a balanced judgement as to which they consider the most convincing about the issue in the question. • To be valid, judgements must be supported by relevant and accurate material. • Knowledge must not be credited in isolation, it should only be credited where it is used to analyse and evaluate the interpretations, in line with descriptions in the levels mark scheme. |

| Question | Answer | Marks | Guidance |
|----------|---|-------|----------|
| | <ul style="list-style-type: none"> • In evaluating Interpretation B, answers might argue the claim about the wind is valid because more ships were destroyed by gales than English cannon. • Answers might argue that Interpretation B is valid because it acknowledges the role of the fire ships in breaking the formation and allowing the wind to damage the fleet. • Answers might consider that B is correct because the tides around the Isle of Wight added to the geographical problems. • Answers might consider that B is valid as the narrowness of the Channel made it easier for Drake to track the Armada and impossible for it to turn and give battle. • Answers might consider that B is valid as Medina Sidonia needed good weather to be able to embark Parma's troops. | | |

Section B

| Question | Answer | Marks | Guidance |
|----------|---|-------|--|
| 2* | <p>‘The development of trade and the economy was a consistent priority of Tudor foreign policy.’ How far do you agree with this view?</p> <ul style="list-style-type: none"> • In supporting the hypothesis in the question it might be argued that all monarchs were concerned about relations with Burgundy/Netherlands because of the cloth market. • Answers might argue that all monarchs looked to find new markets for English goods, particularly after the loss of Calais and collapse of Antwerp, and consider Mary and Elizabeth as examples. • Answers might argue that trade was important and often formed part of treaties, such as Medina del Campo. • Answers might argue that trade was always important in attempting to maintain good relations with Spain because of the links with the Netherlands. • Answers might argue that monarchs wanted to avoid economic embargoes as they caused hardship at home and therefore attempted to find alternative outlets such as Emden and Hamburg. • In challenging the hypothesis in the question it might be argued that trade was less important than national security as was seen under Henry VII and Elizabeth. • Answers might argue that, under Henry VIII, trade was less important as he was willing to antagonise Spain | 25 | <ul style="list-style-type: none"> • No set answer is expected. • At higher levels answers might establish criteria against which to judge. • To be valid, judgements must be supported by relevant and accurate material. • Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme. |

| Question | Answer | Marks | Guidance |
|----------|--|-------|--|
| | <p>over the divorce and threaten links to the Netherlands, putting personal interests first.</p> <ul style="list-style-type: none"> • Answers might argue that, under Elizabeth, trade was less important than support for fellow Protestants, hence support for the Dutch rebels. • Answers might argue that trade was only a priority under Henry VII because of financial concerns, hence agreements with France, Spain, Burgundy, Hanse, Portugal and Denmark. • Answers might argue that securing the succession was more important, hence Cleves marriage, attempts to secure marriage terms with Mary Stuart. | | |
| 3* | <p>How far were dynastic and personal aims the main influences in shaping Tudor foreign policy?</p> <ul style="list-style-type: none"> • In supporting the hypothesis in the question it might be argued that securing the dynasty was important, particularly to Henry VII, because of the Tudor usurpation. • Answers might argue that personal aims were more important for monarchs such as Henry VIII who wanted glory or Mary who wanted to restore Catholicism. • Answers might argue that securing dynastic alliances was important and consider marriages with Spain and Scotland. • Answers might consider that dynastic security was the main aim by ensuring the Channel coast was not controlled by an enemy. | 25 | <ul style="list-style-type: none"> • No set answer is expected. • At higher levels answers might establish criteria against which to judge. • To be valid, judgements must be supported by relevant and accurate material. • Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme. |

| Question | Answer | Marks | Guidance |
|----------|--|-------|--|
| | <ul style="list-style-type: none"> • Answers might argue that personal aims such as avoiding war or embarking on war were important and consider the reigns of Henry VII, Henry VIII and Elizabeth. • In challenging the hypothesis in the question it might be argued that England was not a major power and policy was reactive. • Answers might argue that a shortage of money was the main influence and consider the impact of the failure of the Amicable Grant, or the availability of funds following the Dissolution. • Answers might argue that securing the border with Scotland was the main aim. • Answers might argue that securing trade was a main aim because of the implications of a trade crisis. • Answers might argue that support for co-religionists was important in shaping policy, with support for the Scots and Dutch. | | |
| 4* | <ul style="list-style-type: none"> • ‘The treaty of Edinburgh (1560) was the main turning point in England’s relations with Scotland.’ How far do you agree with this view of the period 1485–1603? • In supporting the hypothesis in the question it might be argued that after 1560 war with Scotland was avoided, whereas it had been frequent before under Henry VIII. • Answers might argue that it was a turning point as France became less influential with departure of the Guise faction, and therefore the Auld Alliance declined. | 25 | <ul style="list-style-type: none"> • No set answer is expected. • At higher levels answers might establish criteria against which to judge. • To be valid, judgements must be supported by relevant and accurate material. • Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme. |

| Question | Answer | Marks | Guidance |
|----------|--|-------|----------|
| | <ul style="list-style-type: none"> • Answers might argue that England was now Scotland's religious protector. • Answers might argue that it was a turning point for national security following the presence of Mary of Guise 1558–1560 and French troops. • Answers might argue that it also allowed relations with France to improve. • In challenging the hypothesis in the question it might be argued that it was not a turning point as there was still the threat of Mary Stuart overthrowing Elizabeth. • Answers might argue that there had been constant attempts to resolve tensions with Margaret's marriage and the attempt to marry Edward to Mary. • Answers might argue that border raids continued. • Answers might argue that the Treaty of Berwick was more significant as James was given a pension ensuring his independence from France. • Answers might argue that the main turning point was the execution of Mary Queen of Scots, as James was now heir. | | |

Assessment Objectives (AO) Grid

| Question | AO1 | AO2 | AO3 | Total |
|----------|-----|-----|-----|-------|
| 1 | | | 30 | 30 |
| 2/3/4 | 50 | | | 50 |
| Totals | 50 | | 30 | 80 |