

**GCE**

**History A**

**Unit F961/01:** British History Period Studies.

Option A: Medieval and Early Modern 1035–1642

Advanced Subsidiary GCE

**Mark Scheme for June 2016**

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

© OCR 2016

These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning
<b>BP</b>	Blank Page – this annotation <b>must</b> be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
<b>A</b>	Assert
<b>AN</b>	Analysis
<b>DET</b>	Description
<b>DEV</b>	Develop
<b>EXP</b>	Explains
<b>F</b>	Factor
<b>IRRL</b>	Irrelevance
<b>J</b>	Judgment
<b>LNK</b>	linked
<b>NAQ</b>	Not the question
<b>SC</b>	Simple comment
<b>X</b>	Error/wrong
<b>V</b>	View

**Subject-specific Marking Instructions**

**Distribution of marks for each level that reflects the Unit's AOs and corresponds to the UMS  
2 answers: each maximum mark 50.**

	<b>AO1a</b>	<b>AO1b</b>
<b>IA</b>	21-24	24-26
<b>IB</b>	18-20	22-23
<b>II</b>	16-17	19-21
<b>III</b>	14-15	16-18
<b>IV</b>	12-13	13-15
<b>V</b>	9-11	11-12
<b>VI</b>	4-8	6-10
<b>VII</b>	0-3	0-5

Notes:

- (i) Allocate marks to the most appropriate level for each AO.
- (ii) If several marks are available in a box, work from the top mark down until the best fit has been found.
- (iii) Many answers will not fall at the same level for each AO.
- (iv) Analysis refers to developed explanations; evaluation refers to the argued weighing up/assessment of factors in relation to their significance in explaining an issue or in explaining linkages between different factors.

AOs	AO1a	AO1b
<b>Total mark for each question = 50</b>	Recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner.	Demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements of: - key concepts such as causation, consequence, continuity, change and significance within an historical context; - the relationships between key features and characteristics of the periods studied
<b>Level IA</b>	<ul style="list-style-type: none"> <li>• Uses a wide range of accurate, detailed and relevant evidence</li> <li>• Accurate and confident use of appropriate historical terminology</li> <li>• Answer is clearly structured and coherent; communicates accurately and legibly</li> </ul> <b>21-24</b>	<ul style="list-style-type: none"> <li>• Clear and accurate understanding of key concepts relevant to analysis and to the topic</li> <li>• Clear and accurate understanding of the significance of issues in their historical context</li> <li>• Answer is consistently and relevantly analytical with developed and substantiated explanations, some of which may be unexpected</li> <li>• The argument evaluates a range of relevant factors and reaches clearly substantiated judgements about relative importance and/or links</li> </ul> <b>24-26</b>
<b>Level IB</b>	<ul style="list-style-type: none"> <li>• Uses accurate, detailed and relevant evidence</li> <li>• Accurate use of a range of appropriate historical terminology</li> <li>• Answer is clearly structured and mostly coherent; writes accurately and legibly</li> </ul> <b>18-20</b>	<ul style="list-style-type: none"> <li>• Clear and accurate understanding of most key concepts relevant to analysis and to the topic</li> <li>• Answer is mostly consistently and relevantly analytical with mostly developed and substantiated explanations</li> <li>• Clear understanding of the significance of issues in their historical context.</li> <li>• Substantiated judgements about relative importance of and/or links between factors will be made but quality of explanation in support may not be consistently high</li> </ul> <b>22-23</b>

AOs	AO1a	AO1b
<b>Level II</b>	<ul style="list-style-type: none"> <li>• Uses mostly accurate, detailed and relevant evidence which demonstrates a competent command of the topic</li> <li>• Generally accurate use of historical terminology</li> <li>• Answer is structured and mostly coherent; writing is legible and communication is generally clear</li> </ul> <p style="text-align: center;"><b>16-17</b></p>	<ul style="list-style-type: none"> <li>• Mostly clear and accurate understanding of many key concepts relevant to analysis and to the topic</li> <li>• Clear understanding of the significance of most relevant issues in their historical context</li> <li>• Much of the answer is relevantly analytical and substantiated with detailed evidence but there may be some description</li> <li>• The analysis of factors and/or issues provides some judgements about relative importance and/or linkages</li> </ul> <p style="text-align: center;"><b>19-21</b></p>
<b>Level III</b>	<ul style="list-style-type: none"> <li>• Uses accurate and relevant evidence which demonstrates some command of the topic but there may be some inaccuracy</li> <li>• Answer includes relevant historical terminology but this may not be extensive or always accurately used</li> <li>• Most of the answer is organised and structured; the answer is mostly legible and clearly communicated</li> </ul> <p style="text-align: center;"><b>14-15</b></p>	<ul style="list-style-type: none"> <li>• Some/uneven understanding of key concepts relevant to analysis and of concepts relevant to their historical context</li> <li>• Answers may be a mixture of analysis and explanation but also simple description of relevant material and narrative of relevant events <b>OR</b> answers may provide more consistent analysis but the quality will be uneven and its support often general or thin</li> <li>• Answer considers a number of factors but with very little evaluation of importance or linkages between factors/issues</li> <li>• Points made about importance or about developments in the context of the period will often be little more than assertions and descriptions</li> </ul> <p style="text-align: center;"><b>16-18</b></p>
<b>Level IV</b>	<ul style="list-style-type: none"> <li>• There is deployment of relevant knowledge but level/accuracy of detail will vary; there may be some evidence that is tangential or irrelevant.</li> <li>• Some unclear and/or under-developed and/or disorganised sections; mostly satisfactory level of communication</li> </ul> <p style="text-align: center;"><b>12-13</b></p>	<ul style="list-style-type: none"> <li>• Understanding of key concepts relevant to analysis and the topic is variable but in general is satisfactory</li> <li>• Limited and patchy understanding of a few relevant issues in their historical context</li> <li>• Answer may be largely descriptive/narratives of events and links between this and analytical comments will typically be weak or unexplained <b>OR</b> answers will mix passages of descriptive material with occasional explained analysis</li> <li>• Limited points made about importance/links or about developments in the context of the period will be little more than assertions and descriptions</li> </ul> <p style="text-align: center;"><b>13-15</b></p>

AOs	AO1a	AO1b
<b>Level V</b>	<ul style="list-style-type: none"> <li>There is some relevant accurate historical knowledge deployed: this may be generalised and patchy. There may be inaccuracies and irrelevant material also</li> <li>Some accurate use of relevant historical terminology but often inaccurate/inappropriate use</li> <li>Often unclear and disorganised sections; writing will often be clear if basic but there may be some illegibility and weak prose where the sense is not clear or obvious</li> </ul> <p style="text-align: center;"><b>9-11</b></p>	<ul style="list-style-type: none"> <li>General and sometimes inaccurate understanding of key concepts relevant to analysis and of concepts relevant to the topic</li> <li>General or weak understanding of the significance of most relevant issues in their historical context</li> <li>Attempts at analysis will be weak or generalised, based on plausible but unsubstantiated points or points with very general or inappropriate substantiation <b>OR</b> there may be a relevant but patchy description of events/developments coupled with judgements that are no more than assertions</li> <li>There will be some understanding of the question but answers may focus on the topic not address the focus of the question</li> </ul> <p style="text-align: center;"><b>11-12</b></p>
<b>Level VI</b>	<ul style="list-style-type: none"> <li>Use of relevant evidence will be limited; there will be much irrelevance and inaccuracy</li> <li>Answer may have little organisation or structure; weak use of English and poor organisation</li> </ul> <p style="text-align: center;"><b>4-8</b></p>	<ul style="list-style-type: none"> <li>Very little understanding of key concepts</li> <li>Very limited understanding of the topic or of the question's requirements</li> <li>Limited explanation will be very brief/fragmentary</li> <li>The answer will be characterised by generalised assertion and/or description/narratives, often brief</li> </ul> <p style="text-align: center;"><b>6-10</b></p>
<b>Level VII</b>	<ul style="list-style-type: none"> <li>No understanding of the topic or of the question's requirements; little relevant and accurate knowledge</li> <li>Very fragmentary and disorganised response; very poor use of English and some incoherence</li> </ul> <p style="text-align: center;"><b>0-3</b></p>	<ul style="list-style-type: none"> <li>No understanding of key concepts or historical developments.</li> <li>No valid explanations</li> <li>Typically very brief and very descriptive answer</li> </ul> <p style="text-align: center;"><b>0-5</b></p>

<b>Question</b>		<b>Answer</b>	<b>Marks</b>	<b>Guidance</b>
1		<p>How powerful a monarch was Edward the Confessor in the period from 1042 to 1065?</p> <p>Some candidates might argue that Edward was not very powerful; he had spent much time on the continent and lacked the immediate authority to rule England, however he was able to secure himself on the throne. The Earls enjoyed a great deal of power and some might examine the power of the Godwin family to show how far their authority reflected a weakness in the power of the monarchy. However, this could be balanced against Edward's ability to gain sufficient support to force the Godwins into temporary exile in 1051. However, Earl Godwin did exert a powerful influence from 1052 after his return from exile and Harold became very influential, thus undermining the power of the monarchy. However, it might be argued that Harold was a loyal servant of Edward and helped uphold royal authority whilst Edward was more concerned with the building of Westminster Abbey, some might point to the role of Harold in defeating the Welsh. There might be some focus on his failure to provide an heir, which plunged the country into the succession crisis and whether this undermined the power of the monarchy. Administration continued and taxes were collected as two tests of powerful monarchy. His capabilities as a military leader might also be considered as it was an important mark of kingship and was a disadvantage when dealing with troublesome and ambitious earls. Some candidates might mention his piety and artistic interests which were admired, but for their ideals rather than for their practical relevance to kingship. Many may conclude that Edward lacked the strong qualities needed for a powerful monarchy as he was often rash and unwise in his judgements. There might be discussion of how well the monarchy was able to deal with unrest. Some answers might consider how successfully the Viking threat was handled and the use of Danegeld to help create stability, suggesting a powerful monarchy. Other answers might focus on the stability and power of government and the development of institutions which made England the best governed state in Western Europe and this might be linked to the growth of trade and the development of towns which could be used to a powerful monarchy.</p>	50	No set answer is looked for but candidates will need to answer the question.

<b>Question</b>		<b>Answer</b>	<b>Marks</b>	<b>Guidance</b>
2		<p>The most important reason for the influence of the Godwin family was Edith's marriage to Edward the Confessor.' How far do you agree?</p> <p>Answers that are awarded Level III or above for AO1b will need to write a good paragraph on the named factor. Some might argue that the marriage helped to cement an alliance between Edward and the Godwin family and might suggest that this helped to keep them largely loyal as the family would be linked to the throne. However, others might suggest that this influence was negated by the lack of a child and the decision by Edward to send Edith to a nunnery. It may also be argued that it was a fear of Godwin domination, resulting from the marriage, that led Edward to designate William as heir or might have resulted in his possible celibacy. Candidates might consider both the positive and negative reasons for their importance. Earls occupied an important place in Anglo Saxon society and the most powerful family in the period was the Godwins. They had a power base in Wessex, at the heart of the country. Earl Godwin probably played an important role in the accession of Edward the Confessor. The strength of his position meant that he could pose powerful problems to the king, for example over the influence of Normans in England. It might be argued that Godwin was jealous of the influence foreigners exerted at court and over the king and this created further problems. Harold succeeded to his position and the role of the family became even more important when Harold emerged as the strongest Anglo Saxon claimant to the throne. Among the negative aspects that candidates might consider might be the personal role of Edward the Confessor. Although not a cipher, he was not a dominant head of state and this enabled the Godwins to play their part to the full.</p>	50	No set answer is looked for but candidates will need to answer the question.

<b>Question</b>		<b>Answer</b>	<b>Marks</b>	<b>Guidance</b>
3		<p>To what extent was William I's suppression of opposition to his rule brutal?</p> <p>In order to reach the higher levels candidates must focus on the key word 'brutal.' Candidates can argue that military force was the most important factor and consider how it was deployed by William; this might involve a consideration of how it was used to crush unrest, such as Exeter or in the Harrying of the North and therefore create fear through its sheer brutality. The Harrying of the North is mentioned in the Specification so some responses might focus heavily on that in order to support the statement, noting how the area had not recovered at the time of Domesday. In contrast it might be argued that it was not always brutal, such as his use of castles to deter future unrest or it might be linked to the feudal system, which allowed him to raise a force. Some might consider the problem of dealing with Hereward the Wake. Brutality may also be balanced against other characteristics such as a divided and weak opposition, a lack of co-ordination between rebellions, the aims of the rebels, the loss of many leading Anglo-Saxons at Hastings and therefore there was no need to be brutal.</p>	50	No set answer is looked for but candidates will need to answer the question.

<b>Question</b>		<b>Answer</b>	<b>Marks</b>	<b>Guidance</b>
4		<p>Assess the reasons why Edward IV lost the throne in 1470.</p> <p>In order to reach Level II or above for AO1b candidates will need to reach a judgement as to the relative importance of the reasons considered. Some responses might focus on his failure to remove the Lancastrian threat, both in the form of Henry VI, who was held in captivity, and Margaret of Anjou who thus provided figureheads for a Lancastrian restoration. This might be linked to the ambition of Warwick who, it might be argued, saw the restoration of Henry VI as a way of restoring his own power and influence after the Woodville marriage. There might also be some consideration of the problem of over-mighty nobility which had not been crushed despite the defeat of Lancastrian rebellions. The importance of the Woodville marriage in creating animosity to Edward's rule might also be discussed and this could be linked to the role of the French in aiding the Lancastrian restoration. The role of Edward's own brothers might also be discussed and their alliance with Warwick. Candidates might also argue that Edward had failed to restore royal authority and that this made it easier to remove him.</p>	50	No set answer is looked for but candidates will need to answer the question.

<b>Question</b>		<b>Answer</b>	<b>Marks</b>	<b>Guidance</b>
5		<p>'The skill of Henry Tudor was the most important reason Richard III lost the throne.' How far do you agree?</p> <p>Answers that are awarded Level III or above for AO1b will need to write a good paragraph on the named factor. The Lancastrians always opposed Richard III and Henry Tudor was the most dangerous challenge. Candidates might go on to consider some of Henry's strengths as they helped to remove Richard; these might include being a clever opponent, avoiding a direct confrontation with Richard until he had a large enough force. It is likely that many answers will focus on Richard's defeat at Bosworth as ultimately that was the reason why he lost the throne. However, without previous events and developments he would not have alienated many who either supported Henry Tudor or waited to see the outcome. Candidates may consider Richard's character arguing that he was untrustworthy, ambitious and even murderous. Many answers are likely to consider the illegality of his seizure of the throne and argue that this was the start of his troubles as it raised doubts about his character and alienated some. It will be relevant to discuss the probable murder of the princes in the Tower, but this must be linked to loss of support. Candidates might consider his relations with the nobility, including the execution of Buckingham. The distrust that surrounded Richard was a key factor in explaining why he was unable to create a wide section of support. His betrayal by Stanley at Bosworth might be interpreted either as justified or as the actions of an unscrupulous noble who wanted to come out on the winning side. Some answers might also argue that Richard's promotion of northern nobles alienated a large number of southern nobles, which would be crucial.</p>	50	No set answer is looked for but candidates will need to answer the question.

<b>Question</b>		<b>Answer</b>	<b>Marks</b>	<b>Guidance</b>
6		<p>How effective was Henry VII's domestic government?</p> <p>In order to reach the higher levels candidates should focus on the key word 'effective.' Stronger answers might start by defining effective government; this might include reference to issues such as finance, control of the nobility, prevention of challenges to the throne and establishing law and order. There is a great deal that candidates might consider and it is not expected that all issues will be covered, what matters is the quality of analysis. Some may argue that Henry VII was very effective; he was a usurper with a weak claim to the throne but was able to hand on the crown to his son, with a full treasury. However, others might argue that by the end of his rule he was not effective as the nobility were disaffected and some have suggested close to rebellion, others might argue that he was not effective as he was forced into battle to defeat Simnel, which was dangerous and could have resulted in another Bosworth. In terms of support for his effectiveness there might be discussion of his marriage to Elizabeth of York which united the two houses, but also the dating of the start of his reign from before Bosworth so that his claim was not dependent upon his marriage. There might be consideration of his policy towards the nobility and the use of bonds, recognisances and attainders leading to the destruction of an over-mighty nobility which had blighted previous rulers. This might also be linked to the issue of retainers where laws were passed to limit them and thus prevent the nobility from having private armies that could challenge royal power. In terms of exploiting finance most are likely to argue that he was very effective in exploiting all sources of income, although there might be mention of the taxation unrest in Yorkshire and Cornwall. In dealing with Simnel and Warbeck it might be argued that he was effective in dealing with them quickly and preventing growth in support for them – the parading of the real Earl. However, it might be argued that the Warbeck affair dragged on and Henry was unable to deal with it. Local government was strengthened through the use of JPs and their role and effectiveness might be discussed.</p>	50	No set answer is looked for but candidates will need to answer the question.

<b>Question</b>		<b>Answer</b>	<b>Marks</b>	<b>Guidance</b>
7		<p>'Wolsey's domestic policies achieved little.' How far do you agree?</p> <p>There is a wide range of domestic policies that candidates might consider and it is not expected that candidates should cover it all; it is the quality of analysis that matters. However, candidates should cover a range of areas and this might include legal, financial, social and economic aspects and the church, so that a balanced judgement can be reached. Some candidates might establish criteria against which to judge achievement and this could include pleasing Henry so as to remain in power, gaining personal wealth and prestige or improving the government of the country. It is possible that candidates will argue that his judicial reforms did bring about achievements and therefore the statement is incorrect and point to the increase in cases and the availability of justice for all. However, it is also possible to argue that his financial reforms were successful particularly in the early years and candidates may use the example of the subsidy to support this and the funding of Henry's foreign policy, which won Wolsey support and therefore argue that the statement in the question is incorrect. However, if this line is taken it can be balanced by consideration of the Amicable Grant. In discussing social and economic policies candidates might focus on the issue of enclosure and argue that in the short term it appeared to have achieved its aims, but had to be abandoned because of financial needs and therefore achieved little. The problem of the church may figure in some essays and although some might point to his success in dissolving some monasteries others might argue that, given the power he had, this was a missed opportunity and that he even brought the church into disrepute and therefore achieved little. There might be some consideration of the divorce and his failure and the consequences, but this should not dominate the answer.</p>	50	No set answer is looked for but candidates will need to answer the question.

<b>Question</b>		<b>Answer</b>	<b>Marks</b>	<b>Guidance</b>
8		<p>To what extent did Tudor administration remain the same in the 1530s?</p> <p>There is a wide range of issues that candidates might consider and it should not be expected that all areas of administration will be addressed, what matters is the quality of analysis, although examiners should expect to see a range so that a balanced judgement is reached. There might be a discussion of the structure and organisation of central government based around the reorganisation of financial departments and the creation of the Privy Council. There may be consideration of the changing role and regularity of parliament and its increased competence as it became involved in religious issues and some might raise the issue of the importance of statute law or point to Henry's comment about power in the time of parliament, using this to argue that there was significant development and change. In contrast, some might argue that it was still the same as its medieval forebears, that it had no will of its own and could not act independently of the Crown. However, some might note that there was a change in terms of implication as it now appeared as if Parliament could deal with any matter. There might be some consideration of the financial courts that were established, although it should be noted that most were short-lived and therefore after initial change much did remain the same. Candidates might consider the issue of Wales and the Act of Union of 1536, with the establishment of the county system etc., suggesting that there was change. This might be linked to the creation of a unitary state, with more authority given to the Council of the North, empowering the Council of Wales and the Marches and the Council of the West, although some may note this was short-lived and therefore saw little change. Some answers might raise the Elton 'Tudor Revolution' debate, but this is not to be expected as historiography is not a requirement at AS and examiners should also be aware of answers that simply describe the Elton thesis and do not use it to answer the question. However, in using this debate to address the question, candidates might consider issues such as the change from medieval to bureaucratic government and discuss issues such as the Privy Council and might consider whether it was a temporary institution established to deal with the danger posed by the Pilgrimage of Grace and then largely disappeared. Some responses might discuss the relationship between the Church and State and argue that there was significant change here as there was a 'jurisdictional revolution' in the relationship, with the result that Church and State had been replaced by Church in State.</p>	50	No set answer is looked for but candidates will need to address the question set.

<b>Question</b>		<b>Answer</b>	<b>Marks</b>	<b>Guidance</b>
9		<p>How far did Mary I achieve her aims?</p> <p>In order to reach Level II for AO1b candidates will need to reach a judgement as to 'how far' Mary achieved her aims and not simply list her successes and failures. Stronger answers are likely to identify her aims and this may focus heavily on the importance of securing her succession and then an heir and her religious goals (although examiners should note that religion is not specified in the indicative content, and therefore should not penalise candidates who do not discuss it). There might also be some who suggest that her aims included the preservation of national security, ensuring domestic stability and improving the social, economic and financial condition of the country. In discussing the importance of securing her succession candidates may argue that she was successful as Lady Jane Grey was easily defeated, however in terms of securing the succession after her she failed to produce an heir, despite her quick marriage and was unable to persuade Elizabeth to promise to uphold Catholicism. In the short term her religious policies might be seen as successful; Catholicism was restored and her marriage allied her to the most powerful Catholic nation, but she failed to restore monasteries, the link with the Papacy was problematic and pole was unable to implement the much-needed educational, preaching and literary campaign. However, in the long-term her policies failed as Elizabeth removed the legal position of Catholicism within a year. National security was upheld with the defeat of the Stafford rebellion and both the military and navy were strengthened. Domestic stability is much more a matter of debate as Mary was able to defeat Wyatt, but the very existence of a serious challenge might suggest she was not completely successful and some might also link this to the burning of protestants which, it might be argued, created instability as laws had to be issued banning the attendance of apprentices and letters sent to JPs to enforce the laws. The social, economic and financial condition of the country is also debateable. There were achievements, particularly financially, but the achievements were largely seen in Elizabeth's reign, whilst the scale of the social and economic problems made it difficult to bring about change. Some may argue that it was her death after only five years on the throne which prevented her from achieving her aims.</p>	50	No set answer is looked for but candidates will need to answer the question.

<b>Question</b>		<b>Answer</b>	<b>Marks</b>	<b>Guidance</b>
10		<p>How important was Thomas Cranmer in influencing religious policy in the 1530s?</p> <p>There are a large number of factors that candidates may consider, but it is not expected that they will consider all issues, even at the highest level. There should be some consideration of Cranmer's role and this might include reference to his view that Henry should be head of all institutions within his realm, including the Church. Cranmer was important in putting forward the idea of caesaro-papism. Cranmer was involved in the gathering together historical evidence to support the case, however this should be balanced against the fact that it was not until Cromwell was a major influence, some-time in 1532 that a decision was made to break with Rome. There might be some comment about Cranmer's appointment as Archbishop of Canterbury and his decision that the Papal annulment allowing Henry and Catherine to marry was invalid. Some may also comment on his support for Tyndale's English Bible. However, many are likely to suggest that Cranmer's influence was limited and that Cromwell played a more important role. Some may argue that his more radical beliefs were important in influencing the king to dissolve the monasteries and introduce some more protestant views. However, this might be balanced against Cromwell's desire and need to please the king, arguing that he dissolved the monasteries to make Henry 'the richest man in Christendom'. It may also be argued that Cromwell's views were not important as once he displeased Henry and became too radical he was removed. Candidates might suggest there were other more important factors and issues such as power, money, the foreign situation and threat of a Catholic crusade and Henry's own religious beliefs might be considered. There might also be some who argue that the condition of the church and the need to reform in response to popular pressure was important.</p>	50	No set answer is looked for but candidates will need to answer the question.

<b>Question</b>		<b>Answer</b>	<b>Marks</b>	<b>Guidance</b>
11		<p>How much popular support was there for Mary I's religious policies?</p> <p>At the higher levels candidates will need to consider the issue of 'how popular' and reach a balanced conclusion. In assessing the popularity of Mary's religious policies much will depend upon the criteria against which they are judged. Mary wanted to restore links with Rome, but also establish a Catholic succession. The restoration of Catholicism to Mary included the restoration of monasteries and not simply catholic practices; she also wanted to reendow the Church so that it could fulfil its role. With both the restoration of monasteries and finances most candidates are likely to argue that these measures were defeated, suggesting the measures were not popular. There were a few restored monasteries, such as Westminster, but not on the scale Mary wanted and although there was some improvement of finances it did lead to complaints because of the increased financial demands at a time of poor harvests. However, some may argue that these are not true indicators of a lack of popularity, but due to an unwillingness to surrender land and the poor state of the economy. Although Mary was successful in achieving a Catholic marriage and a very prestigious one, to Philip, it caused unrest, and this may be used to suggest the restoration was not popular, although some may argue that the rebellion was not due to religion but her marriage. However, in restoring Catholicism many are likely to argue that much of it was popular. The Edwardian reformation had little time to make a large impact and Mary's task was therefore relatively easy, shown by the length of time it took Elizabeth, particularly in the north, to establish Protestantism. There are many examples that candidates might use to show the popularity of Mary's accession, ranging from bonfires, the ringing of bells to the singing of mass before it was law. Some might discuss whether her defeat of Lady Jane Grey was a sign of popular support, with some suggesting it was more a reflection of the desire to uphold legitimacy. There was very little opposition in parliament to her changes and when there was opposition as over the Exiles bill, First fruit and Tenth and Heresy Laws it was not for religious reasons. Some may balance this success against the Marian burnings, it could be argued that these had a negative impact, although some might argue that the impact was negligible and that the negative impression is due to protestant propaganda.</p>	50	No set answer is looked for but candidates will need to answer the question.

<b>Question</b>		<b>Answer</b>	<b>Marks</b>	<b>Guidance</b>
12		<p>Assess the reasons why Elizabeth I's policies towards Catholics became more severe after 1568.</p> <p>In order to reach Level II or above for AO1b candidates will need to reach a judgement as to the relative importance of the reasons considered. There are a variety of reasons that candidates might consider, but 1568 is an important date as it saw the arrival of Mary Queen of Scots in England. Some might assess her importance in influencing policy towards Catholics and suggest that this influenced the 1571 Acts, although it might also be argued that these acts were in response to the 1569 Rising of the Northern Earls, Elizabeth's excommunication in 1570 and the Ridolfi plot in 1571. The growth in the number of plots and the availability of a Catholic figurehead may explain why the government felt it was necessary to increase the penalties against Catholics, although some may also place the developments in a wider European context of the St. Bartholomew Day massacre. The arrival of seminary priests from 1574 may also have encouraged the harsher punishments. However, some may note that it was the 1580s that really saw the increased punishment of Catholics with the 1581 acts, which included the increase in recusancy fines and the 1585 Act against Jesuits. Some might argue it was the link to the foreign threat and changing international situation, with events such as the murder of William of Orange, that was responsible for the increased punishments and note that the 1588 Armada was followed by the execution of 31 priests in the same year. Some might therefore argue that as Catholicism appeared to become a greater threat so Elizabeth and her government felt it necessary to increase punishments, others might suggest that Elizabeth, having initially stated that she did not wish to make windows into men's hearts was now in a stronger position and therefore able to issue harsher punishments.</p>	50	No set answer is looked for but candidates will need to answer the question.

<b>Question</b>		<b>Answer</b>	<b>Marks</b>	<b>Guidance</b>
13		<p>To what extent was faction a threat to the power of Elizabeth?</p> <p>At the higher levels candidates will need to consider the extent of the ‘threat’ and reach a judgement. Candidates will need to show a basic understanding of the concept of faction in order to answer the question, but many find this difficult and it should be remembered that this is an AS examination. Some answers might interpret faction too broadly and include Puritans and therefore discuss their impact on the Elizabeth’s power. Candidates can examine Elizabeth’s methods and policies in dealing with factions in order to determine whether she viewed them as a threat. They might examine whether the struggles between the Cecil/Burghley and Leicester groups threatened her power by challenging her policies or whether the struggles actually increased her power by offering alternative views. The factional struggle between Robert Cecil and the Essex groups might be used as an example of where her power was threatened. There were few problems until the Essex rebellion, which left Cecil unchallenged and candidates might consider whether it was the unchallenged power of a faction that allowed her power to be challenged. She tried to use patronage to create loyalty to herself and to avoid the emergence of an over-mighty minister, suggesting that it was not a threat. William Cecil was eminent but not pre-eminent. Candidates might point out that some factions co-operated against the Queen and whether this impacted on her power; Cecil and Leicester were not always rivals. Elizabeth was sometimes isolated, for example over Mary Queen of Scots and in these instances it might be argued her power was compromised. Candidates might conclude that Elizabeth was mostly but not always successful in maintaining her power and was able to use faction to her advantage.</p>	50	No set answer is looked for but candidates will need to answer the question.

<b>Question</b>		<b>Answer</b>	<b>Marks</b>	<b>Guidance</b>
14		<p>Assess the reasons why Mary Queen of Scots caused problems for Elizabeth I and her government.</p> <p>In order to reach Level II or above for AO1b candidates will need to reach a judgement as to the relative importance of the reasons considered. There are a variety of reasons that candidates might consider, but it is likely that many answers will focus on the issue of the succession and/or Elizabeth's legitimacy. In discussing the succession candidates might argue that Mary was the legitimate heir and that whilst Elizabeth remained unmarried and childless this would remain the situation. This was a problem because she was Catholic and the country was officially protestant. There was also the question of Elizabeth's legitimacy, which was not accepted by some Catholics and this, particularly after the Papal bull of excommunication might lead to plots and attempts to overthrow her. The succession was an important issue because of the claim of Mary Queen of Scots as it raised major problems concerning religion and relations with both France and Scotland. Mary was also a problem because she was an anointed monarch and therefore what to do with her was an issue, the execution of God's anointed was an anathema to Elizabeth. Mary was also a problem because of her links with foreign powers and there might be some discussion about her links with France, and later Spain, and the possibility of a Catholic crusade. Her French links proved a threat, whilst she was also a possible centre of opposition for Catholics both at home and abroad.</p>	50	No set answer is looked for but candidates will need to answer the question.

<b>Question</b>		<b>Answer</b>	<b>Marks</b>	<b>Guidance</b>
15		<p>How successfully did Elizabeth I preserve her power in the period after 1588?</p> <p>At the higher levels candidates will need to address the question 'how successfully' and not simply list evidence for and against her preservation of power. At the end of the period Elizabeth did appear isolated at court and in her government as her older associates had died or retired and many were waiting for the arrival of a new king. However, this can be balanced against the success of her Golden Speech, which demonstrated her ability to diffuse opposition and retain power. It could be argued that the last parliament showed the willingness of MPs to criticise her over the policy of Monopolies, but how much of her power was actually lost and this might lead to a discussion about her ability to raise finance. It might be noted that Elizabeth still retained the right to summon, dissolve and prorogue parliament, therefore although its influence might have increased, it was still dependent upon Elizabeth for its role. Some might argue that after 1601 she did decline physically and that this did have an impact on her prestige and therefore her power. The problems of the last years should be set against alongside the achievements which would have maintained her power. It should not be forgotten that she had brought religious peace and this was still evident, there was a stable government under Robert Cecil and the ease with which the Essex rebellion was defeated could be used to show that she still had widespread support among the nobility. The lack of unrest, despite the severe social and economic problems might also be used to suggest that she was still powerful. Although the war with Spain was costly, Elizabeth was seen as powerful following the Armada victory and there was little opposition to the continued high levels of taxation to fund the war and deal with Ireland. Candidates might point to her use of harsh punishments as evidence of her power, or the power of the state. She was willing to execute her favourite, Essex, for challenging her power, and even when the Oxfordshire rising occurred, which was not a threat to her power, she took severe action. Some might argue that her power was declining as her chief minister, Robert Cecil was in talks with James VI of Scotland to secure the succession, even before she had died.</p>	50	No set answer is looked for but candidates will need to answer the question.

<b>Question</b>		<b>Answer</b>	<b>Marks</b>	<b>Guidance</b>
16		<p>Assess the impact of foreign relations in the relationship between James I and his parliaments.</p> <p>In order to reach Level II or above for AO1b candidates will need to reach a judgement as to the relative importance of the reasons considered. There are a variety of issues that candidates might consider, such as whether foreign policy worsened relations between James and his parliaments, the impact on finance, the relationship between James and his ministers and parliament's attitude to his policies. Candidates might argue that foreign policy created two problems policy although they were linked. James believed that foreign policy was an essential part of the royal prerogative whereas critics resisted the claim, especially parliament as they had to vote the funds to sustain the policy. Secondly, the practicalities of his foreign policy proved unpopular. The pursuit of a peaceful policy appeared to be an appeasement of catholic powers, which was not popular with parliament. James I soon made peace with Spain, Treaty of London in 1604, and this was not popular with some who made money from the war and others who regarded Spain as the arch-enemy and therefore some might suggest that it set the tone for the relationship between James and his parliaments, creating suspicions. James tried to maintain a balance, for example, marrying his daughter, Elizabeth to Frederick of the Palatinate and making an agreement with the German Protestant Princes. However, for many in parliament his policy did not go far enough and they wanted England to actively intervene in the Thirty Years War. They saw Protestantism as under threat and believed that James should help to defend it, his apparent unwillingness, it might be argued further added to suspicions. The marriage of Charles became an important diplomatic tool, but it also revealed further conflict. The king's reluctance to offend Spain led to unpopular developments, such as the execution of Raleigh and finally the embarrassment of Charles' failed venture to Spain to agree a marriage. The intervention in the Thirty Years War in 1624 was too late to save James from criticism. He was criticised for following policies which were seen at times to be basically wrong and other times right but ineffective, adding to the problems in his relationship with parliament.</p>	50	No set answer is looked for but candidates will need to answer the question.

<b>Question</b>		<b>Answer</b>	<b>Marks</b>	<b>Guidance</b>
17		<p>'James I's financial difficulties were the result of inherited problems.' How far do you agree?</p> <p>In order to reach Level II for AO1b candidates will need to reach a judgement as to 'how far' inherited problems were to blame. In discussing the inherited problems candidates might consider the cost of the war with Spain, although some may note that the parliamentary subsidies to be collected would cover most of the costs and that this was further negated by peace with Spain in 1604. More challenging for James was the inefficient and outdated taxation system which resulted in under-assessment and this had been made worse by inflation, which reduced the actual value of the assessments. There might also be some discussion of the selling of crown lands and also the reluctance of Elizabeth to issue rewards, which James, as a foreigner especially needed to address. Some might argue that James' marital status added to the problems as he had to provide for further households, which could be contrasted with Elizabeth. However, many are likely to argue that it was James' extravagance that was to blame and mention the rewards given to favourites, or the double dinners. Some might argue that Parliament was to blame as they would not address the problem and wanted to keep James dependent upon them for supply as they feared not being summoned; this might be linked to the failure of the Great Contract. There might also be discussion of the corrupt nature of ministers such as Sackville.</p>	50	No set answer is looked for but candidates will need to answer the question.

<b>Question</b>		<b>Answer</b>	<b>Marks</b>	<b>Guidance</b>
18		<p>Assess the reasons why Charles I dissolved parliament in 1629.</p> <p>In order to reach Level II or above for AO1b candidates will need to reach a judgement as to the relative importance of the reasons considered. There are a variety of issues that candidates might consider. The focus of the question should be on the dissolution of Parliament in 1629 and candidates who write about the nature of Personal Rule should not receive high credit. Candidates might focus on the events of the 1629 Parliament; the issue of privilege, Laud's policies, the refusal of the Commons to acknowledge Black Rod's summons to the Lords and the Three Resolutions. Candidates may also focus on Charles' aims and problems in the period from 1625 to 1629 to be able to fully address the demands of the question. Answers may consider the problematic relationship between Charles and his parliaments in this period and suggest that he wanted political independence and link this to his belief in Divine Right or even suggest that parliament was not a permanent part of the constitution. Some answers will look at other areas of conflict, such as foreign affairs, or his relationship with Buckingham and again may argue that Charles wanted to avoid criticism and prevent parliament from linking supply to redress of grievance. Charles' attitude towards parliament and his view of their role is also an area that might be considered.</p>	50	No set answer is looked for but candidates will need to answer the question.

**OCR (Oxford Cambridge and RSA Examinations)**  
1 Hills Road  
Cambridge  
CB1 2EU

**OCR Customer Contact Centre**

**Education and Learning**

Telephone: 01223 553998  
Facsimile: 01223 552627  
Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

[www.ocr.org.uk](http://www.ocr.org.uk)

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

**Oxford Cambridge and RSA Examinations**  
is a Company Limited by Guarantee  
Registered in England  
Registered Office; 1 Hills Road, Cambridge, CB1 2EU  
Registered Company Number: 3484466  
OCR is an exempt Charity

**OCR (Oxford Cambridge and RSA Examinations)**  
Head office  
Telephone: 01223 552552  
Facsimile: 01223 552553

© OCR 2016

