

**GCE**

**History A**

**Unit : Y106/01 England 1485 – 1558 the Early Tudors**

Advanced GCE

**Mark Scheme for June 2017**

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 2017

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

Annotation	Meaning of annotation
	Blank Page
	Highlight
Off-page comment	
	Assertion
	Analysis
	Evaluation
	Explanation
	Factor
	Illustrates/Describes
	Irrelevant, a significant amount of material that does not answer the question
	Judgement
	Knowledge and understanding
	Provenance
	Simple comment
	Unclear
	View

Here are the subject specific instructions for this question paper

Use the following indicative content mark scheme in conjunction with the generic levels of response in the Appendix

## MARK SCHEME Section A

Question	Answer/Indicative content	Mark	Guidance
1	<p><b>Using these four sources in their historical context, assess how far they support the view that the attempt to exclude Mary Tudor from the throne in 1553 was a serious threat to the Tudor dynasty.</b></p> <ul style="list-style-type: none"> <li>• <b>In discussing how Source A does or does not support the view</b>, answers might refer to the content of the letter from the Privy Council, which states that not only did Parliament view her as illegitimate, but that she was excluded by old laws and letters of the late King.</li> <li>• <b>In discussing the provenance of Source A</b>, answers might consider that the Privy Council was attempting to justify its actions in excluding her from the succession.</li> <li>• <b>In discussing the historical context of Source A</b>, answers might consider that it was written when Mary had fled to East Anglia and was trying to raise forces.</li> <li>• <b>In discussing how Source B does not support the view</b>, answers might refer to it commenting on the number who supported Mary because she was the rightful queen and the number who disliked Northumberland</li> <li>• <b>In discussing the provenance of Source B</b>, answers might consider that the author is unknown; however, it was used in a later book by a Protestant writer and might therefore argue that her triumph was due to Northumberland's reputation.</li> <li>• <b>In discussing the historical context of Source B</b>, answers might consider that many people, regardless of their religious belief, welcomed Mary as queen because of her rightful claim and that as a</li> </ul>	30	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At Level 5 and above there will be judgement about the issue in the question.</li> <li>• To be valid judgements they must be supported by accurate and relevant material.</li> <li>• At Level 4 and below, answers may be simply a list of which sources support or challenge the view in the question.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used to analyse and evaluate the sources, in line with the descriptions in the levels mark scheme.</li> </ul>

		<p>result the crisis was soon over</p> <ul style="list-style-type: none"> <li>• <b>In discussing how Source C does not support the view</b>, answers might refer to the fact that a Protestant supporter still backs Mary even though he considers Catholicism to be wicked.</li> <li>• <b>In discussing the provenance of Source C</b>, that it was written much later when he had no reason not to give his opinion.</li> <li>• <b>In discussing the historical context of Source C</b>, answers might refer to the number of Protestants who supported Mary’s claim to the throne and those on the Council who abandoned Northumberland once he left London, suggesting that the chance of unrest was less likely</li> <li>• <b>In discussing how Source D does support the view</b>, answers might refer to the gathering of forces by both sides, although it might also be noted that Protestants in East Anglia supported her.</li> <li>• <b>In discussing the provenance of Source D</b>, answers might refer to this being written by a Protestant supporter, who wanted to show how Mary tricked them by agreeing to no changes in religion</li> <li>• <b>In discussing the historical context of Source D</b>, answers might consider the difficulty Northumberland had in gaining and retaining forces despite increasing pay and how this might be due to Mary agreeing to no religious innovation.</li> </ul>		
--	--	---	--	--

2*		<p><b>'Henry VII's main aim in foreign affairs was to avoid war.' How far do you agree?</b></p> <p><b>In arguing that the main aim in foreign affairs was to avoid war,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the danger of warfare and realization by Henry that it was risky as he had gained the throne by war.</li> <li>• <b>Answers might consider</b> that warfare was costly and given the state of finances it should be avoided.</li> <li>• <b>Answers might consider</b> that he wanted to avoid war with France because it was not only financially stronger, but was also allied to Scotland.</li> <li>• <b>Answers might consider</b> that war would disrupt trade, which was vital for improving England's financial position.</li> <li>• <b>Answers might consider</b> the Tudor concern with dynastic security and that could threaten it.</li> </ul> <p><b>In arguing that there were other factors that influenced Henry's foreign policy,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the concern for dynastic security given Henry's weak claim to the throne and the Yorkist threat from overseas.</li> <li>• <b>Answers might consider</b> Henry's need for foreign recognition given his weak claim to the throne, hence marriage alliances.</li> <li>• <b>Answers might consider</b> the need for alliances given the possibility of foreign invasion in support of Yorkist claimants.</li> <li>• <b>Answers might consider</b> the need to secure the northern border from Scottish attack, particularly with French support, hence the marriage of Margaret and the peace treaty with Scotland.</li> <li>• <b>Answers might consider</b> that Henry did not avoid</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels, candidates will focus on weighing up what Henry's aims were; but at Level 4, may simply describe them.</li> <li>• At Level 5 and above there will be judgement as to what Henry's main aim was.</li> <li>• At higher Levels candidates might establish criteria against which to judge the relative importance of the aims.</li> <li>• To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions.</li> <li>• 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 the descriptions in the levels mark scheme.</li> </ul>
----	--	--	----	--

3*		<p>war as he invaded France in 1492.</p> <p><b>‘Wolsey’s domestic achievements were limited.’ How far do you agree?</b></p> <p><b>In arguing that his domestic achievements were limited,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> his failure to raise sufficient money to fund Henry’s wars.</li> <li>• <b>Answers might consider</b> the problem of his relationship with Parliament which made it difficult to raise money.</li> <li>• <b>Answers might consider</b> that he had to abandon social legislation, as over enclosures, in order to raise funds.</li> <li>• <b>Answers might consider</b> that his legal reforms meant that courts were unable to manage the volume of cases.</li> <li>• <b>Answers might consider</b> his inability to raise money through the Amicable Grant.</li> <li>• <b>Answers might consider</b> that his Church reforms were limited.</li> <li>• <b>Answers might consider</b> that his administrative reforms did little to improve efficiency.</li> </ul> <p><b>In arguing that his domestic achievements were not limited</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the amount of money he was able to raise.</li> <li>• <b>Answers might consider</b> the introduction of the Subsidy.</li> <li>• <b>Answers might consider</b> that the increase in the number of cases in the law courts was a success, as justice was made more available to ordinary</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels, candidates will focus on weighing up the extent of the achievement: but at level 4, may simply describe what was achieved or not achieved.</li> <li>• At Level 5 and above there will be judgement as to the extent of the achievement.</li> <li>• At higher Levels candidates might establish criteria against which to judge the extent of the achievement.</li> <li>• To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions.</li> <li>• 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.</li> </ul>
----	--	---	----	--

			<p>people.</p> <ul style="list-style-type: none"><li>• <b>Answers might consider</b> that social legislation against enclosure was passed, despite opposition.</li><li>• <b>Answers might consider</b> the control that Wolsey was able to exert over patronage.</li><li>• <b>Answers might consider</b> that his reforms were not limited as he was able to satisfy the king and remain in power.</li></ul>		
--	--	--	--	--	--

APPENDIX 1 – this contains the generic mark scheme grids.

	<i>A02: Analyse and evaluate appropriate source materials, primary and/or contemporary to the period, within its historical context.</i>
	<b>Generic mark scheme for Section A, Question 1: How far do the four sources support the view? [30]</b>
<b>Level 6</b> 26–30 marks	The answer has a very good focus on the question throughout. The sources are fully evaluated, using both provenance and detailed and accurate knowledge of their historical context in a balanced way, in order to engage with the sources and reach a convincing, fully supported analysis of them in relation to the issue in the question.
<b>Level 5</b> 21–25 marks	The answer has a good focus on the question. The sources are evaluated, using both provenance and relevant knowledge of their historical context, in order to engage with the sources and reach a supported analysis of them in relation to the issue in the question. There may be some imbalance in the analysis between use of provenance and use of knowledge.
<b>Level 4</b> 16–20 marks	The answer is mostly focused on the question. The sources are evaluated, using both provenance and generally relevant knowledge of their historical context, in order to engage with the sources and produce an analysis of them in relation to the question. The use of provenance may not be developed.
<b>Level 3</b> 11–15 marks	The answer is partially focused on the question. There is partial evaluation of the sources, with use of some knowledge of their historical context, in order to engage with the sources and produce a partial analysis of them in relation to the question.
<b>Level 2</b> 6–10 marks	The answer has only limited focus on the question. Evaluation of the sources is very general. There is limited use of generalised knowledge of historical context to engage with the sources and produce a basic analysis of them in relation to the question.
<b>Level 1</b> 1–5 marks	This answer is on the wider topic area, but not on the detail of the question. The sources are evaluated in a very basic way, primarily being used as a source of information with understanding of them being only partial. A very generalised knowledge of historical context is used in a very limited way to engage with the sources and to attempt a very simple analysis of them in relation to the question.
0 marks	No evidence of understanding or reference to the sources.

	<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>
	<b>Generic mark scheme for Section B, Questions 2 and 3: Essay [20]</b>
<b>Level 6</b> 17–20 marks	There is a consistent focus on the question throughout the answer. Accurate and detailed knowledge and understanding is demonstrated throughout the answer and is consistently evaluated and analysed in order to reach substantiated, developed and sustained judgements. There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.
<b>Level 5</b> 13–16 marks	There is a mostly consistent focus on the question. Generally accurate and detailed knowledge and understanding is demonstrated through most of the answer and is evaluated and analysed in order to reach substantiated judgements, but these are not consistently well-developed. 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.
<b>Level 4</b> 10–12 marks	The question is generally addressed. Generally accurate and sometimes detailed knowledge and understanding is demonstrated through most of the answer with evaluation and some analysis, and this is used appropriately to support the judgements that are made. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.
<b>Level 3</b> 7–9 marks	The question is partially addressed. There is demonstration of some relevant knowledge and understanding, which is evaluated and analysed in parts of the answer, but in places knowledge is imparted rather than being used. The analysis is appropriately linked to the judgements made, though the way in which it supports the judgements may not always be made explicit. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.
<b>Level 2</b> 4–6 marks	The focus is more on the topic than the specific demands of the question. Knowledge and understanding is limited and not well used, with only limited evaluation and analysis, which is only sometimes linked appropriately to the judgements made. 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.
<b>Level 1</b> 1–3 marks	The answer relates to the topic but not the specific question. The answer contains only very limited relevant knowledge which is evaluated and analysed in a very limited way. Judgements are unsupported and are not linked to analysis. Relevant knowledge is limited, generalised and poorly used; attempts at argument are no more than assertion. Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.
0 marks	No evidence of understanding and no demonstration of any relevant knowledge.

**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 2017

