

GCE

History A

Unit : Y307/01 Tudor Foreign Policy 1485 - 1603

Advanced GCE

Mark Scheme for June 2017

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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.

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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
	Simple comment
	Unclear
	View

MARK SCHEME Section A

Question	Answer/Indicative content	Mark	Guidance
1	<p>Evaluate the interpretations in both of the two passages and explain which you think is more convincing as an explanation of the consequences of the loss of Calais.</p> <p>In locating the Interpretations within the wider historical debate, answer might argue that Interpretation A argues that the loss was not a disaster and even brought some benefits.</p> <p>In evaluating Interpretation A,</p> <ul style="list-style-type: none"> • Answers might argue that Calais was costly to defend, for little positive benefit. • Answers might argue that Interpretation A is valid as it encouraged England to look towards the Atlantic and the development of a sea-borne empire. • Answers might argue that Interpretation A is valid as the navy used the experience gained during the war in the struggle against Spain during Elizabeth's reign. • Answers might argue that interpretation A is not valid as it ignores the impact on Mary's popularity. 1. <p>In locating the Interpretations within the wider historical debate, answers might argue that Interpretation B argues that the loss of Calais was a disaster.</p> <p>In evaluating Interpretation B,</p> <ul style="list-style-type: none"> • Answers might argue that it is not valid as Calais was vital for commercial reasons, which became more apparent with the Dutch Revolt. • Answers might argue that interpretation B is not valid 	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

			<p>as the loss of French lands had been occurring for over a century and this was just psychological.</p> <ul style="list-style-type: none">• Answers might argue that interpretation B is valid in developing the interpretation of Mary's reign as a failure, coinciding with bad harvests and disease.• Answers might argue that interpretation B is not valid as it would make it easier for England and France to make peace later in the period.		
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2*		<p>Mark Scheme Section B</p> <p>How important were religious factors in shaping Tudor foreign policy?</p> <p>In supporting the hypothesis in the question, it might be argued that they were important after the break with Rome as it left England isolated.</p> <ul style="list-style-type: none"> • Answers might consider that it resulted in a defensive policy for much of the 1530s and early 1540s. • Answers might consider that it was particularly important during the reign of Elizabeth, who supported the Protestants in Scotland and the Netherlands. • Answers might consider that it influenced Mary's marriage to Philip and war against France. • Answers might consider that it influenced marriage negotiations under Elizabeth. <p>In challenging the hypothesis in the question, it might be argued that it was not a factor before the Reformation and break with Rome.</p> <ul style="list-style-type: none"> • Answers might consider that dynastic and national security were always the dominant factors, hence the concern about the Netherlands. • Answers might consider that England attempted to avoid war with Spain at the start of Elizabeth's reign. • Answers might consider the importance of trade and finance in shaping foreign policy. • Answers might consider personal motives and the desire to go to war, particularly during the reign of Henry VIII. 	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.
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3*		<p>Assess the reasons why relations with France improved in the period from 1485 to 1603.</p> <p>In arguing that it was because of the changing situation in Scotland, it might be argued that the Protestant reformation in Scotland led to the ending of the Auld Alliance.</p> <ul style="list-style-type: none"> • Answers might consider the death of Francis II and Scotland's move away from the Guise family. • Answers might consider England's improved relations with Scotland after 1560. • Answers might consider French support for Scotland when England attacked in the 1540s. <p>In challenging this, it might be argued that both England and France saw Spain as the common enemy.</p> <ul style="list-style-type: none"> • Answers might consider the impact of the French Wars of Religion. • Answers might consider the involvement of Spain in French internal affairs and support for the Catholic League. • Answers might consider England's abandonment of the Spanish alliance. • Answers might consider Elizabeth's marriage negotiations with Alencon and Anjou. 	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.
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4*		<p>‘English foreign policy seriously damaged English trade throughout the period from 1485 to 1603.’ How far do you agree?</p> <p>In supporting the hypothesis in the question, it might be argued that trade was sacrificed for national security.</p> <ul style="list-style-type: none"> • Answers might consider that Henry VII sacrificed trade to pressure Burgundy not to support the Yorkist cause. • Answers might consider that Elizabeth’s support for the Dutch rebels led to a loss of trade with the Spanish Netherlands. • Answers might consider that Drake’s attacks in the New World resulted in Spain breaking trade links. • Answers might consider the impact of the loss of Calais at the end of Mary’s reign. <p>In challenging the hypothesis in the question, answers might consider the number of trade treaties signed by Henry VII which helped bolster trade.</p> <ul style="list-style-type: none"> • Answers might consider the new markets that were opened up under Mary and Elizabeth’s rule. • Answers might consider the improvement in trade brought about by the Conventions of Nymegen and Bristol. • Answers might consider that with the decline in Antwerp after 1551 trade in the region was less important. • Answers might consider that the English desire to break into the New World trade had an impact on foreign policy and caused a deterioration in relations with 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.
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APPENDIX 1 – this contains the generic mark scheme grids

	<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	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

marks	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.

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