

GCE

History A

Unit **Y137/01**: England 1547–1603: the Later Tudors

Advanced Subsidiary GCE **H105**

Mark Scheme for June 2017

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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.

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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
	Provenance
	Simple comment
	Unclear
	View

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>Use your knowledge of religious changes under Edward VI to assess how useful Source C is as evidence for the reactions to the First Prayer Book.</p> <p>In discussing how Source C is useful,</p> <ul style="list-style-type: none"> • Answers might consider that the First Prayer Book produced doubts about the form of worship and a Second Prayer Book has been necessary. • Answers might consider that Source C adopts a negative view of the success of the First Prayer Book • Answers might consider that a significant number of people failed to attend Church on Sundays or Holy days following the introduction of the First Prayer Book. • Answers might consider that the Second Act of Uniformity is trying to justify and explain the necessity for the Second Prayer Book. • Answers might consider the religious disorders there had been in England with the introduction of the First Prayer Book, such as the Western Rebellion. 	10	<ul style="list-style-type: none"> • No set answer is expected • The answer must assess utility for the issue specified. Analysis and evaluation of utility for other issues is not required and should not be credited • Knowledge must not be credited in isolation, it should only be credited where it is used to analyse and evaluate the source, in line with descriptions in the levels mark scheme.

2		<p>Using these three sources in their historical context, assess how far they support the view that the introduction of Protestantism during Edward VI's reign was difficult.</p> <ul style="list-style-type: none"> • In discussing how Source A does or does not support the view, answers might refer to the continued use of corrupt, untrue and superstitious ceremonies, which have allowed the new Prayer Book to be attacked and encouraged a wide range of opinion. • In discussing the provenance of Source A, answers might consider that it was written to justify the putting away of images and various books and would therefore want to show why an act was needed. • In discussing the historical context of Source A, answers might consider that it was written two years into the Protectorship of Somerset when the government was trying to destroy all traces of Catholic practice before going on to introduce more Protestant measures. • In discussing how Source B does or does not support the view, answers might refer to it commenting on the slowness of Bishops to agree on doctrine and how the scale of problems faced by the government means that the process is slow. • In discussing the provenance of Source B, answers might consider that it is written by German protestant, who had come to England to help with the spreading of the Reformation, to another leading Protestant and that might explain his disappointment with the speed of the Reformation. • In discussing the historical context of Source B, answers might consider that the government was faced with many other problems. 1549 had seen a great deal of unrest, resulting in the removal of Somerset. It might also note that there had still been 	20	<ul style="list-style-type: none"> • No set answer is expected. • At level 5 there will be judgement about the issue in the question. • To be valid judgements, they must be supported by accurate and relevant material. • 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 descriptions in the levels mark scheme.
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		<p>little religious legislation of a distinctively protestant nature</p> <ul style="list-style-type: none">• In discussing how Source C does or does not support the view, answers might refer to the significant number of people who did not attend Church following the introduction of the First Prayer Book.• In discussing the provenance of Source C, answers might refer to it being government legislation which needed to justify why a Second Prayer Book was being introduced.• In discussing the historical context of Source C, answers might refer to the Second Prayer Book being fully protestant in doctrine, but that it was not introduced until 1552, suggesting progress was slow.		
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3*		<p>Mark Scheme Section B</p> <p>How effectively did Elizabeth I manage the issue of faction?</p> <p>In arguing that Elizabeth managed the issue of faction effectively,</p> <ul style="list-style-type: none"> • Answers might argue that she was able to control the factions and therefore ensure that she received a variety of views. • Answers might consider the methods and policies used by Elizabeth to deal with factions, exploiting her gender. • Answers might consider that ultimately it was Elizabeth who decided policy. • Answers might consider that the factions were unable to persuade Elizabeth to marry. • Answers might consider that rivalry that had been present in the 1560s became consensus in the 1570s and unlike Henry VIII's reign there was not the need for executions. • Answers might consider factions were easy to control as aim was to gain favour and there was little potential to be disruptive. <p>In arguing that Elizabeth was not effective in controlling faction,</p> <ul style="list-style-type: none"> • Answers might argue that it was a serious problem in the 1590s with the emergence of Essex. • Answers might consider the issue of Elizabeth and marriage in 1565-6, with the Leicester and Howard factions wearing different coloured ribbons and the threat of a duel. • Answers might consider the struggles between Cecil/Burghley and Leicester and between Cecil and Essex. 	20	<ul style="list-style-type: none"> • No set answer is expected. • At Level 5 there will be judgement as to how effectively Elizabeth managed faction. • At higher Levels candidates might establish criteria against which to judge her effectiveness. • To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions. • 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*		<ul style="list-style-type: none"> • Answers might consider some factions co-operated against the Queen and isolated her, as over Mary Queen of Scots. <p>'Inflation was the most serious financial problem for Elizabeth I.' How far do you agree?</p> <p>In arguing that inflation was the most serious financial problem,</p> <ul style="list-style-type: none"> • Answers might consider its impact on crown revenue which did not rise at the same rate. • Answers might consider the impact of inflation, particularly in the 1590s and the link to the social problems of these years. • Answers might consider the impact of inflation on the cost of warfare, which was a serious issue in the last decades. • Answers might consider the impact of Spanish bullion reaching England. • Answers might consider the impact of inflation on food prices and the government's inability to control them as food supply could not be increased. <p>In arguing that inflation was not the most serious problem as the sources of royal income, such as crown lands could not easily be increased.</p> <ul style="list-style-type: none"> • Answers might consider the rising levels of government expenditure in the last decades because of war against Spain and in Ireland. • Answers might consider the problem of raising more money in taxation from parliament, particularly as taxation levels did not rise in line with costs. • Answers might consider the slump in trade, particularly with Antwerp and the cloth market, and the poverty of the lower orders that followed from unemployment. 	20	<ul style="list-style-type: none"> • No set answer is expected. • At Level 5 there will be judgement as to how serious inflation was. • At higher Levels candidates might establish criteria against which to judge the seriousness. • To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions. • 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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			<ul style="list-style-type: none">• Answers might consider Elizabeth's expenditure and the cost of patronage, the failure to introduce stricter accountability and reassess taxation.• Answers might consider the difficulty of raising further sums as Elizabeth was reluctant to call parliament as some members demanded concessions in return for supplies.• Answers might consider the issue of monopolies and the opposition it created.		
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APPENDIX 1 – this contains the generic mark scheme grids

	<i>AO2: Analyse and evaluate appropriate source materials, primary and/or contemporary to the period, within its historical context.</i>
	Generic mark scheme for Section A, Question 1: Use your knowledge of [specified historical context] to assess how useful Source [...] is as evidence of.... [10]
Level 5 9–10 marks	The answer has a good focus on the question. The source is evaluated, using both provenance and relevant knowledge of the historical context that is specified in the question, in order to engage with the source and reach a supported analysis of its utility as evidence for the issue in the question.
Level 4 7–8 marks	The answer is mostly focused on the question. The source is evaluated, using both provenance and generally relevant knowledge of the historical context that is specified in the question, in order to engage with the source and produce an analysis of its utility as evidence for the issue in the question. The use of provenance may not be developed.
Level 3 5–6 marks	The answer is partially focused on the question. There is partial evaluation of the source, with use of some knowledge of the historical context that is specified in the question, in order to engage with the source and produce a partial analysis of its utility as evidence for the issue in the question.
Level 2 3–4 marks	The answer has only limited focus on the question. There is a generalised evaluation of the source, with use of limited knowledge of the historical context that is specified in the question, in order to engage with the source and produce a basic analysis of its utility as evidence for the issue in the question.
Level 1 1–2 marks	This answer is on the wider topic area, but not on the detail of the question. There is a very basic evaluation of the source, with very limited use of very generalised knowledge of historical context that is specified in the question, in order to engage with the source in a very limited way to attempt a very simple analysis of its utility. This analysis may primarily take the form of drawing information from the source, and it will be considered more as evidence for the wider topic area than the specific issue in the question.
0 marks	No evidence of understanding or reference to the source.

	<i>A02: Analyse and evaluate appropriate source materials, primary and/or contemporary to the period, within its historical context.</i>
	Generic mark scheme for Section A, Question 2: How far do the three sources support the view? [20]
Level 5 17–20 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.
Level 4 13–16 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.
Level 3 9–12 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.
Level 2 5–8 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.
Level 1 1–4 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>
	Generic mark scheme for Section B, Questions 3 and 4: Essay [20]
Level 5 17–20 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.
Level 4 13–16 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.
Level 3 9–12 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.
Level 2 5–8 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.
Level 1 1–4 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.

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