

GCE

History A

Unit **Y136/01**: England 1485–1558: the Early 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.

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

Annotation	Meaning of annotation
BP	Blank Page
	Highlight
Off-page comment	
A	Assertion
AN	Analysis
EVAL	Evaluation
EXP	Explanation
F	Factor
ILL	Illustrates/Describes
IRRL	Irrelevant, a significant amount of material that does not answer the question
J	Judgement
KU	Knowledge and understanding
P	Provenance
SC	Simple comment
	Unclear
V	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>Assess the reasons why Henry VIII wanted a divorce from Catherine of Aragon</p> <p>In arguing that reasons why Henry wanted a divorce revolved around Henry's desire for a male heir,</p> <ul style="list-style-type: none"> • Answers might consider that there was the need for a male heir as there were doubts in England whether a female could rule. • Answers might consider that Catherine was beyond child bearing age and that her last pregnancy had been in 1518. • Answers might consider that Henry's concern for a male heir was so great that he had begun to consider promoting his illegitimate son, Henry Fitzroy, as the future heir. • Answers might consider that Catherine had produced only one child, who had lived more than a few weeks, and that was Princess Mary, a girl. • Answers might consider the Tudor concern with dynastic security and the need therefore for a male heir. <p>In arguing that there were other reasons,</p> <ul style="list-style-type: none"> • Answers might consider that Henry believed his marriage to Catherine was invalid and that the lack of a male heir was punishment from God for marrying his brother's wife. • Answers might consider Henry's belief that the Pope did not have the power to issue a dispensation that went against God's laws. • Answers might consider his relationship with, and growing love for, Anne Boleyn. • Answers might consider the diplomatic situation and the French questioning of Mary's legitimacy. • Answers might consider the extent to which this 	20	<ul style="list-style-type: none"> • No set answer is expected. • At Level 5 there will be judgement as to the reasons why Henry wanted a divorce. • At higher Levels candidates might establish criteria against which to judge the reasons. • 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*		<p>was part of a campaign to break with Rome, although some will dismiss this as a reason.</p> <p>How much opposition was there to Henry VIII's religious changes?</p> <p>In arguing that there was serious opposition to Henry's religious changes,</p> <ul style="list-style-type: none"> • Answers might argue that the Pilgrimage of Grace was a serious rising that raised some 40,000 people and was larger than the forces Henry could raise. • Answers might consider that it was the dissolution that provoked serious opposition • Answers might consider the opposition of leading figures such as More and Fisher, which attracted support not just in England but also in Europe. • Answers might consider opposition to the Royal Supremacy, with some 50 put to death for openly opposing it. • Answers might consider the defence made by many of traditional practices; the need for The Ten Articles and the injunctions imposing them; and the fact that the visitations and dissolution provoked a popular religious reaction. • Answers might consider the fear of new taxes being imposed. This provoked the unrest at Louth. • Answers might consider the opposition to Henry's marriage to Anne. <p>In arguing that the opposition was not serious,</p> <ul style="list-style-type: none"> • Answers might argue that the Pilgrimage of Grace was the only large-scale opposition. • Answers might consider that there were other causes to the Pilgrimage of Grace, such as economic and social reasons. • Answers might consider that the changes were 	20	<ul style="list-style-type: none"> • No set answer is expected. • At Level 5 there will be judgement as to how much opposition there was. • At higher Levels candidates might establish criteria against which to judge opposition. • 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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			<p>brought in slowly and that until the dissolution very few would have noticed them.</p> <ul style="list-style-type: none">• Answers might consider that the Treason Act would have frightened many who might oppose the changes and persuaded them to conform.• Answers might consider the methods used by the government to enforce the changes, such as the printing press, pulpit, letters, oaths and visitations.• Answers might consider that people did not oppose them because they did not realise the long-term significance of the changes.		
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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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