

GCE

History A

Unit : Y307/01 Tudor Foreign Policy 1485 - 1603

Advanced GCE

Mark Scheme for June 2018

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

Here is the mark scheme for this question paper.

MARK SCHEME

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 reasons why Philip of Spain launched the Armada in 1588.</p> <ul style="list-style-type: none"> • In locating the Interpretations within the wider historical debate, answer might argue that Interpretation A argues that it was for religious reasons. • In evaluating Interpretation A, answers might argue that the view is valid given Philip's strong religious beliefs and desire not to rule over heretics. • Answers might argue that Interpretation A is valid because England was giving aid to Calvinist rebels in the Netherlands. • Answers might argue that Interpretation A is not valid as Philip had protected Elizabeth from excommunication. • Answers might argue that interpretation A is valid because he saw it as his duty to convert England or return England to Catholicism. • In locating the Interpretations within the wider historical debate, answers might argue that Interpretation B argues that the Armada was launched for political and strategic reasons. • In evaluating Interpretation B, answers might argue it is valid because Philip needed to prevent aid 	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

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2	<p>reaching the Dutch if he was to defeat them.</p> <ul style="list-style-type: none"> • Answers might argue that interpretation B is valid as he launched the attack only after England had attacked the Spanish treasure fleets. • Answers might argue that interpretation B is valid because of Drake's attack on Cadiz. • Answers might argue that interpretation B is not valid as it ignores the number of priests on the Armada. <p>'Trade was more important than warfare as an instrument of Tudor foreign policy'. How far do you agree?</p> <ul style="list-style-type: none"> • In supporting the hypothesis in the question, it might be argued that trade embargos were used to stop support for Yorkist claimants under Henry VII. • Answers might consider that trade agreements were reached as a means of securing alliances with Spain and Brittany. • Answers might consider the search for new markets after the collapse of Antwerp in 1551. • Answers might consider the importance of trade to Henry VII and Elizabeth. • Answers might consider the attacks on Spanish New World trade by Elizabeth. • Answers might consider that for much of the period trade was more important than warfare in England's relations with Spain and the Netherlands. 	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.

Question	Answer/Indicative content	Mark	Guidance
3	<ul style="list-style-type: none"> • In challenging the hypothesis in the question, it might be considered that Henry VIII used warfare as an instrument against France. • Answers might consider that Elizabeth reluctantly used warfare against Spain. • Answers might consider the use of warfare during the reign of Edward VI and Mary Tudor. • Answers might consider how warfare rather than trade was used against the Scots. • Answers might consider that when national security was threatened warfare would be used if needed. <p>Assess the reasons why relations with Spain declined during the period from 1485 to 1603.</p> <ul style="list-style-type: none"> • In supporting the hypothesis that it was English antagonism, it might be argued that it was English support for the Dutch rebels that led to war in 1585. • Answers might consider attacks on the Spanish treasure fleets. • Answers might consider English attacks on Cadiz and the New World. • Answers might consider the seizure of the Genoese bullion ships. • Answers might consider the attacks by Drake and other privateers. • In challenging the hypothesis in the question, it might be argued that it was England’s improved relations with France. 	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	<ul style="list-style-type: none"> • Answers might consider it was fear of the dominance of Spain. • Answers might consider it was England's religious policies in the 1530s and 1570s. • Answers might consider it was Spanish support for Catholic plots in England. • Answers might consider that England saw Spain rather than France as the enemy. <p>'Tudor foreign policy had a greater impact on religious developments in England than any other aspect of domestic policy.' How far do you agree?</p> <ul style="list-style-type: none"> • In supporting the hypothesis in the question, it might be argued that England had to proceed carefully in terms of religious change because it feared a Spanish-French crusade. • Answers might consider the impact of foreign policy on the religious settlement in 1558. • Answers might consider the more protestant moves of Henry to secure an alliance with the German princes in 1538-40. • Answers might consider that Mary's pro-Spanish policy allowed the restoration of Catholicism. • Answers might consider how foreign policy impacted on religious persecution. <ul style="list-style-type: none"> • In challenging the hypothesis in the question, it might be argued that its greatest impact was on financial issues and taxation because of the costs of war. • Answers might consider the impact of foreign policy on the handling of rebellions and unrest. 	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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	<ul style="list-style-type: none">• Answers might consider the impact of foreign policy on dynastic affairs.• Answers might consider the impact of foreign policy on relations with Ireland.• Answers might consider the impact of foreign affairs on the economy because of trade embargos and alliances.		

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 marks	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 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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