

**GCE**

**History A**

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

Advanced Subsidiary GCE **H105**

**Mark Scheme for June 2018**

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 2018

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

Annotation	Meaning of annotation
<b>BP</b>	Blank Page
	Highlight
Off-page comment	
<b>A</b>	Assertion
<b>AN</b>	Analysis
<b>EVAL</b>	Evaluation
<b>EXP</b>	Explanation
<b>F</b>	Factor
<b>ILL</b>	Illustrates/Describes
<b>IRRL</b>	Irrelevant, a significant amount of material that does not answer the question
<b>J</b>	Judgement
<b>KU</b>	Knowledge and understanding
<b>P</b>	Provenance
<b>SC</b>	Simple comment
	Unclear
<b>V</b>	View

## MARK SCHEME Section A

Question	Answer/Indicative content	Mark	Guidance
1	<p><b>Use your knowledge of Wyatt's rebellion to assess how useful Source B is as evidence for the causes of the rebellion.</b></p> <ul style="list-style-type: none"> <li>• <b>In discussing how Source A is useful</b>, answers might consider that it expresses concerns about the Spanish marriage.</li> <li>• <b>Answers might consider</b> that Source B suggests that the marriage is not the genuine reason for the unrest, but that the rising is due to religion and to favour Elizabeth</li> <li>• <b>Answers might consider</b> it is written by the Imperial ambassador and what his purpose is in writing the letter.</li> <li>• <b>Answers might consider</b> the possibility that England would get support from other nations, particularly France and the impact that would have on Spain.</li> <li>• <b>Answers might consider</b> how much the ambassador would know about the rebellion and the extent to which it was spreading, as no other country rose.</li> </ul>	10	<ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• 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</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 descriptions in the levels mark scheme.</li> </ul>
2	<p><b>Using these three sources in their historical context, assess how far they support the view that Mary Tudor's marriage to Philip of Spain was a threat to stability.</b></p> <ul style="list-style-type: none"> <li>• <b>In discussing how Source A does support the view</b>, it could be argued that the French King, Henry II is willing to support Courtenay, particularly as it reports that Mary's position is weak .</li> <li>• <b>In discussing the provenance of Source A</b>, answer might consider that it was written to his ambassador in England so he would know what to suggest to Courtenay.</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At level 5 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>• 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.</li> </ul>

Question	Answer/Indicative content	Mark	Guidance
	<ul style="list-style-type: none"> <li>• <b>In discussing the historical context of Source A</b>, answers might consider that the French were concerned by the marriage as it would threaten their position in the Channel.</li> <li>• <b>In discussing how Source B does support the view</b>, answers might refer to the outbreak of Wyatt's rebellion and the comment that it is spreading, with the possibility of foreign support</li> <li>• <b>In discussing the provenance of Source B</b>, answers might consider that it is written by the Imperial Ambassador to Charles, possibly to just convey information but also to get him to prepare forces. How much did the ambassador know about the development of the rebellion?</li> <li>• <b>In discussing the historical context of Source B</b>, answers might consider that the rebellion had failed to take off in three other counties and that Wyatt's movement towards London was slow, allowing Mary time to prepare</li> <li>• <b>In discussing how Source C does not support the view</b>, answers might refer to the support Mary received from the people of London who wept with joy.</li> <li>• <b>In discussing the provenance of Source C</b>, answers might refer to it being from a sympathetic chronicle and make reference to the 'wicked plan of the traitor'.</li> <li>• <b>In discussing the historical context of Source C</b>, answers might refer to the impact of Mary's speech at Guildhall and how Wyatt was stopped at Ludgate.</li> </ul>		

Question	Answer/Indicative content	Mark	Guidance
3	<p><b>'The most important aim of Henry VII's foreign policy was dynastic security. How far do you agree?'</b></p> <ul style="list-style-type: none"> <li>• <b>In arguing that the most important aim of Henry VII's foreign policy was dynastic security,</b> answers might consider the weak Tudor claim to the throne.</li> <li>• <b>Answers might consider</b> the support for the Yorkists from overseas, particularly from Margaret of Burgundy.</li> <li>• <b>Answers might consider</b> the importance Henry attached to gaining foreign recognition, hence the marriage of Arthur to Catherine of Aragon and the alliance with Spain.</li> <li>• <b>Answers might consider</b> importance of marriage agreements, not just with Spain but also with Scotland</li> <li>• <b>Answers might consider</b> his concern about the securing the Earl of Suffolk</li> <li>• <b>In arguing that there were other important aims in Henry's foreign policy,</b> answers might consider the threat of invasion from either Scotland or France</li> <li>• <b>Answers might consider</b> his desire to avoid war because of his weak financial position.</li> <li>• <b>Answers might consider</b> his desire to improve England's economic position, particularly through the development of trade.</li> <li>• <b>Answers might consider</b> his desire to gain allies and avoid isolation, not just because of dynastic security but for national security</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At Level 5 there will be judgement as to whether dynastic security was the most important aim or not.</li> <li>• At higher Levels candidates might establish criteria against which to judge foreign policy 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 descriptions in the levels mark scheme.</li> </ul>

Question	Answer/Indicative content	Mark	Guidance
4*	<p><b>How effectively did Henry VIII rule England in the 1540s?</b></p> <ul style="list-style-type: none"> <li>• <b>In arguing that Henry ruled England effectively,</b> answers might argue that he was in control of the factional disputes between the conservatives and reformists.</li> <li>• <b>Answers might consider</b> that he set out to establish a balanced Privy Council to rule during the likely minority</li> <li>• <b>Answers might consider</b> that he followed a balanced religious policy which did not allow either side to dominate</li> <li>• <b>Answers might consider</b> that England's defences were secured by the spending of large sums on fortifications and the navy</li> <li>• <b>Answers might consider</b> that England avoided foreign invasion, despite the threat from both France and Spain</li> <li>• <b>Answers might consider</b> the success of his final marriage to Catherine Parr which reunited the royal family</li> <li>• <b>In arguing that Henry was not effective,</b> answers might argue that the factional disputes destabilised the country and challenged his control</li> <li>• <b>Answers might consider</b> how factions resulted in the downfall of Thomas Cromwell.</li> <li>• <b>Answers might consider</b> the lack of foreign policy success, despite the gain of Boulogne.</li> <li>• <b>Answers might consider</b> the amount of money that was spent on foreign policy, the debasement that was needed and the social problems that resulted</li> <li>• <b>Answers might consider</b> the failure of the policy in Scotland, despite military victories.</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At Level 5 there will be judgement as to whether Henry's rule was effective or not.</li> <li>• At higher Levels candidates might establish criteria against which to judge effectiveness of his rule.</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>

Question	Answer/Indicative content	Mark	Guidance
	<ul style="list-style-type: none"><li>• <b>Answers might consider</b> his inability to ensure a balanced Privy Council and the triumph of the reformist faction at the end of his reign.</li></ul>		

**OCR (Oxford Cambridge and RSA Examinations)**  
**The Triangle Building**  
**Shaftesbury Road**  
**Cambridge**  
**CB2 8EA**

**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; The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA  
Registered Company Number: 3484466  
OCR is an exempt Charity

**OCR (Oxford Cambridge and RSA Examinations)**  
Head office  
Telephone: 01223 552552  
Facsimile: 01223 552553

© OCR 2018

 **Cambridge  
Assessment**

