



GCE

History A

Y307/01: Tudor foreign policy 1485-1603

Advanced GCE

Mark Scheme for June 2019

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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
SC	Simple comment
	Unclear
V	View

Here is the mark scheme for this question paper.

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 how successful Elizabeth's campaigns were against the Spanish Armada.</p> <ul style="list-style-type: none"> • In locating the Interpretations within the wider historical debate, answer might argue that Interpretation A puts forward the view that although the Armada was defeated it was not due to the English campaigns. • In evaluating Interpretation A, answers might argue that this view is valid as there was no major battle between the English and Spanish fleet. • Answers might argue that Interpretation A is valid as the fireships at Calais/Gravelines broke up the Spanish formation and led to them breaking anchor. • Answers might argue that Interpretation A is valid as most Spanish ships were lost in the North Sea, north of Scotland and on the Irish coast due to bad weather. • Answers might argue that Interpretation A is not valid as it ignores the actions of Drake and others in harassing the Spanish fleet up the Channel. • Answers might argue that Interpretation A is not valid as Spanish forces were defeated by the English in Ireland in 1601. • In locating the Interpretations within the wider historical debate, answers might argue that Interpretation B puts forward the view that 	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

2		<p>Elizabeth's policy was successful as she achieved her overall aims.</p> <ul style="list-style-type: none"> • In evaluating Interpretation B, answers might argue it is valid as she prevented the Channel ports from falling into Spanish hands. • Answers might argue that Interpretation B is not valid as the cost to Elizabeth of warfare against Spain was large. • Answers might argue that Interpretation B is not valid as Spain was able to aid Tyrone in the 1590s. • Answers might argue that Interpretation B is valid as Philip's actions in France and the Netherlands limited his ability to attack England. <p>To what extent was England's position in Europe stronger in the period 1558 to 1603 than in the period 1485 to 1558?</p> <ul style="list-style-type: none"> • In supporting the hypothesis in the question, it might be argued that the development of the navy made England stronger. • Answers might consider that the Tudor dynasty was more secure on the throne by 1558. • Answers might consider that the defeat of Spain showed that England was able to protect itself from invasion. • Answers might consider that England was more secure at the northern border and in its relations with France after the loss of Calais and the outbreak of the French Civil War. • Answers might consider that Elizabeth's religious policy meant there was less chance of a crusade, compared with the threat to Henry VIII. • In challenging the hypothesis in the question, it might be argued that Henry VII established good 	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>relations with most powers, with the Treaty of Ayton, Etaples and Medina del Campo.</p> <ul style="list-style-type: none"> • Answers might consider that the Habsburg-Valois rivalry ensured English security. • Answers might consider that Spain was a major threat in the period after 1558 and a major power with the acquisition of Portugal and with its control of the Netherlands. • Answers might consider the extent to which the Spanish were defeated in the period after 1558, given their help for the Irish, the number of Armadas and their presence still in the Netherlands. <p>To what extent were relations with Scotland better in the period 1560-1603 than in the period 1485 to 1560?</p> <ul style="list-style-type: none"> • In supporting the hypothesis that relations were better after 1560, it might be argued that the French left Scotland after Berwick. • Answers might consider that the flight of Mary Queen of Scots improved relations. • Answers might consider that James VI was the heir to the English throne and he would not jeopardise the relationship. • Answers might consider that England was not at war with Scotland in the period post 1558. • Answers might consider that French influence in Scotland declined with the death of Francis II and Mary of Guise. • Answers might consider that the Auld Alliance was less strong. • In challenging the hypothesis that relations were better after 1560, it might be argued that Henry VII made peace with Scotland. • Answers might consider that Perkin Warbeck was 	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>forced to leave Scotland.</p> <ul style="list-style-type: none"> • Answers might consider that Henry VII's daughter married James. • Answers might consider that there were still border clashes during Elizabeth's reign. • Answers might consider that for much of the period Scotland was not a threat as it had a minor on the throne and lacked resources. <p>'Tudor foreign policy had little impact on domestic developments in England.' How far do you agree?</p> <ul style="list-style-type: none"> • In supporting the hypothesis in the question, it might be argued that domestic developments, such as religious change, had an impact on foreign policy, rather than the other way round. • Answers might consider that Tudor foreign policy remained a royal prerogative and therefore had little impact on the influence of parliament. • Answers might consider that foreign policy did not lead to any innovations in government or removal of ministers. • Answers might consider that national security had little impact on Elizabeth's decision not to marry. • Answers might consider that foreign policy had little impact on relations with Ireland, which remained difficult for most of the period <ul style="list-style-type: none"> • In challenging the hypothesis in the question, it might be argued that Henry VIII was concerned about religious developments because of the threat of a crusade. • Answers might consider the extent to which foreign considerations impacted Elizabeth's religious settlement. 	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 that foreign policy had on financial demands and caused rebellion for Henry VII and Henry VIII.• Answers might consider that foreign policy led to debasement in an attempt to raise money and was therefore a major cause of inflation.• Answers might consider that foreign policy led to factional unrest as with Cecil and Norfolk.• Answers might consider that foreign policy could have an impact on employment and the cloth trade.		
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APPENDIX 1 – this contains a generic mark scheme grid

	<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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