

**GCE**

**History A**

**Y136/01: England 1485-1558: the Early Tudors**

Advanced Subsidiary 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
<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>How useful is Source C as evidence for the reaction to the Marian burnings?</b></p> <ul style="list-style-type: none"> <li>• <b>In discussing how Source C is useful</b>, answers might consider that it was written soon after the first burning and is therefore contemporary to the event.</li> <li>• <b>Answers might consider</b> that the language that is used shows the writer is concerned about the impact.</li> <li>• <b>Answers might consider</b> it is written by the Imperial Ambassador to Mary's husband and might be concerned about her safety.</li> <li>• <b>Answers might consider</b> that this refers only to events in London which was more Protestant than other areas.</li> <li>• <b>Answers might consider</b> that the Imperial Ambassador might want to encourage Philip to return to England.</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 aim of Mary's religious policy was reconciliation.</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 she will not compel</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</li> </ul>

		<p>people to be Catholic until further decisions are made and that she will punish any who cause disorder.</p> <ul style="list-style-type: none"> <li>• <b>In discussing the provenance of Source A,</b> answers might consider that it was a proclamation at the start of the reign designed to promote order.</li> <li>• <b>In discussing the historical context of Source A,</b> answers might consider that Mary had faced opposition in gaining the throne and needed to gain support at the start of her reign.</li> <li>• <b>In discussing how Source B does support the view,</b> answers might refer to the need to reach a settlement over the future of former monastic lands before Pole comes to England.</li> <li>• <b>In discussing the provenance of Source B,</b> answers might consider that it is written by the Imperial ambassador whose job it was to inform his master of the true state of affairs in England.</li> <li>• <b>In discussing the historical context of Source B,</b> answers might consider the debates in Parliament about monastic lands and opposition to the Second Act of Repeal until they had reassurances on land.</li> <li>• <b>In discussing how Source C does not support the view,</b> answers might refer to the introduction of the heresy laws and the fear of unrest, as well as the burning of Rogers.</li> <li>• <b>In discussing the provenance of Source C,</b> answers might refer to it being written by the Imperial Ambassador to Mary's husband.</li> </ul> <p><b>In discussing the historical context of Source C,</b> answers might refer to the numbers burnt, reaction at</p>		<p>only be credited where it is used to analyse and evaluate the sources, in line with descriptions in the levels mark scheme.</p>
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3		<p>the burnings, the Marian exiles, the burnings of the bishops, how the burnings were viewed.</p> <p><b>How successful was Henry VII's financial policy?</b></p> <p><b>In arguing that his financial policy was successful:</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that he was able to increase revenue from crown lands, so it was five times larger than Henry VI.</li> <li>• <b>Answers might consider</b> his success in exploiting income from justice and feudal dues.</li> <li>• <b>Answers might consider</b> how he was able to use bonds and recognisances to raise large sums.</li> <li>• <b>Answers might consider</b> the value of the Treaty of Étapes and the French pension.</li> <li>• <b>Answers might consider</b> how his foreign policy of avoiding war helped improve his position.</li> <li>• <b>Answers might consider</b> how his financial position improved the image and power of the monarchy, and that he left a surplus at his death.</li> </ul> <p><b>In arguing that his financial policy was not successful:</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the problems he faced at the start of the reign and the opposition that attempts to raise revenue provoked, notably in Yorkshire and Cornwall.</li> <li>• <b>Answers might consider</b> that he had to take out loans to pay for his coronation and marriage.</li> <li>• <b>Answers might consider</b> that revenue from customs duties was higher under Edward IV and income from trade was not something he could control.</li> <li>• <b>Answers might consider</b> that he was unable to raise large amounts from parliament as</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 financial policy was successful, and if so, to what degree.</li> <li>• At higher Levels candidates might establish criteria against which to judge 'success'..</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> <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> </ul> <p>At higher Levels candidates might establish criteria against which to judge foreign policy aims</p>
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<p>4*</p>		<p>assessments were based on out of date figures.</p> <p><b>‘Henry VII’s foreign policy achieved little.’ How far do you agree?</b></p> <p><b>In arguing that Henry’s foreign policy achieved little:</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the failure to prevent the loss of Breton independence and the threat this gave to national security.</li> <li>• <b>Answers might consider</b> that Henry was unable to avoid war, having to fight France.</li> <li>• <b>Answers might consider</b> that he was unable to secure the capture of Suffolk until 1506 and that was due only to the vagaries of the weather.</li> <li>• <b>Answers might consider</b> that Yorkists and Pretenders were able to secure support from overseas and were a nuisance for much of his reign.</li> <li>• <b>Answers might consider</b> that the success of the alliance with Spain was short-lived because of the death of Arthur.</li> <li>• <b>Answers might consider</b> that in 1508 England was excluded from the League of Cambrai and was therefore isolated.</li> </ul> <p><b>In arguing that Henry’s foreign policy did not achieve little:</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the recognition he gained for the Tudor dynasty.</li> <li>• <b>Answers might consider</b> the marriage alliance with Spain.</li> <li>• <b>Answers might consider</b> the trade treaties that were signed, including Medina del Campo.</li> <li>• <b>Answers might consider</b> that he was able to prevent a successful Yorkist invasion from</li> </ul>	<p>20</p>	<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 foreign policy did ‘achieve little’ or whether it was more successful than that.</li> <li>• At higher Levels candidates might establish criteria against which to judge the degree of achievement.</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>
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			<p>Burgundy.</p> <ul style="list-style-type: none"><li>• <b>Answers might consider</b> that Henry was able to avoid conflict with Scotland – Treaty of Ayton.</li><li>• <b>Answers might consider</b> the marriage of Margaret to the king of Scotland – Treaty of Perpetual Peace.</li></ul>		
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