

**GCE**

**History A**

**Unit : Y107/01 England 1547 – 1603: the Late Tudors**

Advanced GCE

**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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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

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

Here are the subject specific instructions for this question paper

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><b>Using these four sources in their historical context, assess how far they support the view that the attempt to exclude Mary Tudor from the throne in 1553 was a serious threat to the Tudor dynasty.</b></p> <ul style="list-style-type: none"> <li>• <b>In discussing how Source A does or does not support the view</b>, answers might refer to the content of the letter from the Privy Council, which states that not only did Parliament view her as illegitimate, but that she was excluded by old laws and letters of the late King.</li> <li>• <b>In discussing the provenance of Source A</b>, answers might consider that the Privy Council was attempting to justify its actions in excluding her from the succession.</li> <li>• <b>In discussing the historical context of Source A</b>, answers might consider that it was written when Mary had fled to East Anglia and was trying to raise forces.</li> <li>• <b>In discussing how Source B does not support the view</b>, answers might refer to it commenting on the number who supported Mary because she was the rightful queen and the number who disliked Northumberland</li> <li>• <b>In discussing the provenance of Source B</b>, answers might consider that the author is unknown; however, it was used in a later book by a Protestant writer and might therefore argue that her triumph was due to Northumberland's reputation.</li> <li>• <b>In discussing the historical context of Source B</b>, answers might consider that many people, regardless of their religious belief, welcomed Mary as queen because of her rightful claim and that as a</li> </ul>	30	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At Level 5 and above 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>• At Level 4 and below, answers may be simply a list of which sources support or challenge the view in the question.</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 the descriptions in the levels mark scheme.</li> </ul>

		<p>result the crisis was soon over</p> <ul style="list-style-type: none"> <li>• <b>In discussing how Source C does not support the view</b>, answers might refer to the fact that a Protestant supporter still backs Mary even though he considers Catholicism to be wicked.</li> <li>• <b>In discussing the provenance of Source C</b>, that it was written much later when he had no reason not to give his opinion.</li> <li>• <b>In discussing the historical context of Source C</b>, answers might refer to the number of Protestants who supported Mary's claim to the throne and those on the Council who abandoned Northumberland once he left London, suggesting that the chance of unrest was less likely</li> <li>• <b>In discussing how Source D does support the view</b>, answers might refer to the gathering of forces by both sides, although it might also be noted that Protestants in East Anglia supported her.</li> <li>• <b>In discussing the provenance of Source D</b>, answers might refer to this being written by a Protestant supporter, who wanted to show how Mary tricked them by agreeing to no changes in religion</li> <li>• <b>In discussing the historical context of Source D</b>, answers might consider the difficulty Northumberland had in gaining and retaining forces despite increasing pay and how this might be due to Mary agreeing to no religious innovation.</li> </ul>		
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2*	<p><b>Mark Scheme Section B</b></p> <p><b>Assess the impact of the issues of marriage and succession on domestic affairs in the period from 1558 to 1603.</b></p> <p><b>In arguing that the issues of marriage and succession had a serious impact on domestic affairs,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> parliament’s concern that Elizabeth should marry.</li> <li>• <b>Answers might consider</b> that parliament presented a petition as early as 1559 urging her to marry as they were concerned about the succession, particularly given the claim of Mary, Queen of Scots.</li> <li>• <b>Answers might consider</b> the impact that marriage had on factional disputes between Cecil and Dudley and Norfolk.</li> <li>• <b>Answers might consider</b> the impact of Mary Queen Scots had on domestic affairs, both in parliament and the Council.</li> <li>• <b>Answers might consider</b> the reaction of the public to the proposed French match.</li> </ul> <p><b>In arguing that the issue of marriage and succession had a limited impact,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that Elizabeth was able to silence Parliament.</li> <li>• <b>Answers might consider</b> that Mary Queen of Scots was only executed after her involvement in plots and that Elizabeth had been reluctant to act.</li> <li>• <b>Answers might consider</b> that Elizabeth chose not to marry, rejecting calls from both Parliament and the Council.</li> <li>• <b>Answers might consider</b> that Elizabeth refused to name a successor throughout her reign and</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels, candidates will focus on weighing up the impact of the issues of marriage and succession on domestic affairs; but at Level 4, may simply describe them.</li> <li>• At Level 5 and above there will be judgement as to the impact of these issues on domestic affairs.</li> <li>• At higher levels candidates might establish criteria against which to judge the extent of the impact.</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 the descriptions in the levels mark scheme.</li> </ul>
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3*		<p>therefore pressure had little impact.</p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> whether the issues had any serious impact on the functioning of the Council.</li> </ul> <p><b>‘The cost of war was the most important cause of Elizabeth’s financial problems.’ How far do you agree?</b></p> <p><b>In arguing that the cost of war was the most important cause</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that because of inflation it rose dramatically in the second half of the sixteenth century.</li> <li>• <b>Answers might consider</b> that Elizabeth was at war for much of the period after 1588 and this put pressure on her finances.</li> <li>• <b>Answers might consider</b> the sums spent on putting down the unrest in Ireland.</li> <li>• <b>Answers might consider</b> that the cost of war only added to the problem of inflation in the 1590s, particularly given the issue of purveyance.</li> <li>• <b>Answers might consider</b> the amount of money that was given to the Dutch rebels, which helped to maintain the Revolt and protect England.</li> </ul> <p><b>In arguing that the cost of war was not the most serious cause,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might argue</b> that it was only in the latter decades of her reign that she was at war.</li> <li>• <b>Answers might consider</b> that inflation was the most serious cause as the government was unable to control it.</li> <li>• <b>Answers might consider</b> that the inability to raise</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels, candidates will focus on weighing up the causes of Elizabeth’s financial problems; but at Level 4, may simply describe them.</li> <li>• At Level 5 and above there will be judgement as to whether the cost of war was the most important cause.</li> <li>• At higher levels candidates might establish criteria against which to judge the relative importance of the causes.</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 the descriptions in the levels mark scheme.</li> </ul>
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			<p>government income in-line with inflation was the main cause.</p> <ul style="list-style-type: none"><li>• <b>Answers might consider</b> that failure to reassess taxation rates was the main cause as many were paying far too little.</li><li>• <b>Answers might consider</b> failure to carry out efficiency savings was the main cause.</li><li>• <b>Answers might consider</b> the scale of the debt that Elizabeth inherited made it difficult to build up a surplus.</li></ul>		
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APPENDIX 1 – this contains the generic mark scheme grids.

	<i>A02: Analyse and evaluate appropriate source materials, primary and/or contemporary to the period, within its historical context.</i>
	<b>Generic mark scheme for Section A, Question 1: How far do the four sources support the view? [30]</b>
<b>Level 6</b> 26–30 marks	The answer has a very good focus on the question throughout. The sources are fully evaluated, using both provenance and detailed and accurate knowledge of their historical context in a balanced way, in order to engage with the sources and reach a convincing, fully supported analysis of them in relation to the issue in the question.
<b>Level 5</b> 21–25 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.
<b>Level 4</b> 16–20 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.
<b>Level 3</b> 11–15 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.
<b>Level 2</b> 6–10 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.
<b>Level 1</b> 1–5 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>
	<b>Generic mark scheme for Section B, Questions 2 and 3: Essay [20]</b>
<b>Level 6</b> 17–20 marks	There is a consistent focus on the question throughout the answer. Accurate and detailed knowledge and understanding is demonstrated throughout the answer and is consistently evaluated and analysed in order to reach substantiated, developed and sustained judgements. There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.
<b>Level 5</b> 13–16 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.
<b>Level 4</b> 10–12 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.
<b>Level 3</b> 7–9 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.
<b>Level 2</b> 4–6 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.
<b>Level 1</b> 1–3 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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