

**GCE**

**History A**

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

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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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

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.

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 Mary Tudor’s restoration of Catholicism was popular.</b></p> <ul style="list-style-type: none"> <li>• <b>In discussing how Source A does support the view</b>, answers might refer to the speed with which Catholic practices were restored in Yorkshire and that this happened before the law required it.</li> <li>• <b>In discussing the provenance of Source A</b>, answer might consider that it was written by a priest who was a supporter of Catholicism and who was from Yorkshire.</li> <li>• <b>In discussing the historical context of Source A</b>, answers might consider there is also evidence from other parts of the country of a similar reaction – London, Melton Mowbray.</li> <li>• <b>In discussing how Source B does not support the view</b>, answers might refer to the people of London murmuring about the enforcement of the heresy laws.</li> <li>• <b>In discussing the provenance of Source B</b>, answers might consider that is written by the Imperial ambassador to Philip and that his task was to report accurately and that he was based in London.</li> <li>• <b>In discussing the historical context of Source B</b>, answers might consider that there is little evidence to support the view that people were converted at the burnings; many turned up for entertainment.</li> <li>• <b>In discussing how Source C does support the view</b>, answers might refer to the apparent increase in numbers supporting Catholicism. However, it also notes that most would return to Protestantism at the first opportunity, suggesting the restoration is shallow.</li> <li>• <b>In discussing the provenance of Source C</b>, answers might refer to it being written by the Venetian ambassador and his purpose to report accurately.</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 descriptors 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 C</b>, answers might refer to the situation towards the end of Mary's reign and how traditional practices had been restored, the evidence from visitations and the increase in ordinations.</li> <li>• <b>In discussing how Source D supports the view</b>, answers might refer to the success Catholicism has had at removing Protestant influence from Oxford University.</li> <li>• <b>In discussing the provenance of Source D</b>, answers might refer to it being written after Mary's reign.</li> <li>• <b>In discussing the historical context of Source D</b>, answers might refer to the quality of Marian bishops and how virtually all resigned on Elizabeth's accession. Mary had been able to install a large number of Catholics in senior positions at Oxford.</li> </ul>		
2	<p><b>To what extent did the religious settlement of 1558-9 achieve Elizabeth's aims?</b></p> <ul style="list-style-type: none"> <li>• <b>In arguing that the religious settlement achieved Elizabeth's aims</b>, answers might consider the foreign situation and that it allowed Elizabeth to avoid foreign attack from either Spain or France.</li> <li>• <b>Answers might consider</b> that the settlement satisfied her personal beliefs, retaining some Catholic elements, like music.</li> <li>• <b>Answers might consider</b> that the settlement did not provoke unrest, vital given her weak position and lack of money.</li> <li>• <b>Answers might consider</b> that it achieved a via media and therefore did not alienate moderates.</li> <li>• <b>Answers might consider</b> that the settlement survived unaltered for the rest of 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 achieving Elizabeth's aims but at Level 4 may simply list successes and failures</li> <li>• At Level 5 there will be judgement as to how far the aims were achieved.</li> <li>• At higher levels candidates might establish criteria against which to judge the success of the settlement.</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
	<p>therefore must have been satisfactory and that it brought religious stability.</p> <ul style="list-style-type: none"> <li>• <b>In arguing that it did not achieve her aims</b>, it might be argued that she was under considerable pressure from the returning exiles and it was more protestant than she wanted.</li> <li>• <b>Answers might consider</b> that the Catholics in both the Lords and Commons made it more Catholic than she wanted.</li> <li>• <b>Answers might consider</b> that the foreign situation meant she had to agree to a settlement she did not want to maintain security.</li> <li>• <b>Answers might consider</b> that it did not achieve religious stability as the Puritans continued to attack the settlement.</li> <li>• <b>Answers might consider</b> that it did not win over many Catholics who remained outside the Church.</li> <li>• <b>Answers might consider</b> that she was forced to abandon the title Supreme Head in order to get the Act of Supremacy passed.</li> </ul>		
3	<p><b>‘Elizabeth’s power was seriously threatened in the period from 1588 to 1603.’ How far do you agree?</b></p> <ul style="list-style-type: none"> <li>• <b>In arguing that her power was seriously threatened</b>, answers might argue that the Essex rising was a serious threat to her position.</li> <li>• <b>Answers might consider</b> the threat from Ireland with Tyrone’s rebellion and the possible link with Spain.</li> <li>• <b>Answers might consider</b> the threat from the Oxfordshire rising.</li> <li>• <b>Answers might consider</b> the problem of managing parliament in this period, particularly financial difficulties over monopolies.</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels candidates will focus on seriously threatened but at Level 4 may simply list whether she was or was not threatened.</li> <li>• At Level 5 there will be judgement as to the relative threat to her power.</li> <li>• At higher levels candidates might establish criteria against which to judge the threat.</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</li> </ul>

Question	Answer/Indicative content	Mark	Guidance
	<ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the death of many of her old advisors and the emergence of new ministers and courtiers who were less susceptible to her flattery.</li> <li>• <b>Answers might consider</b> her age and declining years and loss of looks through which she had been able to control ministers.</li> <li>• <b>Answers might consider</b> the impact of the financial problems on her popularity, drain of war and inflation.</li>   <li>• <b>In arguing that her power was not seriously threatened,</b> answers might consider that she maintained all her prerogative powers.</li> <li>• <b>Answers might consider</b> that the threat from Essex was easily defeated.</li> <li>• <b>Answers might consider</b> that unrest in Ireland was always difficult to deal with.</li> <li>• <b>Answers might consider</b> that the Oxfordshire rising lacked the numbers to be a threat and that popular unrest was limited.</li> <li>• <b>Answers might consider</b> that the Golden Speech was successful in restoring popularity.</li> <li>• <b>Answers might consider</b> that victory in 1588 ensured support for her remained.</li> </ul>		<p>levels mark scheme.</p>

## APPENDIX 1 – this contains a generic mark scheme grid

	<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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