



GCE

History A

Y137/01: British period study and enquiry: England 1547-1603: the later Tudors

AS Level

Mark Scheme for June 2022

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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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PREPARATION FOR MARKING SCORIS

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to scoris and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

YOU MUST MARK 5 PRACTICE AND 6 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the scoris 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the scoris messaging system, or by email.

5. Crossed Out Responses

Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.
7. Award No Response (NR) if:
 - there is nothing written in the answer space

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

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Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The scoris **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
If you have any questions or comments for your team leader, use the phone, the scoris messaging system, or e-mail.
9. *Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.*
10. For answers marked by levels of response: Not applicable in F501
 - a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - b. **To determine the mark within the level**, consider the following:


| Descriptor | Award mark |
|---|---|
| On the borderline of this level and the one below | At bottom of level |
| Just enough achievement on balance for this level | Above bottom and either below middle or at middle of level (depending on number of marks available) |
| Meets the criteria but with some slight inconsistency | Above middle and either below top of level or at middle of level (depending on number of marks available) |
| Consistently meets the criteria for this level | At top of level |

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11. Annotations

| 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 |
| P | Provenance |
| SC | Simple comment |
|  | Unclear |
| V | View |

12. Subject Specific Marking Instructions

MARK SCHEME Section A

| Question | Answer/Indicative content | Mark | Guidance |
|----------|--|------|---|
| 1 | <p>How useful is Source C as evidence for the ability of Mary Tudor as a ruler?</p> <ul style="list-style-type: none"> • In discussing how Source C is useful, answers might consider that it is a balanced account praising her bravery and valiant nature and commenting on her struggles in government and need to refer everything to Pole. • Answers might consider that it is written by the Venetian ambassador and towards the end of her reign. • Answers might consider that she was brave in her handling of Wyatt's rebellion and in 1553 when there were attempts to prevent her succeeding to the throne. • Answers might consider that it comments on the difficulties of being a female ruler. • Answers might consider that she was unable to prevent divisions within the Privy Council, in particular the dispute between Paget and Gardiner, and that the Council was ineffective as it was too large. • Answers might consider the issue of faction. | 10 | <ul style="list-style-type: none"> • No set answer is expected • 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 • 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. |
| 2 | | 20 | <ul style="list-style-type: none"> • No set answer is expected. |

| Question | Answer/Indicative content | Mark | Guidance |
|----------|---|------|--|
| | <p>Using these three sources in their historical context, assess how far they support the view that Mary Tudor's government was weak.</p> <ul style="list-style-type: none"> • In discussing how Source A does not support the view, as she was resolute when faced with Wyatt's rebellion and how she rallied the city of London. • In discussing the provenance of Source A, answer might consider that it was written by a contemporary and is a chronicle. • In discussing the historical context of Source A, answers might consider that her Council wanted her to leave the city. • In discussing how Source B does support the view, answers might refer to the lack of respect for the law and that there were rumours that Philip would break the Marriage Treaty and that Spaniards and the Pope will dominate. • In discussing the provenance of Source B, answers might consider that it is written by the Imperial ambassador whose job it was to inform his master of events and conditions in England. • In discussing the historical context of Source B, answers might consider the debates in parliament about monastic lands and opposition to the Second Act of Repeal, the divisions between Gardiner and Paget, the ineffectiveness of the Privy Council because of its size. • In discussing how Source C does and does not support the view, answers might refer to her | | <ul style="list-style-type: none"> • At level 5 there will be judgement about the issue in the question. • To be valid judgements, they must be supported by accurate and relevant material. • 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. |

| Question | Answer/Indicative content | Mark | Guidance |
|----------|--|------|--|
| 3* | <p>bravery and upholding the dignity of the monarchy, but also the divisions between Councillors.</p> <ul style="list-style-type: none"> • In discussing the provenance of Source C, answers might refer to it being written by the Venetian ambassador whose job it was to inform, but also that it is written towards the end of her reign when her weakness was more apparent. • In discussing the historical context of Source C, answers might refer to the divisions in the Privy Council, faction, the importance and impact of Pole and whether it affected administration. <p>Assess the reasons why the issues of marriage and succession caused disputes between Elizabeth and her parliaments.</p> <p>In arguing that it was Elizabeth's attitude that was the main reason:</p> <ul style="list-style-type: none"> • Answers might consider that she was reluctant to marry, whereas parliament was concerned about the succession. • Answers might consider that she wanted to be in charge, and marriage (and possible pregnancy) would limit her freedom. | 20 | <ul style="list-style-type: none"> • No set answer is expected. • At Level 5 there will be judgement as to why these issues caused such discord. • At higher Levels candidates might establish criteria against which to evaluate the different reasons. • To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions. • 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. |

| Question | Answer/Indicative content | Mark | Guidance |
|----------|---|------|---|
| 4* | <ul style="list-style-type: none"> • Answers might consider that there were disagreements over was suitable to marry. • Answers might consider that Elizabeth saw the issue of marriage as a royal prerogative. • Answers might consider that arguments led to clashes over freedom of speech. <p>In arguing that that there were other reasons:</p> <ul style="list-style-type: none"> • Answers might consider that Elizabeth nearly died of smallpox in 1562 and this would have brought Mary Queen of Scots to the throne, with threats to the religious settlement. • Answers might consider that the religion of suitors caused disagreements. • Answers might consider that she refused to name an heir as the heir would have become the centre of plots against her. • Answers might consider the claim of Mary Stuart. • Answers might consider that the country expected her to marry. • Answers might consider the issue of Robert Dudley, a royal favourite. • Answers might consider that Parliament disliked foreigners, seen with the Duke of Alençon <p>'There was little unrest and opposition to Elizabeth in the period from 1588 to 1603.' How far do you agree?</p> | 20 | <ul style="list-style-type: none"> • No set answer is expected. • At Level 5 there will be judgement as to whether there was little unrest and opposition. • At higher Levels candidates might establish criteria against which to make a judgement. |

| Question | Answer/Indicative content | Mark | Guidance |
|----------|--|------|---|
| | <p>In arguing that there was little unrest and opposition:</p> <ul style="list-style-type: none"> • Answers might consider the numbers in the Oxfordshire rising of 1596. • Answers might consider that despite the bad harvests and food shortages there was little unrest. • Answers might consider that Essex gained little support for his rebellion. • Answers might consider that Elizabeth was able to quell unrest in Parliament with concessions over monopolies and her Golden Speech. • Answers might consider that Elizabeth was able to gain considerable sums of money from Parliament. • Answers might consider that Parliament supported Elizabeth over Wentworth and sent him to the Tower. <p>In arguing that there was unrest and opposition:</p> <ul style="list-style-type: none"> • Answers might consider the numbers raised by Tyrone. • Answers might consider the time and cost it took to defeat Tyrone. • Answers might consider the unrest in Parliament over Monopolies. • Answers might consider the factional struggles between Essex and Cecil, and the fact that Essex did lead a rebellion. | | <ul style="list-style-type: none"> • To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions. • 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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| Question | Answer/Indicative content | Mark | Guidance |
|----------|---|------|----------|
| | <ul style="list-style-type: none"> Answers might consider the unrest of the London apprentices in 1593 and 1595. | | |

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> |
| | Generic mark scheme for Section A, Question 1: Use your knowledge of [specified historical context] to assess how useful Source [...] is as evidence of.... [10] |
| Level 5 9–10 marks | The answer has a good focus on the question. The source is evaluated, using both provenance and relevant knowledge of the historical context that is specified in the question, in order to engage with the source and reach a supported analysis of its utility as evidence for the issue in the question. |
| Level 4 7–8 marks | The answer is mostly focused on the question. The source is evaluated, using both provenance and generally relevant knowledge of the historical context that is specified in the question, in order to engage with the source and produce an analysis of its utility as evidence for the issue in the question. The use of provenance may not be developed. |
| Level 3 5–6 marks | The answer is partially focused on the question. There is partial evaluation of the source, with use of some knowledge of the historical context that is specified in the question, in order to engage with the source and produce a partial analysis of its utility as evidence for the issue in the question. |
| Level 2 3–4 marks | The answer has only limited focus on the question. There is a generalised evaluation of the source, with use of limited knowledge of the historical context that is specified in the question, in order to engage with the source and produce a basic analysis of its utility as evidence for the issue in the question. |
| Level 1 1–2 marks | This answer is on the wider topic area, but not on the detail of the question. There is a very basic evaluation of the source, with very limited use of very generalised knowledge of historical context that is specified in the question, in order to engage with the source in a very limited way to attempt a very simple analysis of its utility. This analysis may primarily take the form of drawing information from the source, and it will be considered more as evidence for the wider topic area than the specific issue in the question. |

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|----------------------------------|---|
| 0 marks | No evidence of understanding or reference to the source. |
| | <i>AO2: Analyse and evaluate appropriate source materials, primary and/or contemporary to the period, within its historical context.</i> |
| | Generic mark scheme for Section A, Question 2: How far do the three sources support the view? [20] |
| Level 5 17–20 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 the issue in the question. There may be some imbalance in the analysis between use of provenance and use of knowledge. |
| Level 4 13–16 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. |
| Level 3 9–12 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. |
| Level 2 5–8 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. |
| Level 1 1–4 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> |
| | Generic mark scheme for Section B, Questions 3 and 4: Essay [20] |

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| | |
|----------------------------------|--|
| Level 5 17–20 marks | <p>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.</p> <p>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.</p> |
| Level 4 13–16 marks | <p>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.</p> <p>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p> |
| Level 3 9–12 marks | <p>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.</p> <p>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</p> |
| Level 2 5–8 marks | <p>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.</p> <p>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.</p> |
| Level 1 1–4 marks | <p>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.</p> <p>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.</p> |
| 0 marks | No evidence of understanding and no demonstration of any relevant knowledge. |

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