GCE

History A

Y136/01: British period study and enquiry: England 1485-1558: the early Tudors

AS Level

Mark Scheme for June 2025

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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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MARKING INSTRUCTIONS

PREPARATION FOR MARKING
RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM 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 available in RM Assessor

3. Log-in to RM Assessor and mark the **required number** of practice responses ("scripts") and the **required number** of standardisation responses.

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 RM Assessor 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 RM Assessor 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. There is a NR (**No Response**) option. Award NR (No Response):

   - if there is nothing written at all in the answer space
   - OR if there is a comment which does not in any way relate to the question (e.g., 'can't do', 'don't know')
   - OR if there is a mark (e.g., a dash, a question mark) which is not an attempt at the question.

   Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).

8. The RM Assessor **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 RM Assessor 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:
    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

11. **Annotations**

Annotation	Meaning
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

Question			Answer	Mark	Guidance
1			**Use your knowledge of the rebellions of 1549 to assess how useful Source B is as evidence of the instability caused by the unrest in 1549.** • **In considering Source B answers might consider** the scale of the unrest and the large amount of blood that was shed. • Answers might consider the threat posed by the unrest to the King and the country. • Answers might consider the responsibility of the Lord Protector for the unrest. • Answers might consider that the source is from the charges against the Duke of Somerset and therefore may be an attempt to justify the actions of the Privy Council. • Answers might consider the number of counties affected by the unrest and the need for troops to be used to suppress the Western rebellion and Kett's rebellion. • Answers might consider Somerset's apparent leniency towards rebellion and his establishment of the Enclosure Commission that might have caused some of the unrest. • Answers might consider the factional struggles within the Council and the attitude of other Privy Councillors towards Somerset. • Answers might consider some of the charges brought against Somerset.	**10**	The indicative content lists features of the period studied that relate to the question set. **Neither significance nor relative importance are attributed to the features listed.** The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set. • 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.

Question			Answer	Mark	Guidance
2			**Using these three sources in their historical context, assess how far they support the view that the duke of Somerset was responsible for his own downfall.** • **In discussing how Source A does support the view,** it might be argued that Paget believes it was Somerset's 'softness' that created problems and led to his fall. • **In discussing the provenance of Source A**, it might be argued that it is from a trusted advisor and criticizes Somerset's conduct. • **In discussing the historical context of Source A**, answers might consider that Somerset had promised, on the death of Henry VIII, to listen to the advice of Paget, but had failed to heed earlier advice. • **In discussing how Source B does support the view,** it might be argued that the disorders were the result of Somerset's ill government and failure to take advice. • **In discussing the provenance of Source B,** it might be argued that this was part of the charges against him by the Privy Council, who might be seeking to justify their actions. • **In discussing the historical context of Source B,** it might be argued that Somerset had shown leniency towards the peasantry in establishing an Enclosure Commission and with his negotiations	**20**	The indicative content lists features of the period studied that relate to the question set. **Neither significance nor relative importance are attributed to the features listed.** The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set. • No set answer is expected. • 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	Mark	Guidance
			and pardons, which angered landowners and nobility. • **In discussing how Source C does not support the view,** it might be argued that Northumberland feared Somerset's influence over Edward and that he might lose control of the king. • **In discussing the provenance of Source B,** it might be argued that this is a parliamentary record, but the evidence was a forgery. • **In discussing the historical context of Source C,** it might be argued that Somerset's actions in October 1549 and in summoning people to Windsor were crucial in his downfall.		

Question			Answer	Mark	Guidance
3*			**Assess the reasons why there was so much opposition to the rule of Henry VII.** **In arguing that Henry Tudor's claim to the throne was the most important reason:** • Answers might consider the weakness of his claim, largely through his mother, Margaret Beaufort. • Answers might consider Henry had gained the throne through battle.	**20**	The indicative content lists features of the period studied that relate to the question set. **Neither significance nor relative importance are attributed to the features listed.** The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set. • No set answer is expected. • At Level 5 there will be judgement as to the most important factor.

Question			Answer	Mark	Guidance
			• Answers might consider that he was a Lancastrian and therefore likely to be challenged by Yorkists. • Answers might consider there were a number of Yorkists with better claims, most notably two of Richard's nephews, the Earl of Warwick and Earl of Lincoln • Answers might consider the role of Margaret of Burgundy. **In arguing that other factors were more important:** • Answers might consider the Wars of the Roses had accustomed the nation to unrest. • Answers might consider that Henry VII was largely unknown. • Answers might consider disquiet caused by taxation with the Yorkshire and Cornish risings. • Answers might consider the action of foreign powers who wanted to destabilise the country. • Answers might consider the Pretender rebellions which foreign nations looked to exploit. • Answers might consider the nature of Henry's rule, which became more oppressive with Acts of Attainder and bonds and recognisances.		• At higher Levels candidates might establish criteria against which to judge why there was so much. • 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.
4*			**'Henry VII failed to achieve his aims in foreign policy.'** **How far do you agree?**	**20**	The indicative content lists features of the period studied that relate to the question set. Both features that support the hypothesis and features that challenge the hypothesis are detailed. **Neither significance nor relative importance are attributed to the features listed.**

Question			Answer	Mark	Guidance
			In arguing that he failed to achieve his aims: • Answers might consider that he went to war with France in 1492. • Answers might consider his failure to prevent the seizure of Brittany by France. • Answers might consider the support given by Burgundy to Pretenders. • Answers might consider the death of Arthur appeared to end the Spanish treaty. • Answers might consider that Henry failed to secure a second wife following the death of his first. • Answers might consider the implications of the death of Isabella of Castile. • Answers might consider the failures at the end of his reign to secure either an anti-French or anti-Ferdinand alliance. • Answers might consider his exclusion from the League of Cambrai. **In arguing that he did achieve his aims:** • Answers might consider that he achieved support from abroad with the Treaty of Medina del Campo, providing him with recognition. • Answers might consider that for much of the period he was at peace, helping to reduce the financial burden on the country. • Answers might consider he secured the dynasty through marriage agreements with Spain and Scotland.		The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set. • No set answer is expected. • At Level 5 there will be judgement as to the degree of failure or success in meeting his aims. • At higher Levels candidates might establish criteria against which to judge the degree of failure/success. • 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	Mark	Guidance
			• Answers might consider the financial gains through the French pension. • Answers might consider the guarantees given by France not to support Pretenders. • Answers might consider that Henry joined the Holy League.		

APPENDIX 1 – this contains a generic mark scheme grid

	AO2: Analyse and evaluate appropriate source materials, primary and/or contemporary to the period, within its historical context.
	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.
0 marks	No evidence of understanding or reference to the source.

	AO2: Analyse and evaluate appropriate source materials, primary and/or contemporary to the period, within its historical context.
	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.

	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.
	Generic mark scheme for Section B, Questions 3 and 4: Essay [20]
Level 5 17–20 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.
Level 4 13–16 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.
Level 3 9–12 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.
Level 2 5–8 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.
Level 1 1–4 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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