

GCE

History A

Y137/01: England 1547-1603: the Later Tudors

Advanced Subsidiary GCE

2020 Mark Scheme (DRAFT)

This is a DRAFT mark scheme. It has not been used for marking as this paper did not receive any entries in the series it was scheduled for. It is therefore possible that not all valid approaches to a question may be captured in this version. You should give credit to such responses when marking learner's work.

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

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

2. Here is the mark scheme for this question paper.

How far do you agree questions . . .

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.

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.

Other questions . . .

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.

MARK SCHEME Section A

Question	Answer/Indicative content	Mark	Guidance
1	<p>How useful is Source B as evidence for Mary Tudor's conduct in 1554?</p> <ul style="list-style-type: none"> • In discussing how Source B is useful, answers might consider that it was written soon after Wyatt's rebellion was defeated. • Answers might consider that the language that is used shows the writer is supportive of Mary Tudor's actions. • Answers might consider that Mary was advised by her Council to leave London. • Answers might consider that this refers only to events in London. • Answers might consider that Mary's action did much to rally forces within the city against Wyatt, 	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		<p>although he did reach Ludgate before the gates were closed.</p> <p>Using these three sources in their historical context, assess how far they support the view that political instability in the period from 1553 to 1558 was caused by the rule of a female monarch.</p> <ul style="list-style-type: none"> • In discussing how Source A does not support the view, it could be argued that the crown is being passed to another female ruler and the issue of legitimacy and religion were more important. • In discussing the provenance of Source A, answers might consider that it was written by the Privy Council to justify their actions. • In discussing the historical context of Source A, answers might consider that the succession had been altered by Edward through the Devises and it was that which led to instability. • In discussing how Source B does and does not support the view, answers might refer to Mary's actions at Guildhall preventing instability but that the rebellion was because, as a female, she was expected to marry and chose to marry Philip of Spain. • In discussing the provenance of Source B, answers might consider that it is written near the time and the language used suggests sympathy for Mary. • In discussing the historical context of Source B, answers might consider that it was her marriage to Philip, a foreigner, that created instability. 	20	<ul style="list-style-type: none"> • 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.
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3*		<ul style="list-style-type: none"> • In discussing how Source C does and does not support the view, answers might refer to the succession from Mary to Elizabeth being settled if Elizabeth agrees to two issues. • In discussing the provenance of Source C, answers might refer to it being written by a servant of the Spanish king. • In discussing the historical context of Source C, answers might refer to the peaceful transition from Mary to Elizabeth despite her unwillingness to agree over religion. <p>To what extent was the Catholic threat greater in the period 1568 to 1589 than in the period from 1558 to 1568?</p> <p>In arguing that it was greater:</p> <ul style="list-style-type: none"> • Answers might consider the rebellion of the Northern earls and restoration of Catholic practices in Durham. • Answers might consider the threat presented by the excommunication of Elizabeth in 1570. • Answers might consider the threat posed by the Catholic plots: Ridolfi, Throckmorton and Babington. • Answers might consider the arrival of Mary Queen of Scots in England in 1568. • Answers might consider the foreign situation with St Bartholomew's Day Massacre (1572) and events in the Netherlands • Answers might consider the threat posed by the Armada (1588). 	20	<ul style="list-style-type: none"> • No set answer is expected. • At Level 5 there will be judgement as to when the Catholic threat was greater • At higher Levels candidates might establish criteria against which to judge threat. • 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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4*		<ul style="list-style-type: none"> • Answers might consider the arrival of Jesuit and seminary priests. <p>In arguing that the threat was greater in the period before 1568:</p> <ul style="list-style-type: none"> • Answers might consider the support for Catholicism during Mary's reign. • Answers might consider foreign support for Catholicism and the idea of a crusade. • Answers might consider how Elizabeth struggled to get the religious settlement approved. • Answers might consider that in the later period Catholicism was dying out naturally. • Answers might consider that there were enough Catholic priests at the start of the period to keep the faith alive. • Answers might consider the issue of Elizabeth's legitimacy at the start of the reign. <p>'The Irish rebellion was the most serious threat to Elizabeth in the years from 1588 to 1603.' How far do you agree?</p> <p>In arguing that the Irish rebellion was the most serious threat:</p> <ul style="list-style-type: none"> • Answers might consider the time it took to defeat it. • Answers might consider that the distance made it hard to suppress. • Answers might consider that it cost a considerable amount of money, which Elizabeth struggled to raise. • Answers might consider that Tyrone was a good military leader and was able to unite Ireland. 	20	<ul style="list-style-type: none"> • No set answer is expected. • At Level 5 there will be judgement as to whether the Irish rebellion was the most serious threat. • At higher Levels candidates might establish criteria against which to judge threat. • 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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		<ul style="list-style-type: none">• Answers might consider that there was much support for the rebellion in Ireland.• Answers might consider that Spain supported the unrest and was able to land troops at Kinsale.• Answers might consider that Ireland could be used as launching place to invade England. <p>In arguing that other events were more serious:</p> <ul style="list-style-type: none">• Answers might consider the threat posed by Essex's rebellion as it was in the capital.• Answers might consider the problem of inflation which Elizabeth was unable to solve.• Answers might consider the bad harvests which led to food riots and deaths.• Answers might consider the threat from Spain with further Armadas.• Answers might consider the opposition within Parliament to monopolies.• Answers might consider the factional struggle between Cecil and Essex.		
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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.
0 marks	No evidence of understanding or reference to the source.

	<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 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>A01: 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]
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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