



**GCE**

**History A**

**Y106/01: England 1485-1558: the Early Tudors**

A 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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**MARKING INSTRUCTIONS****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

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Award Zero '0' if:

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

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.

- 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.
- 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.*
- For answers marked by levels of response: Not applicable in F501
  - To determine the level** – start at the highest level and work down until you reach the level that matches the answer
  - 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
<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

## 12. Subject Specific Marking Instructions

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 issue of succession never seriously threatened political stability in the years from 1553 to 1558.</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 Council writing to Mary who was challenging the succession to Jane Grey.</li> <li>• <b>In discussing the provenance of Source A</b>, answers might consider that it is from the Privy Council who at this time were supportive of Northumberland and the change to the succession.</li> <li>• <b>In discussing the historical context of Source A</b>, answers might consider that Northumberland had put pressure on the Council and that the country came close to civil war with his advance into East Anglia.</li> <li>• <b>In discussing how Source B does or does not support the view</b>, answers might refer to Jane's reluctance to take the crown and how Northumberland attempted to change the succession.</li> <li>• <b>In discussing the provenance of Source B</b>, answers might consider that Jane was attempting to persuade Mary that she did not agree with the change to the succession.</li> <li>• <b>In discussing the historical context of Source B</b>, answers might consider that Jane had been proclaimed Queen but was now under arrest and would be executed following Wyatt's rebellion</li> <li>• <b>In discussing how Source C does support the view</b>, answers might refer to Mary changing her will so that Elizabeth is the successor and ensuring</li> </ul>	30	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At Level 5 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>

Question	Answer/Indicative content	Mark	Guidance
2*	<p>therefore the succession was smooth, although it does suggest that Catholicism should continue.</p> <ul style="list-style-type: none"> <li>• <b>In discussing the provenance of Source C</b>, answers might consider that it is from an official document and represents Mary's final wishes.</li> <li>• <b>In discussing the historical context of Source C</b>, answers might refer to Mary's initial reluctance to name Elizabeth because of her religious views.</li> <li>• <b>In discussing how Source D does support the view</b>, answers might refer to the Privy Council informing Elizabeth that she would succeed.</li> <li>• <b>In discussing the provenance of Source D</b>, answers might refer to the responsibility of the servant to report accurately developments to the king.</li> <li>• <b>In discussing the historical context of Source D</b>, answers might consider that the succession did pass smoothly to Elizabeth and that legitimacy took priority over her religion.</li> </ul> <p><b>'The power and influence of the nobility was the most serious domestic challenge to Henry VII's rule.' How far do you agree?</b></p> <p><b>In arguing that the power and influence of the nobility was the most serious threat</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> how the nobility had influenced the succession during the Wars of the Roses.</li> <li>• <b>Answers might consider</b> the wealth of some nobles in relation to the Crown.</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels candidates will focus on assessing the challenges but at level 4 may simply list the challenges.</li> <li>• At Level 5 there will be judgement as to whether 'the power and influence of the nobility' was the 'most important consideration' or not.</li> <li>• At higher Levels candidates might establish criteria against which to judge 'serious'.</li> </ul>



Question	Answer/Indicative content	Mark	Guidance
	<ul style="list-style-type: none"> <li>• <b>Answers might consider</b> how the nobility had amassed sizeable private forces during the Wars of the Roses, and how these might challenge the crown.</li> <li>• <b>Answers might consider</b> the amount of land the nobles owned.</li> <li>• <b>Answers might consider</b> the role of the nobles in implementing laws in the localities.</li> <li>• <b>Answers might consider</b> the role of the nobility as JPs.</li> <li>• <b>Answers might consider</b> the support of the nobility for the Yorkist cause.</li> </ul> <p><b>In arguing that the power and influence of the nobility was not the most important consideration:</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that after years of war they wanted peace as they had the most to lose.</li> <li>• <b>Answers might consider</b> the number of nobles who had been killed in the Wars of the Roses.</li> <li>• <b>Answers might consider</b> the threat of the Pretenders was greater.</li> <li>• <b>Answers might consider</b> that Henry's claim to the throne was his most serious challenge.</li> <li>• <b>Answers might consider</b> his financial position.</li> <li>• <b>Answers might consider</b> the problem of his authority in the peripheral regions and in local government.</li> <li>• <b>Answers might consider</b> that Henry managed the nobility well and they were not a problem (e.g. use of Star Chamber; laws against Livery and Maintenance).</li> </ul>		<ul style="list-style-type: none"> <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
3*	<p><b>Assess the reasons for Thomas Cromwell's fall from power.</b></p> <p><b>In arguing that his religious beliefs were the most important reason for his fall:</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that he was charged with heresy.</li> <li>• <b>Answers might consider</b> that he was accused of plotting to bring in full Protestantism, which conflicted with many of Henry's views.</li> <li>• <b>Answers might consider</b> that Cromwell was closely associated with reforming beliefs and legislation.</li> <li>• <b>Answers might consider</b> that religion was a convenient tool for those who wanted to bring him down.</li> </ul> <p><b>In arguing that there were other factors:</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the Cleves marriage which Cromwell had arranged.</li> <li>• <b>Answers might consider</b> the changing foreign situation with the recommencement of the Franco-Habsburg wars and therefore that the marriage was no longer needed.</li> <li>• <b>Answers might consider</b> Henry's view of Anne of Cleves.</li> <li>• <b>Answers might consider</b> factional politics, which might explain the timing.</li> <li>• <b>Answers might consider</b> the role of Norfolk and Gardiner who enticed Henry with Catherine Howard.</li> <li>• <b>Answers might consider</b> how Henry was flattered and as a result of his infatuation the Act of Attainder was rushed through.</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels candidates will focus on assessing the reasons for his fall but at Level 4 may simply list the reasons.</li> <li>• At Level 5 there will be judgement as to the most important reason for his fall from power.</li> <li>• At higher Levels candidates might establish criteria against which to judge the most important reasons</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>

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Question			Answer/Indicative content	Mark	Guidance

APPENDIX 1 – this contains a generic mark scheme grid

	<i>AO2: 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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