



GCE

History A

Y107/01: England 1547-1603: the Later Tudors

A Level

Mark Scheme for June 2023

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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

Award Zero '0' if:

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- 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.

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

| Question | Answer | Mark | Guidance |
|----------|--|------|--|
| 1 | <p>Using these four sources in their historical context, assess how far they support the view that there was resistance and opposition to Mary’s religious policies.</p> <ul style="list-style-type: none"> • In discussing how Source A does not support the view, answers might consider that Parkyn explains how many in Yorkshire celebrated Mary’s accession and that mass was celebrated. • In discussing the provenance of Source A, answers might consider that it was written by a Yorkshire priest. • In discussing the historical context of Source A, answers might consider that Mary’s accession was greeted with the ringing of bells in London and chalices reappeared in Oxford. • In discussing how Source B does support the view, answers might consider that a dead cat in popish dress was hung from gallows in Cheapside. • In discussing the provenance of Source B it was written by a royal messenger and cousin of a former Lord Chancellor. • In discussing the historical context of the source this occurred after Mary had begun to introduce religious changes. • In discussing how Source C supports the view, answers might consider that it explains how there was opposition from Bishops who were sent to jail and some were burned. | 30 | <p>The indicative content lists features of the period studied that relate to the question set. <u>Neither significance nor relative importance are attributed to the features listed.</u></p> <p>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.</p> <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. • At Level 4 and below, answers may be simply a list of which sources support or challenge the view in the question. • 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. |

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| Question | Answer | Mark | Guidance |
|----------|---|------|----------|
| | <ul style="list-style-type: none"> • In discussing the provenance of Source C, it was written by a Catholic merchant. • In discussing the historical context of Source C other bishops, such as Cranmer, Ridley and Latimer were burned, as were some 270 others in the last three years of her reign. • In discussing how Source D both supports and does not support the view, answers might consider that Catholic fabric was being restored, but that it took until nearly the end of Mary's reign in the diocese of Canterbury. • In discussing the provenance of Source D answers might consider that it is from the Visitation records. • In discussing the historical context of source D answers might consider that in parishes such as Morebath considerable sums were raised to restore Catholic fabric early in the reign. | | |

| Question | Answer | Mark | Guidance |
|----------|--|------|--|
| 2* | <p>How serious were the problems facing Catholics in the period from 1558 to 1589?</p> <p>In arguing that the problems facing Catholics were serious, answers might consider:</p> <ul style="list-style-type: none"> • The lack of papal support in Elizabeth's early years. • The unwillingness of Philip II to support English Catholics until the 1580s. • The declining number of Catholic priests. • The dependence on Jesuits and seminary priests who arrived later, were focused in the south and frequently captured. • Elizabeth's policy towards Catholics and the lack of persecution. • There were social pressures to conform. • The failure to raise large numbers in rebellion, the lack of numbers in the Northern Rising. • Catholics did not want to overthrow Elizabeth. • Elizabeth's longevity. • The execution of Mary Queen of Scots removed the Catholic's figurehead. • The Armada was defeated. <p>In arguing that the problems facing Catholics were not serious, answers might consider:</p> <ul style="list-style-type: none"> • Elizabeth was seen as illegitimate and Catholics had an alternative, legitimate ruler in Mary Queen of Scots. • Elizabeth was excommunicated in 1570. • England was still largely a Catholic country following Mary's rule. • Potential support from foreign powers. • The number of Catholic plots. | 20 | <p>The indicative content lists features of the period studied that relate to the question set.</p> <p><u>Neither significance nor relative importance are attributed to the features listed.</u></p> <p>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.</p> <ul style="list-style-type: none"> • No set answer is expected. • At higher levels, candidates will focus on weighing up the seriousness of the problems.; but at Level 4, may simply list the problems • At Level 5 and above there will be judgement as to the seriousness of the problems. • At higher levels candidates might establish criteria against which to judge seriousness. • 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 the descriptions in the levels mark scheme. |

| Question | Answer | Mark | Guidance |
|----------|--|------|---|
| 3* | <ul style="list-style-type: none"> • The arrival of seminary priests in 1574 kept Catholicism alive. • The Northern Rising was seen as a serious threat. <p>How serious were the economic and social problems that Elizabeth I faced in the period from 1588 to 1603?</p> <p>In arguing that the social and economic problems were serious, answers might consider:</p> <ul style="list-style-type: none"> • The number of bad harvests in the 1580s and 1590s. • The rapid price rise in the 1590s, particularly of foodstuffs. • Deaths from malnutrition. • In 1595-7 the death rate increased 50 per cent • Increasing amount of poverty. • Food riots in Kent, Sussex, Somerset and Norfolk. • The Oxfordshire Rising of 1596. • The return of the plague in 1596 and 1597. • Government passed legislation to deal with poverty, a series of Poor Laws, and legislation over land. <p>In arguing that the social and economic problems were not serious, answers might consider:</p> <ul style="list-style-type: none"> • Unrest was limited, very few took part in the Oxfordshire rising. • The Poor Laws of 1598 and 1601 limited unrest and provided some relief as well as materials to | 20 | <p>The indicative content lists features of the period studied that relate to the question set.</p> <p><u>Neither significance nor relative importance are attributed to the features listed.</u></p> <p>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.</p> <ul style="list-style-type: none"> • No set answer is expected. • At higher levels, candidates will focus on weighing up the seriousness of the problems but at Level 4, may simply list the social and economic problems. • At Level 5 and above there will be judgement as to the seriousness of the problems. • At higher levels candidates might establish criteria against which to judge the seriousness. • 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 the descriptions in the levels mark scheme. |

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| Question | Answer | Mark | Guidance |
|----------|---|------|----------|
| | <p>employ the able-bodied, whilst help was given to the aged and infirm.</p> <ul style="list-style-type: none">• The 1601 Poor Law with punishments helped to maintain order.• The Book of Orders helped to prevent the spread of plague.• Apprentice unrest in London was not unusual.• Government passed measures to keep land under cultivation, prevent depopulation and the destruction of farms.• Unrest never seriously threatened Elizabeth's position. | | |

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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> |
| | Generic mark scheme for Section A, Question 1: How far do the four sources support the view? [30] |
| Level 6 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. |
| Level 5 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. |
| Level 4 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. |
| Level 3 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. |
| Level 2 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. |
| Level 1 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. |

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| | |
|----------------------------------|---|
| | <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 2 and 3: Essay [20] |
| Level 6 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. |
| Level 5 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. |
| Level 4 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. |
| Level 3 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. |
| Level 2 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. |
| Level 1 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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