

**GCE**

**History A**

Unit **Y106/01**: England 1485 – 1558 the Early Tudors

Advanced GCE

**Mark Scheme for June 2018**

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

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

## Section A

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 Mary Tudor’s restoration of Catholicism was popular.</b></p> <ul style="list-style-type: none"> <li>• <b>In discussing how Source A does support the view</b>, answers might refer to the speed with which Catholic practices were restored in Yorkshire and that this happened before the law required it.</li> <li>• <b>In discussing the provenance of Source A</b>, answer might consider that it was written by a priest who was a supporter of Catholicism and who was from Yorkshire.</li> <li>• <b>In discussing the historical context of Source A</b>, answers might consider there is also evidence from other parts of the country of a similar reaction – London, Melton Mowbray.</li> <li>• <b>In discussing how Source B does not support the view</b>, answers might refer to the people of London murmuring about the enforcement of the heresy laws.</li> <li>• <b>In discussing the provenance of Source B</b>, answers might consider that is written by the Imperial ambassador to Philip and that his task was to report accurately and that he was based in London.</li> <li>• <b>In discussing the historical context of Source B</b>, answers might consider that there is little evidence to support the view that people were converted at the burnings; many turned up for entertainment.</li> <li>• <b>In discussing how Source C does support the view</b>, answers might refer to the apparent increase in numbers supporting Catholicism. However, it also notes that most would return to Protestantism at the first opportunity, suggesting the restoration is shallow.</li> </ul>	30	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At Level 5 and above 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 descriptors in the levels mark scheme.</li> </ul>

Question	Answer/Indicative content	Mark	Guidance
	<ul style="list-style-type: none"> <li>• <b>In discussing the provenance of Source C</b>, answers might refer to it being written by the Venetian ambassador and his purpose was to report accurately.</li> <li>• <b>In discussing the historical context of Source C</b>, answers might refer to the situation towards the end of Mary's reign and how traditional practices had been restored, the evidence from visitations and the increase in ordinations.</li> <li>• <b>In discussing how Source D supports the view</b>, answers might refer to the success Catholicism has had at removing Protestant influence from Oxford University.</li> <li>• <b>In discussing the provenance of Source D</b>, answers might refer to it being written after Mary's reign.</li> <li>• <b>In discussing the historical context of Source D</b>, answers might refer to the quality of Marian bishops and how virtually all resigned on Elizabeth's accession. Mary had been able to install a large number of Catholics in senior positions at Oxford.</li> </ul>		

Question	Answer/Indicative content	Mark	Guidance
2	<p><b>'Wolsey's ability was the main reason for his rise to power by 1514.'</b> How far do you agree?</p> <ul style="list-style-type: none"> <li>• <b>In arguing that the main reason for Wolsey's rise to power was his ability</b>, answers might consider his skill at organizing the French campaign in 1512.</li> <li>• <b>Answers might consider</b> his skills and ability were crucial given his background.</li> <li>• <b>Answers might consider</b> that he was skilled and he had obtained a degree at the age of fifteen.</li> <li>• <b>In arguing that there were other reasons for Wolsey's rise to power</b>, answers might consider that Wolsey was great flatterer, which was helpful in his relationship with the king.</li> <li>• <b>Answers might consider</b> that Wolsey had already made his mark under Henry VII as his chaplain and already been sent on diplomatic missions.</li> <li>• <b>Answers might consider</b> that Wolsey realized being a member of the 'peace party' would not help his position so abandoned Fox.</li> <li>• <b>Answers might consider</b> that the removal of many of Henry VII's old advisors made it easier to rise to power.</li> <li>• <b>Answers might consider</b> Wolsey's willingness to undertake administrative tasks that the king and others did not want to do.</li> <li>• <b>Answers might consider</b> Wolsey's capability to work hard.</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 but at Level 4 may simply list the reasons</li> <li>• At Level 5 there will be judgement as to the reasons for his rise to power.</li> <li>• At higher levels candidates might establish criteria against which to judge the importance of the 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>

Question	Answer/Indicative content	Mark	Guidance
3	<p><b>Assess the reasons why England was at war with France and Scotland in the 1540s</b></p> <ul style="list-style-type: none"> <li>• <b>In arguing that Henry wanted to conquer land in France</b>, it might be argued that this had always been his aim and that he saw the opportunity to gain prestige.</li> <li>• <b>Answers might consider</b> that following the dissolution of the monasteries Henry had funds available to wage war.</li> <li>• <b>Answers might consider</b> that Henry realised he was ageing and that this might be his land chance to show his military abilities.</li> <li>• <b>Answers might consider</b> that for part of the period he had the support of Charles V, with the 1542 alliance, and therefore England was less threatened by invasion.</li> <li>• <b>Answers might consider</b> that he wanted to conquer Scotland and unite the two nations, thus avoiding war in the future and securing the realm for his successor.</li> <li>• <b>In arguing that there were other reasons for war</b>, answers might consider the personal motive of Henry against both Francis I and James V.</li> <li>• <b>Answers might consider</b> that victory at Solway Moss encouraged further campaigns because Scotland was weak.</li> <li>• <b>Answers might consider</b> the failure of the Scots to honour the Treaty of Greenwich.</li> <li>• <b>Answers might consider</b> Henry's desire to show that England was a major force in European affairs</li> <li>• <b>Answers might consider</b> that Henry wanted to restore his honour after the lack of success in the 1520s</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 but at Level 4 may simply list the reasons</li> <li>• At Level 5 there will be judgement as to the reasons why England was at war.</li> <li>• At higher levels candidates might establish criteria against which to judge the importance of the 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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	<ul style="list-style-type: none"><li>• <b>Answers might consider</b> that he wanted to claim the French throne</li></ul>		

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