



**GCE**

**History A**

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

Advanced GCE

**Mark Scheme for Autumn 2021**

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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. 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

## 2. Subject Specific Marking Instructions

Question	Answer	Mark	Guidance
1	<p><b>Using these four sources in their historical context, assess how far they support the view that Somerset was to blame for the political instability during the reign of Edward VI.</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 actions of Thomas Seymour who, the source claims, was ambitious and tried to stir up discontent towards Somerset.</li> <li>• <b>In discussing the provenance of Source A</b>, answers might consider that it is an Act of Attainder, so designed to explain why he was guilty.</li> <li>• <b>In discussing the historical context of Source A</b>, answers might consider that Somerset wanted to increase his own powers and looked to remove his brother, who was later executed.</li> <li>• <b>In discussing how Source B does or does not support the view</b>, answers might refer to the nature of Somerset's government, how Somerset was to blame for the unrest of the summer of 1549. It might be argued that councillors, notably Northumberland, and nobles were also responsible as they plotted.</li> <li>• <b>In discussing the provenance of Source B</b>, answers might consider that it was from a contemporary chronicle, although written in 1568.</li> <li>• <b>In discussing the historical context of Source B</b>, answers might consider that Somerset ruled without reference to the Privy Council and how his policies may be seen as responsible for the unrest, as was</li> </ul>	30	<p>The indicative content lists features of the period studied that relate to the question set.  <u><b>Neither significance nor relative importance are attributed to the features listed.</b></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"> <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>

		<p>the way he controlled Edward.</p> <ul style="list-style-type: none"> <li>• <b>In discussing how Source C does support the view</b>, answers might refer to Somerset's involvement in a conspiracy against Northumberland now the latter was in power.</li> <li>• <b>In discussing the provenance of Source C</b>, answers might consider that it is contemporary and from London.</li> <li>• <b>In discussing the historical context of Source C</b>, answers might refer to Northumberland having restored Somerset to some offices and marriage between the families, with Somerset's daughter marrying his son. They might argue that Somerset wanted to restore his power and continued to plot.</li> <li>• <b>In discussing how Source D does and does not support the view</b>, answers might refer to Northumberland's fear of Somerset and to Somerset's plan to imprison Northumberland.</li> <li>• <b>In discussing the provenance of Source D</b>, answers might refer to the official nature of the source but note that it might be a forgery and therefore not trustworthy.</li> <li>• <b>In discussing the historical context of Source D</b>, answers might consider that the incident was part of the factional struggle that had been on-going since 1549 and Somerset's removal. They might argue that Northumberland wanted to secure his position and had placed his own supporters in positions of power; this would remove the one person who might oppose him.</li> </ul>		
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2*		<p><b>'Puritanism was a greater threat to Elizabeth than Catholicism.' How far do you agree?</b></p> <p><b>In arguing that Puritanism was a greater threat:</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that the number of Puritans was greater than Catholics, even if some were moderate.</li> <li>• <b>Answers might consider</b> that they challenged the religious settlement throughout the reign.</li> <li>• <b>Answers might consider</b> that they were able to force Elizabeth into some changes over the Thirty-Nine Articles.</li> <li>• <b>Answers might consider</b> the damage caused by the Separatists and those who broke away from the established Church.</li> <li>• <b>Answers might consider</b> the support Puritans had in Parliament from men such as Leicester.</li> <li>• <b>Answers might consider</b> the gentry and nobility appointing Puritans as priests.</li> <li>• <b>Answers might consider</b> prophesyings which were outside the control of Elizabeth and the government.</li> </ul> <p><b>In arguing that Catholicism was a greater threat:</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the support that Catholics received from Spain with the Armada.</li> <li>• <b>Answers might consider</b> the availability, until 1587, of an alternative Catholic monarch with Mary Queen of Scots.</li> <li>• <b>Answers might consider</b> the number of Catholic plots centered around Mary, Queen of Scots.</li> <li>• <b>Answers might consider</b> the threat posed by the rising of the Northern Earls.</li> <li>• <b>Answers might consider</b> the threat posed by the Jesuits and seminary priests.</li> <li>• <b>Answers might consider</b> the excommunication of</li> </ul>	<p><b>20</b></p> <p>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.</p> <p><b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></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"> <li>• No set answer is expected.</li> <li>• At Level 5 there will be judgement as to whether Puritanism was a greater threat.</li> <li>• At higher Levels candidates might establish criteria against which to judge 'greater threat'.</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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3*		<p>Elizabeth.</p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the apparent threat to Protestantism in Europe from Catholic powers and how it weakened Elizabeth's position.</li> </ul> <p><b>'Elizabeth's reputation was seriously damaged in the period from 1588 to 1603.' How far do you agree?</b></p> <p><b>In arguing that her reputation was seriously damaged:</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that as she became older her appearance declined which damaged her image as 'Gloriana'.</li> <li>• <b>Answers might consider</b> that a series of scandals at court undermined her reputation and authority.</li> <li>• <b>Answers might consider</b> that there was an increase in criticism of her.</li> <li>• <b>Answers might consider</b> that attendance at court declined, and the aristocracy were less willing to accompany her on progresses.</li> <li>• <b>Answers might consider</b> the impact of the Monopolies scandal and her struggles with Parliament.</li> <li>• <b>Answers might consider</b> factional struggles between Cecil and Essex and how they damaged her reputation.</li> <li>• <b>Answers might consider</b> that to some extent her death was welcomed, especially as she was to be succeeded by a man.</li> </ul> <p><b>In arguing that her reputation was not damaged:</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the legacy of 1588 and defeat of the Spanish.</li> <li>• <b>Answers might consider</b> that outwardly she</li> </ul>	20	<p>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.</p> <p><b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></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"> <li>• No set answer is expected.</li> <li>• At higher levels, candidates will focus on weighing the extent to which Elizabeth's reputation was damaged; but at Level 4, may simply list reasons/factors as to why.</li> <li>• At Level 5 there will be judgement as to whether 'her reputation was seriously damaged', as asserted in the statement.</li> <li>• At higher Levels candidates might establish criteria against which to judge 'seriously damaged'.</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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			<p>remained just as popular.</p> <ul style="list-style-type: none"><li>• <b>Answers might consider</b> that given the social and economic problems there was little unrest and most remained loyal.</li><li>• <b>Answers might consider</b> the impact of her Golden Speech.</li><li>• <b>Answers might consider</b> how her image was manipulated through approved paintings.</li><li>• <b>Answers might consider</b> that she preserved her reputation by still going on progresses.</li><li>• <b>Answers might consider</b> that Parliament still granted her money.</li></ul>		
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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>
	<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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