OCR
Oxford Cambridge and RSA

…day June 20XX – Morning/Afternoon

A Level History A
Unit Y107 England 1547–1603: the Later Tudors

MARK SCHEME

Duration: 1 hour 30 minutes

MAXIMUM MARK   50

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 **required number** of standardisation responses.

     YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

TRADITIONAL

Before the Standardisation meeting you must mark at least 10 scripts from several centres. For this preliminary marking you should use **pencil** and follow the **mark scheme**. Bring these **marked scripts** to the meeting.

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 50% 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, email or via the scoris messaging system.

5. Work crossed out:
   a. where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
   b. if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.

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. There is a NR (No Response) option. Award NR (No Response)
   - if there is nothing written at all in the answer space
   - OR if there is a comment which does not in any way relate to the question (e.g. 'can't do', 'don't know')
   - OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the question.
   Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).

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:
    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

11. **Annotations**

Annotation	Meaning

12. **Subject–specific Marking Instructions**

INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

USING THE MARK SCHEME

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Examiners' Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co–ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co–ordination scripts then become part of this Mark Scheme.

Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range.
Always be prepared to use the full range of marks.

INFORMATION AND INSTRUCTIONS FOR EXAMINERS

1   The co–ordination scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the Team Leaders and will be discussed fully at the Examiners' Co–ordination Meeting.

2   The specific task–related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.

3   Candidates' answers must be relevant to the question. Beware of prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

	AO2: Analyse and evaluate appropriate source materials, primary and/or contemporary to the period, within its historical context.
	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.

	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.
	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.

Section A

Question	Answer	Marks	Guidance
1	**Using these four sources in their historical context, assess how far they support the view that female rule was a serious problem in the 1550s.** • **In discussing how Source A does or does not support the view,** answers might refer to the issues being illegitimacy and problems related to an unmarried woman rather than that of a female ruler per se, as Lady Jane Grey is proposed as a possible heir. • **In discussing the provenance of Source A,** answers might consider that Edward as King was very concerned to maintain the Protestant faith and also about his position, as some did not consider Mary illegitimate. • **In discussing the historical context of Source A,** answers might argue that although A does not consider that Lady Jane's accession presented a problem as a female ruler, this did not prove to be true. • **In discussing how Source B does or does not support the view,** answers might refer to the promises at the Coronation to be loyal to a female ruler. Also the way a female ruler might use it to her advantage in the type of emotional appeal made to her subjects. However, Mary was facing a rebellion – though this was against her religion not because she was female. • **In discussing the provenance of Source B,** answers might consider the nature of this appeal, having to	30	• No set answer is expected • At Level 5 and above, 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 descriptions in the levels mark scheme.

Question			Answer	Marks	Guidance
			stress loyalty at the Coronation in order to gain support against a rebellion may not make it reliable evidence for a woman ruler not causing problems. • **In discussing the historical context of Source B,** answers might argue that the defeat of Wyatt confirmed the view that there could be loyalty to a woman ruler, but this was at the start of the reign before later problems. • **In discussing how Source C does or does not support the view,** candidates might refer to the conditions imposed on Philip. This might argue that a female ruler did not pose a problem as Parliament could control her consort or it might argue that it was a problem and parliament had to be used to impose conditions to overcome it. • **In discussing the provenance of Source C,** answers might look at the way Parliament was used to establish quite detailed restrictions, but how these were to be enforced was not clear. • **In discussing the historical context of Source C,** answers might argue that although A might seem to have resolved the problems of a female ruler being dominated by her husband, in practice war was not avoided and Spanish influence did become an issue. • **In discussing how Source D does or does not support the view,** answers might refer to the view that female rule was inherently unnatural and contrary to God's purposes.		

Section A

Question			Answer	Marks	Guidance
			• **In discussing the provenance of Source D,** answers might consider the typicality of this view and whether it represented opinion throughout England or was written in the particular context of discontent with Mary Tudor and Mary Stuart. • **In discussing the historical context of Source D,** answers might argue that this might have more weight after the experience of Mary's reign but as Elizabeth was seen as a Protestant hope in 1558 it might have had limited impact, especially as the assumption was that she would marry.		

Question	Answer	Marks	Guidance
2*	**How effectively did Elizabeth deal with the problems she faced in 1558?** • **In arguing that Elizabeth was effective in dealing with the problems she faced in 1558,** answers might consider that she was able to achieve a Protestant religious settlement despite most of the nation being Catholic. • Answers might consider that she was able to prevent foreign attack from either of the Catholic powers of France or Spain despite being seen by them as illegitimate. • Answers might consider that she was effective in establishing a Council with members who she could trust, such as Cecil. • Answers might consider that she was able to bring about peace with France so avoiding the cost of war. • **In arguing that Elizabeth was less effective,** answers might consider the difficulties she faced in getting the religious settlement passed. • Answers might consider that there was still the threat of a Catholic crusade against her. • Answers might consider that Elizabeth was unable to deal with the claim posed by Mary Stuart. • Answers might consider that Elizabeth was not effective in solving the financial problems she inherited.	**20**	• No set answer is expected • At higher levels, candidates will focus on 'how effectively'; but at Level 4, may simply list the problems. • At Level 5 and above, there will be judgement as to the relative effectiveness with which she dealt with the problems. • At higher levels, candidates might establish criteria against which to judge the effectiveness. • 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.

Section B

Question	Answer	Marks	Guidance
3*	**'The Puritan threat to Elizabeth was never serious.'** **How far do you agree?** • **In arguing that the Puritan threat was never serious,** answers might consider that the Puritans, unlike many Catholics, did not intend to remove Elizabeth from the throne. • Answers might consider that many Puritans were conformists and were willing to accept the established church and that there were very few separatists. • Answers might consider that Elizabeth was able to use her prerogative powers in Parliament to defeat attempts at legislative change. • Answers might consider that, following the Marprelate Tracts, the Puritan challenge had been defeated. • **In arguing that the Puritan threat was serious,** answers might argue that they had the support of many of Elizabeth's councillors. • Answers might consider that the 'Puritan choir' provided an organised and significant voice to their concerns in parliament. • Answers might consider that Puritan desires for the abolition of bishops was a challenge to Elizabeth's belief in hierarchy. • Answers might consider that Archbishop Grindal would not take action against prophesying and his suspension left the Church without leadership.	20	• No set answer is expected. • At higher levels, candidates will focus on 'never serious'; but at Level 4, may simply list the threats or lack of threat. • At Level 5 and above, there will be judgement as to the relative seriousness of the threat. • At higher levels, candidates might establish criteria against which to judge the 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.

Assessment Objectives (AO) Grid

Question	AO1	AO2	AO3	Total
1		30		**30**
2/3	20			**20**
Totals	**20**	**30**		**50**

Summary of updates

Date	Version	Change
November 2020	0.14	Updated copyright acknowledgements.