



GCE

History A

Y307/01: Thematic study and historical interpretations: Tudor foreign policy 1485-1603

A Level

Mark Scheme for June 2025

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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 RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM 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 available in RM Assessor
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

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 RM Assessor 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 RM Assessor 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. 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 is not an attempt at the question.

Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).

8. The RM Assessor **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 RM Assessor 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
	Blank Page
	Highlight
Off-page comment	
	Assertion
	Analysis
	Evaluation
	Explanation
	Factor
	Illustrates/Describes
	Irrelevant, a significant amount of material that does not answer the question
	Judgement
	Knowledge and understanding
	Simple comment
	Unclear
	View
	Synthesis
	Continuity/Change

Question			Answer	Mark	Guidance
1			Evaluate the interpretations in both of the two passages. Explain which you think is more convincing as an explanation of the significance of English naval power in the defeat of the Spanish Armada. In locating the Interpretations within the wider historical debate, answers might suggest that Interpretation A argues that English naval strength was important. • In evaluating Interpretation A, answers might argue that the interpretation is correct as Drake sank 30 ships and delayed the Armada in 1587. • Answers might argue the English had more long-range guns -153- to the Spanish 21. • Answers might argue the English fleet was largely undamaged when the Armada anchored off Calais. • Answers might argue that the Spanish barges which would be used to transport the troops were slow and therefore would be an easy target for English and Dutch forces. • Answers might argue it was not English naval strength but Parma's lack of action that led to failure. • Answers might argue it was Medina Sidonia's decision to withdraw at Gravelines and then the weather that resulted in defeat of the Armada. In locating the Interpretations within the wider historical debate, answers might suggest that	30	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> 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. • No set answer is expected. • At Level 5 and above answers will evaluate both interpretations, locating them within the wider historical debate about the issue and using their own knowledge, and will reach a balanced judgement as to which they consider the most convincing about the issue in the question. • To be valid judgements they must be supported by relevant and accurate material. • 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.

Question			Answer	Mark	Guidance
			Interpretation B argues that the role of the navy in the defeat of the Armada was limited. • In evaluating Interpretation B, answers might argue that the interpretation is correct as England did possess smaller and therefore more maneuverable ships and better guns but failed to destroy the Spanish formation. • Answers might argue the interpretation is correct as the English naval force was larger than the Spanish. • Answers might argue the interpretation is correct as the fire ships were thought to be the familiar floating bombs and led Sidonia to cut anchor. • Answers might argue it was a lack of communication between Sidonia and Parma that was the problem. • Answers might argue the interpretation is correct as at Gravelines the English disabled only 3 Spanish ships and it would be the weather that did the damage. • Answers might argue the Dutch were undefeated at sea and would welcome the chance to attack the slow-moving barges, further causing Spanish hesitancy.		

Question			Answer	Mark	Guidance
2*			‘Marriage was the most important means by which Tudors conducted their foreign policy.’ How far do you agree with this view of the period from 1485 to 1603? Answers might consider some of the following themes: marriages, military power and war, alliances, trade. In supporting the hypothesis in the question, • It might be argued that Henry VII used marriage to secure the Tudor Dynasty/ • Answers might consider the rough wooing and attempts to marry Edward to Mary, Queen of Scots. • Answers might consider Mary Tudor’s marriage to Philip of Spain. • Answers might consider Henry VIII and marriage to Anne of Cleves to secure a Protestant alliance. • Answers might consider Elizabeth use of potential marriage suitors. In challenging the hypothesis in the question, • Answers might consider Henry VII’s use of alliances to gain recognition. • Answers might consider Henry VII’s signing of trade agreements with Spain, Italian states. • It might be argued that Henry VIII used war against both the Habsburgs and France to try and make England a major power.	25	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. <u>Neither significance nor relative importance are attributed to the features listed.</u> 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. • No set answer is expected. • At higher levels answers might establish criteria against which to judge • To be valid, judgements must be supported by relevant and accurate material. • 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.

Question			Answer	Mark	Guidance
			• Answers might consider Edward and Mary's use of war to achieve aims. • Answers might consider Elizabeth's use of alliances with Scotland and France. • Answers might consider Elizabeth's use of privateers against Spain to disrupt trade and her attempts to avoid war.		

Question			Answer	Mark	Guidance
3*			‘Scotland rather than France presented the greater threat to England's security in the period from 1485 to 1603.’ How far do you agree? Answers might consider some of the following themes: military power, alliances, situation in Europe, strength of the Tudor dynasty. In supporting the hypothesis in the question, • It might be argued that Scotland bordered England. • Answers might consider the frequent border raids and battles, such as Flodden, Solway Moss. • Answers might consider Scottish incursions when England was at war with France. • Answers might consider the Scottish threat in the period to c1560.	25	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. <u>Neither significance nor relative importance are attributed to the features listed.</u> 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. • No set answer is expected. • At higher levels answers might establish criteria against which to judge • To be valid, judgements must be supported by relevant and accurate material. • 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.

Question			Answer	Mark	Guidance
			• Answers might consider the failure of the rough wooing and French removal of Mary and her marriage to the dauphin. • Answers might consider Scottish support for Warbeck. • Answers might consider the weakness of France with the outbreak of civil war. In challenging the hypothesis in the question, • It might be argued France was the traditional enemy and was a stronger military force. • Answers might consider the Treaty of Ayton and the marriage of Margaret which lessened the threat. • Answers might consider the threat of a Valois-Habsburg alliance and potential crusade following Henry VIII's break with Rome. • Answers might consider the attempted French invasion in 1549. • Answers might consider the loss of Calais. • Answers might consider the impact of the Reformation on Scotland, the Treaty of Berwick and the departure of French troops. • Answers might consider the potential threat of a Guise/Spanish alliance in the 1580s and 1590s. • Answers might consider that England was at war with France when Elizabeth came to the throne following the death of Mary I.		

Question			Answer	Mark	Guidance
4*			Assess the impact of foreign relations on English dynastic and political affairs in the period from 1485 to 1603. Answers might consider some of the following themes: military power, alliances, situation in Europe, strength of the Tudor dynasty. It might be argued that the most important impact was on dynastic affairs, • Answers might consider that Henry VII attempted to secure his dynasty through marriages to foreign powers with Henry Tudor (VIII) and Margaret. • Answers might consider Henry VII's concern for security and attempts to secure a marriage at the end of his reign. • Answers might consider the attempt to secure the border with Scotland impacted the attempts to marry Edward to Mary, Queen of Scots. • Answers might consider the decline in foreign relations with the Habsburgs led to Henry VIII pursuing the Cleves marriage. • Answers might consider Mary Tudor's desire to have closer links with Spain led to her marriage to Philip. • Answers might consider that the need for allies encouraged Elizabeth to pursue dynastic marriages.	25	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> 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. • No set answer is expected. • At higher levels answers might establish criteria against which to judge • To be valid, judgements must be supported by relevant and accurate material. • 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.

Question			Answer	Mark	Guidance
			It might be argued that the impact on political affairs was more important, • Answers might consider the threat from Scotland and France under Henry VII resulted in tax rebellions. • Answers might consider Henry VIII's desire for war with France resulted in the Amicable Grant unrest. • Answers might consider the fear of a Habsburg-Valois crusade forced Henry VIII to pursue a more 'catholic' religious policy in the 1540s. • Answers might consider the desire of Somerset to continue Henry VIII's war with Scotland resulted in domestic unrest in 1549 and his subsequent overthrow. • Answers might consider Mary's desire for closer relations with Spain and her subsequent marriage resulted in Wyatt's rebellion. • Answers might argue Elizabeth reputation as Gloriana was aided by the defeat of the Spanish Armada. • Answers might argue problems in Ireland in the 1590s were the result of relations with Spain.		

APPENDIX 1 – this contains a generic mark scheme grid

	<i>AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</i>
	Generic mark scheme for Section A, Question 1: Interpretation [30]
Level 6 26–30 marks	The answer has a very good focus on the question throughout. It has thorough and sustained evaluation of the interpretations, using detailed and accurate knowledge of the historical context and the wider historical debate around the issue, in order to produce a convincing and supported analysis of them in relation to the question.
Level 5 21–25 marks	The answer has a good focus on the question throughout. It has good evaluation of the interpretations, using relevant knowledge of the historical context and the wider historical debate around the issue, in order to produce a supported analysis of them in relation to the question.
Level 4 16–20 marks	The answer is mostly focused on the question. It has evaluation of the interpretations based on generally relevant knowledge of the historical context and the wider historical debate around the issue, in order to produce an analysis of them in relation to the question.
Level 3 11–15 marks	The answer is partially focused on the question. It has partial evaluation of the interpretations based on some knowledge of the historical context and the wider historical debate around the issue. There may be some use of information from one of the two interpretations to support the evaluation of the other, but the evaluation will not rely on this. There is a limited analysis of the interpretations in relation to the question.
Level 2 6–10 marks	The answer has a limited focus on the question. Parts of the answer are just description of the interpretations, with evaluation in relation to historical context and the wider historical debate around the issue being weak, and evaluation relying heavily on information drawn from the other interpretation. There is a very limited analysis of the interpretations in relation to the question.
Level 1 1–5 marks	The answer has some relevance to the topic, but not the specific question. The answer consists mostly of description of the interpretations with very limited evaluation based on very generalised knowledge of historical context and minimal or no reference to the wider historical debate. Analysis of the interpretations in relation to the question is either in the form of assertion or lacking.
0 marks	No evidence of understanding and no demonstration of any relevant knowledge.

	<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, 3 and 4: Essay [25]
Level 6 21–25 marks	The answer has a very good focus on the question. Detailed and accurate knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a fully developed synthesis supporting a convincing and substantiated judgement. 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 17–20 marks	The answer has a good focus on the question. Generally accurate and detailed knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a developed synthesis supporting a substantiated judgement. 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 13–16 marks	The answer is mostly focused on the question. Relevant knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a synthesis supporting a reasonable judgement. 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 9–12 marks	The answer has a partial focus on the question. Some relevant knowledge and understanding is used to analyse and explain key features of the period studied in order to attempt an undeveloped synthesis, which is linked to a judgement, though the supporting explanation may lack detail and clarity. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.
Level 2 5–8 marks	The answer has only a limited focus on the question. Limited relevant knowledge and understanding is used to give a limited explanation and analysis of key features of the period studied. There is a judgement but this may not be clearly linked with the supporting explanation. 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 1–4 marks	The answer has a limited focus on the topic, but not the specific question. The answer is largely descriptive, with only very generalised knowledge of the period studied being used to attempt basic explanation and very limited analysis. Judgements are unsupported and are not linked to analysis. Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.
0 marks	The answer contains no relevant information.

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