

**GCE**

**History A**

**Y137/01: England 1547-1603: the Later Tudors**

Advanced Subsidiary GCE

**Mark Scheme for June 2019**

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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

Here is the mark scheme for this question paper.

**MARK SCHEME Section A**

Question	Answer/Indicative content	Mark	Guidance
1	<p><b>How useful is Source C as evidence for the reaction to the Marian burnings?</b></p> <ul style="list-style-type: none"> <li>• <b>In discussing how Source C is useful</b>, answers might consider that it was written soon after the first burning and is therefore contemporary to the event.</li> <li>• <b>Answers might consider</b> that the language that is used shows the writer is concerned about the impact.</li> <li>• <b>Answers might consider</b> it is written by the Imperial Ambassador to Mary's husband and might be concerned about her safety.</li> <li>• <b>Answers might consider</b> that this refers only to events in London which was more Protestant than other areas.</li> <li>• <b>Answers might consider</b> that the Imperial Ambassador might want to encourage Philip to return to England.</li> </ul>	10	<ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• The answer must assess utility for the issue specified. Analysis and evaluation of utility for other issues is not required and should not be credited.</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 descriptions in the levels mark scheme.</li> </ul>
2	<p><b>Using these three sources in their historical context, assess how far they support the view that aim of Mary's religious policy was reconciliation.</b></p> <ul style="list-style-type: none"> <li>• <b>In discussing how Source A does support the</b></li> </ul>	20	<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>• Knowledge must not be credited in isolation, it should</li> </ul>

		<p><b>view</b>, it could be argued that she will not compel people to be Catholic until further decisions are made and that she will punish any who cause disorder.</p> <ul style="list-style-type: none"> <li>• <b>In discussing the provenance of Source A</b>, answers might consider that it was a proclamation at the start of the reign designed to promote order.</li> <li>• <b>In discussing the historical context of Source A</b>, answers might consider that Mary had faced opposition in gaining the throne and needed to gain support at the start of her reign.</li> <li>• <b>In discussing how Source B does support the view</b>, answers might refer to the need to reach a settlement over the future of former monastic lands before Pole comes to England.</li> <li>• <b>In discussing the provenance of Source B</b>, answers might consider that it is written by the Imperial ambassador whose job it was to inform his master of the true state of affairs in England.</li> <li>• <b>In discussing the historical context of Source B</b>, answers might consider the debates in Parliament about monastic lands and opposition to the Second Act of Repeal until they had reassurances on land.</li> <li>• <b>In discussing how Source C does not support the view</b>, answers might refer to the introduction of the heresy laws and the fear of unrest, as well as the burning of Rogers.</li> <li>• <b>In discussing the provenance of Source C</b>, answers might refer to it being written by the Imperial Ambassador to Mary's husband.</li> <li>• <b>In discussing the historical context of Source C</b>,</li> </ul>		<p>only be credited where it is used to analyse and evaluate the sources, in line with descriptions in the levels mark scheme.</p>
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3*		<p>answers might refer to the numbers burnt, reaction at the burnings, the Marian exiles, the burnings of the bishops, how the burnings were viewed.</p> <p><b>How serious a threat to Elizabeth I was Mary, Queen of Scots?</b></p> <p><b>In arguing that she was a serious threat:</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that she was seen by many Catholics as the rightful heir.</li> <li>• <b>Answers might consider</b> that she had support from France, particularly the Guise, and later Spain.</li> <li>• <b>Answers might consider</b> the threat posed by the Rising of the Northern Earls.</li> <li>• <b>Answers might consider</b> that she was the centre of plots and conspiracies to remove Elizabeth.</li> <li>• <b>Answers might consider</b> the threat posed by the issuing of the Papal Bull in 1570 which justified rebellion to remove Elizabeth.</li> <li>• <b>Answers might consider</b> that she was a threat given the pressure that parliament put on Elizabeth to execute Mary.</li> </ul> <p><b>In arguing that Mary was not a serious threat:</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that Spain would not support her as they did not want the Channel controlled by the French.</li> <li>• <b>Answers might consider</b> the lack of support for the Rising of the Northern Earls.</li> <li>• <b>Answers might consider</b> that once she was captive in England she had little scope for independent action.</li> <li>• <b>Answers might consider</b> that there were few in England who were willing to remove Elizabeth and</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At Level 5 there will be judgement as to whether how serious the threat was.</li> <li>• At higher Levels candidates might establish criteria against which to judge 'serious'.</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>4*</p>		<p>replace her with Mary.</p> <p><b>How effective was Elizabeth I in defending the royal prerogative in the period from 1588 to 1603?</b></p> <p><b>In arguing that Elizabeth was effective:</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> her reaction to the issue of purveyance in 1593.</li> <li>• <b>Answers might consider</b> her management of Peter Wentworth over the discussion of parliamentary business outside Westminster.</li> <li>• <b>Answers might consider</b> her handling of the issue of monopolies when she yielded gracefully in 1597.</li> <li>• <b>Answers might consider</b> Elizabeth’s management of monopolies in 1601, ending some immediately and referring others to the courts.</li> <li>• <b>Answers might consider</b> the success of her Golden Speech.</li> <li>• <b>Answers might consider</b> her control over religion.</li> <li>• <b>Answers might consider</b> that, despite any conflict, Elizabeth maintained her powers intact.</li> </ul> <p><b>In arguing that Elizabeth was not effective:</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> Elizabeth’s promise to redress grievances over monopolies but revoked only a few and issued more.</li> <li>• <b>Answers might consider</b> the difficulty in dealing with a new generation of MPs.</li> <li>• <b>Answers might consider</b> the use of monopolies to reward supporters and their impact on prices of basic goods.</li> <li>• <b>Answers might consider</b> the failure to take action on monopolies before the 1601 parliament.</li> <li>• <b>Answers might consider</b> that her failure to act led to petitions from outside parliament.</li> </ul>	<p>20</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 Elizabeth was effective in this aspect of her rule.</li> <li>• At higher Levels candidates might establish criteria against which to judge ‘effectiveness’.</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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