

GCE

History A

Y307/01: Tudor foreign policy 1485-1603

Advanced GCE

2021 Mark Scheme (DRAFT)

This is a DRAFT mark scheme. It has not been used for marking as this paper did not receive any entries in the series it was scheduled for. It is therefore possible that not all valid approaches to a question may be captured in this version. You should give credit to such responses when marking learner's work.

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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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Annotations

Annotation	Meaning of annotation
BP	Blank Page
	Highlight
Off-page comment	
A	Assertion
AN	Analysis
EVAL	Evaluation
EXP	Explanation
F	Factor
ILL	Illustrates/Describes
IRRL	Irrelevant, a significant amount of material that does not answer the question
J	Judgement
KU	Knowledge and understanding
P	Provenance
SC	Simple comment
?	Unclear
V	View
S	Synthesis
C	Continuity/Change

Subject Specific Marking Instructions

Question	Answer	Mark	Guidance
1	<p>Evaluate the interpretations in both of the two passages and explain which you think is more convincing as an explanation of the achievements of Henry VIII and Wolsey's foreign policy during the period from 1509 to 1520.</p> <ul style="list-style-type: none"> • In locating the Interpretations within the wider historical debate, answer might argue that Interpretation A puts forward the view that the policy was a failure. • In evaluating Interpretation A, answers might argue that this view is valid as England gained little land in France and did not capture the French throne. • Answers might argue that Interpretation A is valid as Therouanne and Tournai were expensive to take and maintain. • Answers might argue that Interpretation A is not valid as Henry achieved his aim of military glory. • Answers might argue that Interpretation A is not valid as the Treaty of London placed England at the centre of diplomatic activity. • In locating the Interpretations within the wider historical debate, answers might argue that Interpretation B puts forward a balanced view of Henry and Wolsey's achievements. • In evaluating Interpretation B, answers might argue it is valid as the Field of Cloth of Gold and Treaty of London put England at the centre of European affairs, hijacking the papal attempts. • Answers might argue that Interpretation B is valid as the military campaigns in France achieved little 	30	<p>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></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"> • 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 reach a balanced judgement as to which they consider the most convincing about the issue in the question. • 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 to analyse and evaluate the interpretations, in line with descriptions in the levels mark scheme

2*		<p>and were very costly.</p> <ul style="list-style-type: none"> Answers might argue that Interpretation B is valid as Henry satisfied his desire for military glory and gave the impression England was on a par with France despite a much lower income. Answers might argue that Interpretation B is not valid as the achievements were short-lived. <p>How far did England's position in Europe change in the period from 1485 to 1603?</p> <ul style="list-style-type: none"> In arguing that England's position did change, it might be argued that England's position did change from being allied to Spain to allied to France. Answers might consider that England's position did change as it became a maritime power. Answers might consider that England's position did change from seeking marriage alliances with foreign powers to avoidance under Elizabeth. Answers might consider that national security improved during the period, the dynasty was recognised and the northern border was secure. Answers might consider that reliance on European trade changed. In arguing that England's position did not change, it might be argued that England remained a lesser power than Spain or France. Answers might consider that the threat of invasion remained throughout, at the start France, but at the end Spain. Answers might consider that England was sought as an ally by either France or Spain throughout the period. 	25	<p>The indicative content lists features of the period studied that relate to the question set.</p> <p><u>Neither significance nor relative importance are attributed to the features listed.</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"> 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.
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3*		<ul style="list-style-type: none"> • Answers might consider that English policy was reactive, in part because of finances. • Answers might consider the importance of the control of the Channel ports. • Answers might consider the desire to avoid war if possible. <p>To what extent did England pursue a consistent policy towards Scotland in the period from 1485 to 1603?</p> <ul style="list-style-type: none"> • In supporting the hypothesis that it was consistent, it might be argued that throughout the period the policy was security of the northern border. • Answers might consider the desire to limit the influence of the Auld Alliance and French influence in Scotland. • Answers might consider the impact of the Treaty of Cateau Cambresis on England. • Answers might consider that England was not at war with Scotland in the period post 1558. • Answers might consider that marriage or attempts at marriage were used to achieve dynastic and border security throughout. • Answers might consider that England was concerned about developments in Scotland throughout the period. • In challenging the hypothesis that it was consistent, it might be argued that once French influence was reduced the policy was one of friendship. • Answers might consider that after the break with Rome, England supported Protestantism in Scotland. 	25	<p>The indicative content lists features of the period studied that relate to the question set.</p> <p><u>Neither significance nor relative importance are attributed to the features listed.</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"> • 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.
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4*		<ul style="list-style-type: none"> • Answers might consider that in the period until 1553 the policy towards Scotland was more aggressive with warfare common. • Answers might consider that under Henry VIII and Somerset there were attempts to unite the two kingdoms. • Answers might consider that under Elizabeth there was more interference in internal Scottish affairs. • Answers might consider that there were periods when England tried to build up influence at the Scottish Court. <p>‘Henry VII handled relations with Spain better than any other Tudor monarch.’ How far do you agree?</p> <ul style="list-style-type: none"> • In supporting the hypothesis in the question, it might be argued that Henry VII gained recognition from Spain despite being a usurper. • Answers might consider that he was able to arrange the marriage of his son(s) to Catherine of Aragon. • Answers might consider that the Treaty of Medina del Campo brought trade benefits for England. • Answers might consider that he was able to get Spanish agreement not to aid Pretenders and Yorkists. • Answers might consider that Henry VII was able to restore links with Spain after a breakdown in relations with the death of Isabella. • In challenging the hypothesis in the question, it might be argued that Henry VII failed to secure the marriage of Henry Tudor to Catherine. • Answers might consider the failings of Henry VII’s 	25	<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><u>Neither significance nor relative importance are attributed to the features listed.</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"> • 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.
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			<p>relationship with Spain at the end of his reign.</p> <ul style="list-style-type: none"> • Answers might consider the marriage of Mary Tudor to Philip of Spain and how far that improved relations. • Answers might consider that Elizabeth was able to delay war against Spain until 1588. • Answers might consider that Elizabeth was able to limit Spanish aggression despite the activities of privateers in the New World. • Answers might consider that Henry VIII and Charles were allies for much of his reign and fought together regularly against France. 		
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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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