



GCE

History A

Unit **Y137/01**: England 1547–1603: the Later Tudors

Advanced Subsidiary GCE **H105**

Mark Scheme for June 2016

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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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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1. These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

| Annotation | Meaning of annotation |
|---|--|
|  | 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 |
|  | Provenance |
|  | Simple comment |
|  | Unclear |
|  | View |

2. Use the following indicative content mark scheme in conjunction with the generic levels of response in the Appendix
 3. Here is the mark scheme for this question paper.

MARK SCHEME Section A

| Question | Answer/Indicative content | Mark | Guidance |
|----------|---|------|---|
| 1 | <p>Use your knowledge of unrest in 1549 to assess how useful Source C is as evidence for the breakdown of stability.</p> <p>In discussing how Source C is useful,</p> <ul style="list-style-type: none"> • Answers might consider that it expresses fears about the hatred among the rebels for the gentry. • Answers might consider that Source C takes a wholly negative view of the rebels who are seen as the worst sort of men. • Answers might consider the provenance of Source C which is from August 1549 when Somerset was being criticized for his handling of the rebellions and sympathy for the poor. • Answers might consider the role of Somerset in causing the unrest, such as establishing the Enclosure Commission. • Answers might consider the tone of the language used, for example the description of the rebels as the 'vilest and worst sort of men' and use of words such as 'hatred' and 'ruffians'. | 10 | <ul style="list-style-type: none"> • No set answer is expected • 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 • Knowledge must not be credited in isolation, it should only be credited where it is used to analyse and evaluate the source, in line with descriptions in the levels mark scheme. • |

| Question | Answer/Indicative content | Mark | Guidance |
|----------|--|------|---|
| 2 | <p>Using these three sources in their historical context, assess how far they support the view that religious changes were the main cause of unrest in 1549.</p> <ul style="list-style-type: none"> • In discussing how Source A does or does not support the view, answers might refer to the cause being largely religious, but also the taxes on cloth and sheep and a shortage of food. • In discussing the provenance of Source A, answer might consider that the letter was written for Edward and that Somerset was the true author and was keen to stress the religious rather than social aspect of the risings and to stress Edward's agreement to the changes. • In discussing the historical context of Source A, answers might consider the different sets of demands drawn up by the rebels and also Somerset's concern, because of his position as Protector, to stress the support of the king and that there were not class divisions. • In discussing how Source B does or does not support the view, answers might refer to the range of issues raised in the demands which include social and economic as well as religious. They might mention enclosure, rents, preaching and traditional social structures. • In discussing the provenance of Source B, answers might consider the purpose of the grievances and how they were drawn up and the extent to which they represent the views of the rebels. • In discussing the historical context of Source B, answers might consider the local feuds between Kett and Flowerdew. They might explain the context of the social and economic problems of the time with | 20 | <ul style="list-style-type: none"> • No set answer is expected. • At Level 5 there will be judgement about the issue in the question. • To be valid judgements they must be supported by accurate and relevant 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/Indicative content | Mark | Guidance |
|----------|---|------|----------|
| | <p>inflation and therefore the concern with rising prices and also the establishment of the enclosure Commission. There might be discussion of the importance of common land at a time of hardship.</p> <ul style="list-style-type: none"> • In discussing how Source C does or does not support the view, answers might refer to the challenge of the rebels to the concept of the Great Chain of Being. The source blames the rebels for their hatred of greedy gentlemen who have enclosed common land and rejects the religious motive. • In discussing the provenance of Source C, answers might refer to it being written by Somerset at a time when the rebellions had been put down, but had proven difficult to manage and defeat. Somerset would not want to accept responsibility for this. • In discussing the historical context of Source C, answers might refer to the crisis in confidence among the government towards Somerset so he wants to shift the blame to the rebels for the unrest, rather than accept any blame himself. | | |

Mark Scheme Section B

| Question | Answer/Indicative content | Mark | Guidance |
|----------|--|------|--|
| 3* | <p>How effective was Parliament's opposition to Elizabeth I?</p> <p>In arguing that opposition was effective,</p> <ul style="list-style-type: none"> • Answers might consider the role of the Puritan choir who developed well organised tactics to challenge Elizabeth's religious position. • Answers might consider the attack on monopolies in the 1590s which challenged Elizabeth's prerogative. • Answers might consider the use parliament made of supply to put pressure on Elizabeth to redress their grievances. • Answers might consider the pressure on Elizabeth to execute Norfolk and Mary Queen of Scots. <p>In arguing that opposition was not effective,</p> <ul style="list-style-type: none"> • Answers might consider parliament's failure to change the religious position in England and introduce puritan reforms. • Answers might consider that most sessions saw little conflict, voted subsidies, dealt with routine administration and local issues. • Answers might consider that opposition was not effective because of the many management techniques that Elizabeth had available, even proroguing or dissolving parliament. • Answers might consider the use of councilors in parliament, the choice of speaker and arranging business, which enabled Elizabeth to maintain control. | 20 | <ul style="list-style-type: none"> • No set answer is expected. • At Level 5 there will be judgement as to the effectiveness of opposition. • At higher levels candidates might establish criteria against which to judge how effective opposition was. • 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 the descriptions in the levels mark scheme. |

| Question | Answer/Indicative content | Mark | Guidance |
|----------|--|------|---|
| 4* | <p>How successfully did Elizabeth I manage the problems she faced in the period from 1588 to 1603?</p> <p>In arguing that Elizabeth managed the problems she faced successfully,</p> <ul style="list-style-type: none"> • Answers might consider the ease with which she dealt with both the Essex and Oxfordshire rebellions. • Answers might consider the impact of the Golden Speech on managing parliament. • Answers might consider that Elizabeth was able to defend the royal prerogative successfully. • Answers might consider victory in the war against Spain and the failure of the Armadas. <p>In arguing that Elizabeth did not manage the problems she faced successfully,</p> <ul style="list-style-type: none"> • Answers might consider the difficulty of dealing with unrest in Ireland. • Answers might consider the problems of dealing with bad harvests, food supplies and food riots. • Answers might consider the problem of monopolies and the retraction of some of them. • Answers might consider the problem of inflation and how parliamentary funds did not keep pace with rising costs. | 20 | <ul style="list-style-type: none"> • No set answer is expected. • At Level 5 there will be judgement as to how successfully Elizabeth 1 managed the problems she faced in the period from 1588 to 1603. • At higher Levels candidates might establish criteria against which to judge how successfully the problems were managed. • 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. |

APPENDIX 1 – this contains the generic mark scheme grids

| | |
|---------------------------------|---|
| | <i>AO2: Analyse and evaluate appropriate source materials, primary and/or contemporary to the period, within its historical context.</i> |
| | Generic mark scheme for Section A, Question 1: Use your knowledge of [specified historical context] to assess how useful Source [...] is as evidence of.... [10] |
| Level 5 9–10 marks | The answer has a good focus on the question. The source is evaluated, using both provenance and relevant knowledge of the historical context that is specified in the question, in order to engage with the source and reach a supported analysis of its utility as evidence for the issue in the question. |
| Level 4 7–8 marks | The answer is mostly focused on the question. The source is evaluated, using both provenance and generally relevant knowledge of the historical context that is specified in the question, in order to engage with the source and produce an analysis of its utility as evidence for the issue in the question. The use of provenance may not be developed. |
| Level 3 5–6 marks | The answer is partially focused on the question. There is partial evaluation of the source, with use of some knowledge of the historical context that is specified in the question, in order to engage with the source and produce a partial analysis of its utility as evidence for the issue in the question. |
| Level 2 3–4 marks | The answer has only limited focus on the question. There is a generalised evaluation of the source, with use of limited knowledge of the historical context that is specified in the question, in order to engage with the source and produce a basic analysis of its utility as evidence for the issue in the question. |
| Level 1 1–2 marks | This answer is on the wider topic area, but not on the detail of the question. There is a very basic evaluation of the source, with very limited use of very generalised knowledge of historical context that is specified in the question, in order to engage with the source in a very limited way to attempt a very simple analysis of its utility. This analysis may primarily take the form of drawing information from the source, and it will be considered more as evidence for the wider topic area than the specific issue in the question. |
| 0 marks | No evidence of understanding or reference to the source. |

| | |
|----------------------------------|---|
| | <i>AO2: Analyse and evaluate appropriate source materials, primary and/or contemporary to the period, within its historical context.</i> |
| | Generic mark scheme for Section A, Question 2: How far do the three sources support the view? [20] |
| Level 5 17–20 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 the issue in the question. There may be some imbalance in the analysis between use of provenance and use of knowledge. |
| Level 4 13–16 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 9–12 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 5–8 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 1–4 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 |
| 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> |
| | Generic mark scheme for Section B, Questions 3 and 4: Essay [20] |
| Level 5 17–20 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 13–16 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 |
| Level 3 9–12 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 5–8 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 1–4 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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