



**A Level History A**  
**Y106/01** England 1485-1558: the Early Tudors

**MARK SCHEME**

**Duration:** 1 hour and 30 minutes

**MAXIMUM MARK    50**

**This document consists of 13 pages**

**PREPARATION FOR MARKING ON-SCREEN**

1. Make sure that you have accessed and completed the relevant and training packages for on-screen marking: *scoris assessor Online Training* and the *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the Instructions for On-Screen Marking and 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 and the **required number** of standardisation responses.

**MARKING INSTRUCTIONS – FOR MARKING ON-SCREEN AND FOR PAPER BASED 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 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 scoris 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. Award No Response (NR) if:
  - there is nothing written in the answer spaceAward Zero '0' if:
  - anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts


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. 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.

10. For answers marked by levels of response:
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
  - 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. 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

12. Here are the subject specific instructions for this question paper

Use the following indicative content mark scheme in conjunction with the generic levels of response in the Appendix.

13. Here is the mark scheme for this question paper.

**MARK SCHEME Section A**

Question	Answer/Indicative content	Mark	Guidance
1	<p><b>Using these four sources in their historical context, assess how far they support the view that Mary Tudor’s restoration of Catholicism was popular.</b></p> <ul style="list-style-type: none"> <li>• <b>In discussing how Source A does support the view</b>, answers might refer to the speed with which Catholic practices were restored in Yorkshire and that this happened before the law required it.</li> <li>• <b>In discussing the provenance of Source A</b>, answer might consider that it was written by a priest who was a supporter of Catholicism and who was from Yorkshire.</li> <li>• <b>In discussing the historical context of Source A</b>, answers might consider there is also evidence from other parts of the country of a similar reaction – London, Melton Mowbray.</li> <li>• <b>In discussing how Source B does not support the view</b>, answers might refer to the people of London murmuring about the enforcement of the heresy laws.</li> <li>• <b>In discussing the provenance of Source B</b>, answers might consider that is written by the Imperial ambassador to Philip and that his task was to report accurately and that he was based in London.</li> <li>• <b>In discussing the historical context of</b></li> </ul>	30	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At Level 5 and above 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>• At Level 4 and below answers may be simply a list of which sources support or challenge the view in the question.</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 descriptors in the levels mark scheme.</li> </ul>

		<p><b>Source B</b>, answers might consider that there is little evidence to support the view that people were converted at the burnings; many turned up for entertainment.</p> <ul style="list-style-type: none"> <li>• <b>In discussing how Source C does support the view</b>, answers might refer to the apparent increase in numbers supporting Catholicism. However, it also notes that most would return to Protestantism at the first opportunity, suggesting the restoration is shallow.</li> <li>• <b>In discussing the provenance of Source C</b>, answers might refer to it being written by the Venetian ambassador and his purpose was to report accurately.</li> <li>• <b>In discussing the historical context of Source C</b>, answers might refer to the situation towards the end of Mary’s reign and how traditional practices had been restored, the evidence from visitations and the increase in ordinations.</li> <li>• <b>In discussing how Source D supports the view</b>, answers might refer to the success Catholicism has had at removing Protestant influence from Oxford University.</li> <li>• <b>In discussing the provenance of Source D</b>, answers might refer to it being written after Mary’s reign.</li> <li>• <b>In discussing the historical context of Source D</b>, answers might refer to the quality of Marian bishops and how virtually all resigned on Elizabeth’s accession. Mary had been able to install a large number of Catholics in senior positions at Oxford.</li> </ul>		
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2		<p><b>'Wolsey's ability was the main reason for his rise to power by 1514.' How far do you agree?</b></p> <ul style="list-style-type: none"> <li>• <b>In arguing that the main reason for Wolsey's rise to power was his ability,</b> answers might consider his skill at organizing the French campaign in 1512.</li> <li>• <b>Answers might consider</b> his skills and ability were crucial given his background.</li> <li>• <b>Answers might consider</b> that he was skilled and he had obtained a degree at the age of fifteen.</li> <li>• <b>In arguing that there were other reasons for Wolsey's rise to power,</b> answers might consider that Wolsey was great flatterer, which was helpful in his relationship with the king.</li> <li>• <b>Answers might consider</b> that Wolsey had already made his mark under Henry VII as his chaplain and already been sent on diplomatic missions.</li> <li>• <b>Answers might consider</b> that Wolsey realized being a member of the 'peace party' would not help his position so abandoned Fox.</li> <li>• <b>Answers might consider</b> that the removal of many of Henry VII's old advisors made it easier to rise to power.</li> <li>• <b>Answers might consider</b> Wolsey's willingness to undertake administrative tasks that the king and others did not want to do.</li> <li>• <b>Answers might consider</b> Wolsey's capability to work hard.</li> </ul> <p><b>Assess the reasons why England was at war with France and Scotland in the 1540s</b></p>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels candidates will focus on assessing the reasons but at Level 4 may simply list the reasons</li> <li>• At Level 5 there will be judgement as to the reasons for his rise to power.</li> <li>• At higher levels candidates might establish criteria against which to judge the importance of the reasons.</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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3		<ul style="list-style-type: none"> <li>• <b>In arguing that Henry wanted to conquer land in France</b>, it might be argued that this had always been his aim and that he saw the opportunity to gain prestige.</li> <li>• <b>Answers might consider</b> that following the dissolution of the monasteries Henry had funds available to wage war.</li> <li>• <b>Answers might consider</b> that Henry realised he was ageing and that this might be his land chance to show his military abilities.</li> <li>• <b>Answers might consider</b> that for part of the period he had the support of Charles V, with the 1542 alliance, and therefore England was less threatened by invasion.</li> <li>• <b>Answers might consider</b> that he wanted to conquer Scotland and unite the two nations, thus avoiding war in the future and securing the realm for his successor.</li>   <li>• <b>In arguing that there were other reasons for war</b>, answers might consider the personal motive of Henry against both Francis I and James V.</li>   <li>• <b>Answers might consider</b> that victory at Solway Moss encouraged further campaigns because Scotland was weak.</li> <li>• <b>Answers might consider</b> the failure of the Scots to honour the Treaty of Greenwich.</li> <li>• <b>Answers might consider</b> Henry's desire to show that England was a major force in European affairs</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels candidates will focus on assessing the reasons but at Level 4 may simply list the reasons</li> <li>• At Level 5 there will be judgement as to the reasons why England was at war.</li> <li>• At higher levels candidates might establish criteria against which to judge the importance of the reasons.</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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			<ul style="list-style-type: none"><li>• <b>Answers might consider</b> that Henry wanted to restore his honour after the lack of success in the 1520s</li><li>• <b>Answers might consider</b> that he wanted to claim the French throne</li></ul>		
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APPENDIX 1 – this contains a generic mark scheme grid

	<i>AO2: Analyse and evaluate appropriate source materials, primary and/or contemporary to the period, within its historical context.</i>
	<b>Generic mark scheme for Section A, Question 1: How far do the four sources support the view? [30]</b>
<b>Level 6</b> 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.
<b>Level 5</b> 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.
<b>Level 4</b> 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.
<b>Level 3</b> 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.
<b>Level 2</b> 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.
<b>Level 1</b> 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.

	<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>
	<b>Generic mark scheme for Section B, Questions 2 and 3: Essay [20]</b>
<b>Level 6</b> 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.
<b>Level 5</b> 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.
<b>Level 4</b> 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.
<b>Level 3</b> 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.
<b>Level 2</b> 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.
<b>Level 1</b> 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.