

**GCE**

**History A**

**Y107/01: England 1547-1603: the Later Tudors**

A Level

**Mark Scheme for June 2024**

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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 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 posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

YOU MUST MARK 5 PRACTICE AND 6 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

### 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. Award No Response (NR) if:
  - there is nothing written in the answer space

Award 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 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
	Provenance
	Simple comment
	Unclear
	View

Annotation	Meaning
<b>S</b>	Synthesis
<b>C</b>	Continuity/Change

Question			Answer	Mark	Guidance
1			<p><b>‘The Marian burnings created opposition to Mary’s religious policies.’</b></p> <p><b>Use the four sources in their historical context to assess how far they support this view.</b></p> <ul style="list-style-type: none"> <li><b>In discussing how Source A does support the view</b>, it suggests that the victims should not punished rashly and that there were concerns about the situation in London, where it was felt some of the Council needed to be present, suggesting fear of disorder</li> <li><b>In discussing the provenance of Source A</b>, answers might consider that it was written by Mary to the Council, suggesting that she was concerned and therefore issued the orders</li> <li><b>In discussing the historical context of Source A</b>, it might be considered that the burnings in London had to take place early in the morning for fear of disorder and there were concerns about the reaction of the apprentices</li> </ul>	30	<p>The indicative content lists features of the period studied that relate to the question set.  <b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></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"> <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>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 the descriptions in the levels mark scheme.</li> </ul>



Question			Answer	Mark	Guidance
1			<ul style="list-style-type: none"> <li>• <b>In discussing how Source B does support the view</b>, answers might consider that were murmurings about the policy in London, that onlookers showed sympathy for the victim and that there were concerns about unrest developing</li> <li>• <b>In discussing the provenance of Source B</b>, answers might consider it was written by the Imperial ambassador to Mary's husband. He had been opposed to the burnings and was concerned about unrest threatening Philip's position</li> <li>• <b>In discussing the historical context of Source B</b>, answers might consider that there is little evidence of people being converted to Protestantism by the burnings and that many came for entertainment</li> <li>• <b>In discussing how source C does not support the view</b>, answers might consider that the JPs showed little sympathy for the victim</li> <li>• <b>In discussing the provenance of Source C</b>, answers might consider that it is a letter from JPs to Bonner who was supportive of the policy</li> <li>• <b>In discussing the historical context of Source C</b>, answers might consider that without victims being reported to the JPs, and JPs taking action, no-one would have prosecuted</li> </ul>		

Question			Answer	Mark	Guidance
			<ul style="list-style-type: none"> <li>• <b>In discussing how source D does and does not support the view</b>, answers might consider that some showed support for the victim whilst others said he was a heretic</li> <li>• <b>In discussing the provenance of Source D</b>, answers might consider that it was written by the Protestant martyrologist, John Foxe, and would therefore show sympathy to the victim</li> <li>• <b>In discussing the historical context of Source D</b>, answers might consider the numbers who were burnt, the geographical distribution of the victims and that there was little unrest with many coming for a day out, shown by the actions of the Kent cherry farmers</li> </ul>		

Question			Answer	Mark	Guidance
2*			<p><b>‘Elizabeth I was able to use her gender to enhance her power.’</b>  <b>How far do you agree?</b></p> <p><b>In arguing that Elizabeth I used her gender to enhance her power:</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that she used her gender to charm ambassadors and potential marriage suitors</li> <li>• <b>Answers might consider</b> how she used flattery to enhance her reputation, as with Edmund Spenser and ‘The Faerie Queene’</li> <li>• <b>Answers might consider</b> how she used references to Deborah and Judith from the Bible</li> <li>• <b>Answers might consider</b> how she used her ladies of the Privy Chamber to gain information, seen in 1569 and Norfolk’s plan to marry Mary, Queen of Scots</li> <li>• <b>Answers might consider</b> the festivals which were used to show loyalty to the idealised Virgin Queen</li> <li>• <b>Answers might consider</b> how she used her gender in her relationship with Alençon and other marriage proposals</li> <li>• <b>Answers might consider</b> how she used her gender when issues of marriage and succession were raised, arguing she was married to the country</li> </ul>	20	<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><b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></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"> <li>• No set answer is expected.</li> <li>• At higher levels, candidates will focus on weighing up the extent to which she was able to use her gender but at Level 4, may simply list reasons/factors for the enhancement of power.</li> <li>• At Level 5 and above there will be judgement as to how far she used her gender to enhance her power.</li> <li>• At higher levels candidates might establish criteria against which to judge how far she enhanced her power.</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 the descriptions in the levels mark scheme.</li> </ul>

Question			Answer	Mark	Guidance
			<p><b>In arguing that Elizabeth was unable to use her gender to enhance her power:</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that there was considerable hostility to a female ruler</li> <li>• <b>Answers might consider</b> the theological objections to a female ruler, espoused by Knox, which could undermine her power</li> <li>• <b>Answers might consider</b> her reaction to the marriage of Leicester to Lettice Knollys</li> <li>• <b>Answers might consider</b> how her jealousy led to some being exiled from court, which impacted government</li> <li>• <b>Answers might consider</b> how flattery could lead to poor appointments, as with Essex</li> <li>• <b>Answers might consider</b> that there were other more important factors that allowed her to enhance her power rather than her gender</li> </ul>		

3*			<p><b>How effective were the Elizabethan Poor Laws in dealing with the problem of poverty?</b></p> <p><b>In arguing that they dealt effectively with the problem of poverty:</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that the government realised that the Church could no longer deal effectively with the problem</li> <li>• <b>Answers might consider</b> the government realised that there were different types of poor</li> </ul>	20	<p>The indicative content lists features of the period studied that relate to the question set.  <b><u>Neither significance nor relative importance are attributed to the features listed.</u></b>  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"> <li>• No set answer is expected.</li> <li>• At higher levels, candidates will focus on weighing up how effective the laws were but at</li> </ul>
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			<p>and differentiated between ‘deserving’ and ‘undeserving’</p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the number of laws passed</li> <li>• <b>Answers might consider</b> the lack of unrest in the 1590s, when there were major economic problems, suggests the reforms were effective</li> <li>• <b>Answers might consider</b> the attempts to put the idle poor to work and the establishment of Houses of Correction</li> <li>• <b>Answers might consider</b> the establishment of overseers of the poor</li> <li>• <b>Answers might consider</b> that there was little unrest in the 1590s despite inflation and poor harvests suggesting the Laws were effective</li> <li>• <b>Answers might consider</b> given the scale of the population rise the laws were effective</li> </ul> <p><b>In arguing that they did not deal effectively with the problem of poverty:</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the scale of the problem, particularly in light of the population rise</li> <li>• <b>Answers might consider</b> the lack of government machinery and bureaucracy to deal with the problem</li> <li>• <b>Answers might consider</b> that it was local initiatives, from places such as Norwich, that led to central government legislation</li> <li>• <b>Answers might consider</b> the punishments given to the poor, such as whipping and ear boring</li> </ul>		<p>Level 4, may simply list reasons/factors for dealing with poverty.</p> <ul style="list-style-type: none"> <li>• At Level 5 and above there will be judgement as to how effective the policies were.</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 the descriptions in the levels mark scheme.</li> </ul>
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			<ul style="list-style-type: none"><li>• <b>Answers might consider</b> the effectiveness of JPs and overseers in implementing the laws</li><li>• <b>Answers might consider</b> the food riots, suggesting there were issues with prices and feeding the population.</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 generalized 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.
<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.



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