

**GCE**

**History A**

**Y307/01: Thematic study and historical interpretations: Tudor foreign policy 1485-1603**

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
<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

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

Question			Answer	Mark	Guidance
1			<p><b>Evaluate the interpretations in both of the two passages.</b>  <b>Explain which you think is more convincing as an explanation for the loss of Calais in 1558.</b></p> <p><b>In locating the Interpretations within the wider historical debate, answers might suggest</b> that Interpretation A argues that Henry II's determination and the run-down state of the garrison were to blame</p> <ul style="list-style-type: none"> <li>• <b>In evaluating Interpretation A, answers might argue</b> that the interpretation is correct as the garrison had been run down to save money</li> <li>• <b>Answers might argue</b> that the defences of Calais were in poor condition</li> <li>• <b>Answers might argue</b> that Henry II wanted revenge following earlier military defeats at St Quentin</li> <li>• <b>Answers might argue</b> that the decline in importance of Calais made it costly and therefore the government was less willing to maintain it</li> <li>• <b>Answers might argue</b> the interpretation is correct to argue that neither the Council nor Philip sent reinforcements as they believed the campaigning season was over</li> <li>• <b>Answers might argue</b> that there were long term factors such as the muster system and famine that meant it was difficult to raise troops and this explains why only half the number required for security were present.</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>  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 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.</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</li> <li>• 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.</li> </ul>



Question			Answer	Mark	Guidance
			<p><b>In locating the Interpretations within the wider historical debate, answers might suggest</b> that Interpretation B suggests that blame should be placed on the commander of the garrison, Wentworth</p> <ul style="list-style-type: none"> <li>• <b>In evaluating Interpretation B, answers might argue</b> that it is correct to suggest the campaigning season was over</li> <li>• <b>Answers might argue</b> that Wentworth was an ideal scapegoat for the loss given his religious beliefs</li> <li>• <b>Answers might argue</b> that there was a lack of preparedness from both Philip and Wentworth</li> <li>• <b>Answers might argue</b> that the government was unwilling to send the necessary reinforcements</li> <li>• <b>Answers might argue</b> that the loss of Calais was symptomatic of the failings of the Marian regime</li> <li>• <b>Answers might argue</b> that many in England were reluctant to be involved in a war that they saw as benefitting the Empire/Spain</li> </ul>		

Question			Answer	Mark	Guidance
2*			<p><b>‘Throughout the period from 1485 to 1603, England was never a major power in Europe.’</b>  <b>How far do you agree?</b></p> <p><b>Answers might consider some of the following themes:</b> military power, alliances, situation in Europe, strength of the Tudor dynasty</p> <p><b>In supporting the hypothesis in the question,</b></p> <ul style="list-style-type: none"> <li>• <b>It might be argued</b> that the Habsburgs and Valois were the major powers</li> <li>• <b>Answers might consider</b> the threat of a Habsburg-Valois crusade</li> <li>• <b>Answers might consider</b> the threat from Spain given its control in the Netherlands and acquisition of Portugal</li> <li>• <b>Answers might consider</b> England’s financial position</li> <li>• <b>Answers might consider</b> that England was viewed as power to tip the balance in the Habsburg-Valois wars</li> <li>• <b>Answers might consider</b> that English foreign policy was reactionary to events</li> </ul> <p><b>In challenging the hypothesis in the question:</b></p> <ul style="list-style-type: none"> <li>• <b>It might be argued</b> that the growing strength of the navy made England a major power</li> <li>• <b>It might be argued</b> that the defeat of the Spanish Armada made England a major power</li> </ul>	25	<p><b>How far do you agree?</b>  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.  <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> <p><b>Other</b>  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.  <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 answers might establish criteria against which to judge the validity of the interpretation.</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</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>

Question			Answer	Mark	Guidance
			<ul style="list-style-type: none"> <li>• <b>It might be argued</b> that the growing security and strength of the Tudor dynasty made England a major power</li> <li>• <b>It might be argued</b> that England was able to secure the removal of France from Scotland and increase security on the northern border</li> <li>• <b>It might be argued</b> that English challenges to Spain in the New World showed England was a major power</li> <li>• <b>It might be argued</b> that events in France and the Netherlands allowed England to become a major power</li> </ul>		

Question			Answer	Mark	Guidance
3*			<p><b>Assess the reasons why relations with Spain changed from peace to war during the period from 1485 to 1603.</b></p> <p><b>Answers might consider some of the following themes:</b> Religion, dynastic alliances, the New World, events in the Netherlands, trade, England's relations with France</p> <p><b>In arguing that dynastic alliances were the most important factor:</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> Henry VII signing of the Treaty of Medina del Campo</li> <li>• <b>Answers might consider</b> the marriage of Arthur and Henry to Catherine of Aragon</li> <li>• <b>Answers might consider</b> the marriage of Mary Tudor to Philip</li> <li>• <b>Answers might consider</b> Elizabeth's rejection of marriage to Philip</li> </ul> <p><b>In arguing that other factors were more important:</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the impact of Henry's divorce from Catherine</li> <li>• <b>Answers might consider</b> the impact of the Break with Rome and Elizabeth's religious policy</li> <li>• <b>Answers might consider</b> the harrying of Spanish bullion ships and the attacks by Drake and Hawkins</li> <li>• <b>Answers might consider</b> English help for the Dutch rebels and Sea Beggars</li> </ul>	25	<p><b>How far do you agree?</b></p> <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> <p><b>Other</b></p> <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 answers might establish criteria against which to judge the significance of the different reasons.</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</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>

Question			Answer	Mark	Guidance
			<ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that Antwerp was becoming less important and was in decline because of the Dutch rebellion</li> <li>• <b>Answers might consider</b> that England's improved relations with France from the 1570 onwards made them less reliant on Spain</li> <li>• <b>Answers might consider</b> Spanish involvement in France was a concern for England</li> </ul>		
4*			<p><b>‘The impact of foreign relations on economic affairs in England was greater than on financial affairs.’</b>  <b>How far do you agree with this view of the period from 1485 to 1603?</b></p> <p><b>Answers might consider some of the following themes:</b> Trade, the search for new markets and overseas trade, taxation, unrest.</p> <p><b>In supporting the hypothesis in the question:</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> Henry VII sacrificed trade to pressure Burgundy over the Pretenders</li> <li>• <b>Answers might consider</b> that support for the Dutch rebels led to a loss of trade with the Netherlands</li> <li>• <b>Answers might consider</b> that Drake's attacks broke trade links with Spain, but also encouraged the breakthrough into the New World</li> </ul>	25	<p><b>How far do you agree?</b>  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.  <u><b>Neither significance nor relative importance are attributed to the features listed.</b></u>  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> <p><b>Other</b>  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.  <u><b>Neither significance nor relative importance are attributed to the features listed.</b></u>  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> </ul>

Question			Answer	Mark	Guidance
			<ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the impact of the loss of Calais on trade and the encouragement given to the search for new markets</li> <li>• <b>Answers might consider</b> the impact of the decline of Antwerp after 1551 on trade</li> </ul> <p><b>In challenging the hypothesis in the question:</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the cost of war and its impact under Henry VII and Henry VIII</li> <li>• <b>Answers might consider</b> the financial impact on handling unrest with the Amicable Grant</li> <li>• <b>Answers might consider</b> that the cost of war in the 1540s against France and Scotland resulted in debasement and inflation</li> <li>• <b>Answers might consider</b> the financial impact of Elizabeth I's subsidies to the Dutch rebels</li> <li>• <b>Answers might consider</b> the financial impact of the war with Spain from 1588</li> </ul>		<ul style="list-style-type: none"> <li>• At higher levels answers might establish criteria against which to judge the validity of the interpretation.</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</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>

## 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>
	<b>Generic mark scheme for Section A, Question 1: Interpretation [30]</b>
<b>Level 6</b> 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.
<b>Level 5</b> 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.
<b>Level 4</b> 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.
<b>Level 3</b> 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.
<b>Level 2</b> 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.
<b>Level 1</b> 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>
	<b>Generic mark scheme for Section B, Questions 2, 3 and 4: Essay [25]</b>
<b>Level 6</b> 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.
<b>Level 5</b> 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.
<b>Level 4</b> 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.
<b>Level 3</b> 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.
<b>Level 2</b> 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.
<b>Level 1</b> 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.
<b>0 marks</b>	The answer contains no relevant information.



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