

**History A**

Advanced Subsidiary GCE

Unit **F961/01**: British History Period Studies.  
Option A: Medieval and Early Modern 1035–1642

**Mark Scheme for January 2013**

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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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**Subject-specific Marking Instructions**

Distribution of marks for each level that reflects the Unit's AOs and corresponds to the UMS  
2 answers: each maximum mark 50.

	<b>AO1a</b>	<b>AO1b</b>
<b>IA</b>	21–24	24–26
<b>IB</b>	18–20	22–23
<b>II</b>	16–17	19–21
<b>III</b>	14–15	16–18
<b>IV</b>	12–13	13–15
<b>V</b>	9–11	11–12
<b>VI</b>	4–8	6–10
<b>VII</b>	0–3	0–5

Notes:

- (i) Allocate marks to the most appropriate level for each AO.
- (ii) If several marks are available in a box, work from the top mark down until the best fit has been found.
- (iii) Many answers will not fall at the same level for each AO.
- (iv) Analysis refers to developed explanations; evaluation refers to the argued weighing up/assessment of factors in relation to their significance in explaining an issue or in explaining linkages between different factors.

<b>AOs</b>	<b>AO1a</b>	<b>AO1b</b>
<b>Total mark for each question = 50</b>	Recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner.	Demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements of: <ul style="list-style-type: none"> <li>- key concepts such as causation, consequence, continuity, change and significance within an historical context;</li> <li>- the relationships between key features and characteristics of the periods studied.</li> </ul>
<b>Level IA</b>	<ul style="list-style-type: none"> <li>• Uses a wide range of accurate, detailed and relevant evidence</li> <li>• Accurate and confident use of appropriate historical terminology</li> <li>• Answer is clearly structured and coherent; communicates accurately and legibly.</li> </ul> <p style="text-align: center;"><b>21–24</b></p>	<ul style="list-style-type: none"> <li>• Clear and accurate understanding of key concepts relevant to analysis and to the topic</li> <li>• Clear and accurate understanding of the significance of issues in their historical context</li> <li>• Answer is consistently and relevantly analytical with developed and substantiated explanations, some of which may be unexpected</li> <li>• The argument evaluates a range of relevant factors and reaches clearly substantiated judgements about relative importance and/or links.</li> </ul> <p style="text-align: center;"><b>24–26</b></p>
<b>Level IB</b>	<ul style="list-style-type: none"> <li>• Uses accurate, detailed and relevant evidence</li> <li>• Accurate use of a range of appropriate historical terminology</li> <li>• Answer is clearly structured and mostly coherent; writes accurately and legibly.</li> </ul> <p style="text-align: center;"><b>18–20</b></p>	<ul style="list-style-type: none"> <li>• Clear and accurate understanding of most key concepts relevant to analysis and to the topic</li> <li>• Answer is mostly consistently and relevantly analytical with mostly developed and substantiated explanations</li> <li>• Clear understanding of the significance of issues in their historical context.</li> <li>• Substantiated judgements about relative importance of and/or links between factors will be made but quality of explanation in support may not be consistently high.</li> </ul> <p style="text-align: center;"><b>22–23</b></p>

AOs	AO1a	AO1b
<b>Level II</b>	<ul style="list-style-type: none"> <li>• Uses mostly accurate, detailed and relevant evidence which demonstrates a competent command of the topic</li> <li>• Generally accurate use of historical terminology</li> <li>• Answer is structured and mostly coherent; writing is legible and communication is generally clear.</li> </ul> <p style="text-align: center;"><b>16–17</b></p>	<ul style="list-style-type: none"> <li>• Mostly clear and accurate understanding of many key concepts relevant to analysis and to the topic</li> <li>• Clear understanding of the significance of most relevant issues in their historical context</li> <li>• Much of the answer is relevantly analytical and substantiated with detailed evidence but there may be some description</li> <li>• The analysis of factors and/or issues provides some judgements about relative importance and/or linkages.</li> </ul> <p style="text-align: center;"><b>19–21</b></p>
<b>Level III</b>	<ul style="list-style-type: none"> <li>• Uses accurate and relevant evidence which demonstrates some command of the topic but there may be some inaccuracy</li> <li>• Answer includes relevant historical terminology but this may not be extensive or always accurately used</li> <li>• Most of the answer is organised and structured; the answer is mostly legible and clearly communicated.</li> </ul> <p style="text-align: center;"><b>14–15</b></p>	<ul style="list-style-type: none"> <li>• Some/uneven understanding of key concepts relevant to analysis and of concepts relevant to their historical context</li> <li>• Answers may be a mixture of analysis and explanation but also simple description of relevant material and narrative of relevant events <b>OR</b> answers may provide more consistent analysis but the quality will be uneven and its support often general or thin</li> <li>• Answer considers a number of factors but with very little evaluation of importance or linkages between factors/issues</li> <li>• Points made about importance or about developments in the context of the period will often be little more than assertions and descriptions.</li> </ul> <p style="text-align: center;"><b>16–18</b></p>
<b>Level IV</b>	<ul style="list-style-type: none"> <li>• There is deployment of relevant knowledge but level/accuracy of detail will vary; there may be some evidence that is tangential or irrelevant.</li> <li>• Some unclear and/or under-developed and/or disorganised sections; mostly satisfactory level of communication.</li> </ul> <p style="text-align: center;"><b>12–13</b></p>	<ul style="list-style-type: none"> <li>• Understanding of key concepts relevant to analysis and the topic is variable but in general is satisfactory</li> <li>• Limited and patchy understanding of a few relevant issues in their historical context</li> <li>• Answer may be largely descriptive/narratives of events and links between this and analytical comments will typically be weak or unexplained <b>OR</b> answers will mix passages of descriptive material with occasional explained analysis</li> <li>• Limited points made about importance/links or about developments in the context of the period will be little more than assertions and descriptions.</li> </ul> <p style="text-align: center;"><b>13–15</b></p>

AOs	AO1a	AO1b
<b>Level V</b>	<ul style="list-style-type: none"> <li>• There is some relevant accurate historical knowledge deployed: this may be generalised and patchy. There may be inaccuracies and irrelevant material also</li> <li>• Some accurate use of relevant historical terminology but often inaccurate/inappropriate use</li> <li>• Often unclear and disorganised sections; writing will often be clear if basic but there may be some illegibility and weak prose where the sense is not clear or obvious.</li> </ul> <p style="text-align: center;"><b>9–11</b></p>	<ul style="list-style-type: none"> <li>• General and sometimes inaccurate understanding of key concepts relevant to analysis and of concepts relevant to the topic</li> <li>• General or weak understanding of the significance of most relevant issues in their historical context</li> <li>• Attempts at analysis will be weak or generalised, based on plausible but unsubstantiated points or points with very general or inappropriate substantiation <b>OR</b> there may be a relevant but patchy description of events/developments coupled with judgements that are no more than assertions</li> <li>• There will be some understanding of the question but answers may focus on the topic not address the focus of the question.</li> </ul> <p style="text-align: center;"><b>11–12</b></p>
<b>Level VI</b>	<ul style="list-style-type: none"> <li>• Use of relevant evidence will be limited; there will be much irrelevance and inaccuracy</li> <li>• Answer may have little organisation or structure; weak use of English and poor organisation.</li> </ul> <p style="text-align: center;"><b>4–8</b></p>	<ul style="list-style-type: none"> <li>• Very little understanding of key concepts</li> <li>• Very limited understanding of the topic or of the question's requirements</li> <li>• Limited explanation will be very brief/fragmentary</li> <li>• The answer will be characterised by generalised assertion and/or description/narratives, often brief.</li> </ul> <p style="text-align: center;"><b>6–10</b></p>
<b>Level VII</b>	<ul style="list-style-type: none"> <li>• No understanding of the topic or of the question's requirements; little relevant and accurate knowledge</li> <li>• Very fragmentary and disorganised response; very poor use of English and some incoherence.</li> </ul> <p style="text-align: center;"><b>0–3</b></p>	<ul style="list-style-type: none"> <li>• No understanding of key concepts or historical developments.</li> <li>• No valid explanations</li> <li>• Typically very brief and very descriptive answer.</li> </ul> <p style="text-align: center;"><b>0–5</b></p>

Question	Answer	Marks	Guidance
1	Edward the Confessor's time in Normandy encouraged his willingness to see Norman influence in England. He admired Norman and other continental practices and customs. The appointment of Robert of Jumieges as bishop of London is a clear indication of Norman influence within the Church. Some answers might consider the issue of the introduction of castles and feudal tendencies, both of which are matters of historical debate. Some might also consider how far Norman influence caused resentment and this might be linked to the issue of the succession, although candidates should note that the question refers specifically to the reign of Edward the Confessor.	50	No set answer is looked for but candidates will need to answer the question.
2	Responses should consider the claims of both William and Harold and better answers may adopt a comparative approach, which is encouraged by the phrase 'more successful'. It is likely that weaker answers will focus on a narrative of the Battle of Hastings, but this will lack sufficient analysis and range. Answers in the higher levels will show a greater range and more analysis, with some comparison at the highest levels. There might be mention of the basis of William's claim and recognition by the Pope proved significant. His invasion was well organised, as was his military campaign. It is likely that, despite comparisons, consideration of William will claim the major part of answers in any level. In considering Harold candidates might mention that he was a strong and able rival whom William did not underestimate. However, Harold failed to gain the full support of the Anglo-Saxon earls, whilst he probably mismanaged his resistance to William's invasion. There might also be consideration of the problems that Harold faced before the invasion from William, such as the invasion from Harald Hardrada and the problems that it created. Candidates do not need to go beyond 1066, but a brief survey of events after Hastings through to his coronation should be credited.	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
3	<p>Examiners should be wary of candidates who simply describe the events of the rebellion and the actions taken by William, at the higher levels the answer must be analytical. Candidates might include events after Hastings and before his coronation, but these hardly amounted to a rebellion, but can be credited. The new king could rely on the fact that his main rivals were dead and that other important nobles from Mercia and Northumberland promised allegiance. There was disorder until 1071, for example in Kent, Northumbria and the south-west and Welsh Marches and candidates might explain why and how these were defeated. The risings were mostly localised and usually arose from local grievances, making the scale of support more limited. There was only limited opposition to the rule of William. Most of the rebellions lacked leadership. When the rebellions were more serious, such as Exeter, William had the military force to take action. When there was trouble in the north in 1069, William had clear military advantage and was able to use ruthless devastation. The threat from Hereward the Wake was not serious and more of a nuisance. Candidates may also point to the skilled use of castles, whilst William's army was superior to any force the rebels could gather.</p>	50	No set answer is looked for but candidates will need to answer the question.
4	<p>Candidates should consider how valid the description is, but they do not need to challenge the statement. The question refers to Richard as king and candidates are not required to consider his earlier career. However, accurate if brief references to his earlier career will be given credit if they are related to his abilities and luck – most notably the circumstances of the succession to Edward IV. Richard proved an able king in a number of respects. He appointed able men to the Council. He encouraged trade and improved the wealth of the crown. However, he alienated powerful forces. It might be argued that he was unlucky in facing Henry Tudor and it is likely that many answers will consider the events of Bosworth. Some answers might argue that Richard did not murder the Princes and therefore he was unlucky in the reputation that he gained.</p>	50	No set answer is looked for but candidates will need to answer the question.



Question	Answer	Marks	Guidance
5	<p>The discriminating factor that will characterise answers in the higher levels will probably be the degree to which they focus on assessments of the Yorkist danger. Henry VII won a decisive victory at Bosworth but his claim by inheritance was not particularly strong and the Yorkists still presented a danger. Marriage to Elizabeth of York was only a partial solution. The King took steps to limit the danger of Yorkist plots. The Earl of Warwick, son of Clarence, was imprisoned until the conspiracies of others provided an excuse for his execution. Candidates are likely to spend a lot of their time on Lambert Simnel and Perkin Warbeck, but they do need to consider the extent to which they were dangerous to Henry. In themselves, Simnel and Warbeck presented little danger but they provided a focus for the plots of others in England and overseas, such as Margaret of Burgundy. Ireland was also sympathetic to the Yorkists. There were also others who might be discussed, such as Lovell and Suffolk. Henry was able to contain the danger in a variety of ways, by taking firm action when military and diplomatic methods were necessary, and governing wisely to control a potentially factious nobility. His kingship therefore became stable, lessening the threat.</p>	50	No set answer is looked for but candidates will need to answer the question.
6	<p>There are a number of factors that candidates might claim were of importance in Henry VII's foreign policy, but candidates need to make an assessment of their relative importance as the question asks 'how far.' Answers might discuss the King's wish to defend a throne that was threatened by rivals and pretenders, the advancement of trade, his aversion to spending money unnecessarily and his innately greater interest in domestic affairs. Some of these might well overlap, the avoidance of war helped Henry VII to achieve other objectives. French ambitions in Brittany and support for the Yorkists, as well as hopes of improved trade, led to a Spanish alliance in 1489. This also agreed a marriage between Arthur and Catherine. The ensuing invasion of France might seem to contradict Henry's anxiety to avoid war but he was bought off. The Magnus and Malus Intercursus strengthened trade links with the Netherlands. Candidates can also examine relations with Scotland which resulted in marriage between Margaret and James IV. Henry also agreed a peace with France (Etaples).</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
7	<p>Some might judge the question of Henry's success against his aims. Many answers might disagree with the view. It might be argued that Henry was successful in gaining an uncontested throne. His personality won support, as did his execution of his father's ministers, Empson and Dudley. Marriage to Catherine of Aragon was an initial success and helped to bring stability and improve England's position overseas. In arguing in favour of the statement some might argue that by the end of the period the value of the marriage had declined as Catherine had failed to produce an heir and Henry was not successful in achieving a divorce by 1529. It is likely that many answers will focus heavily on foreign policy and success in that area was uneven. Candidates might argue that foreign policy was a crucial issue for Henry and therefore of vital importance in assessing his success. The Battle of the Spurs and the capture of Tournai promised more than they achieved, but Flodden was a major success. However, this success was due more to Catherine and Surrey than Henry. Once again some might look at the end of the period and argue that despite some initial success, Henry had failed to achieve his aim of gaining the French throne and that England did not have reliable allies. There might be some discussion of his success in appointing Wolsey and his administrative skills which freed Henry from the burden of day to day government, however answers should not drift into a discussion of the success or otherwise of Wolsey. There might also be consideration of issues such as his relationship with Parliament, the issue of finance and the Amicable Grant.</p>	50	No set answer is looked for but candidates will need to answer the question.
8	<p>The key to good answers is likely to be an ability to explain Cromwell's aims in government. Candidates might suggest that his concern was to please Henry and ensure that royal power was enhanced and this could be seen through the Royal Supremacy and the inclusion of Wales and other areas within the realm. This might also be linked to the increase use made of parliament. It might be argued that Cromwell wanted to make Henry financially secure and this might lead to mention of the dissolution, but also the establishment of the financial courts. It might be suggested that Cromwell wanted to modernise government, hence the move to greater bureaucracy and the development of the Privy Council. Candidates might discuss how short lived some of these changes were suggesting that the achievements were personal. There might be some discussion as to whether his aim was to make himself indispensable and hence secure his position, in which case he was not successful with his fall in 1540.</p>	50	No set answer is looked for but candidates will need to address the question set.

Question	Answer	Marks	Guidance
9	<p>The question does not ask for a comparison of the reasons for the opposition to Somerset and Northumberland, but many answers at the higher levels might consider how similar or different these reasons were. Both ministers were open to opposition because their positions were tenuous during the reign of a comparatively weak monarch; the situation encouraged rivalries. A weak economy meant that their policies, although different, were liable to arouse opposition. In time of religious change, opposition was apparent from more radical and more conservative elements. There were also differences. Somerset's methods of administration resulted in jealousy of those who felt excluded whilst Northumberland, whilst arrogant, probably used his patronage more effectively during his brief time in power. Foreign policy was a more important factor in making Somerset unpopular. Northumberland aroused opposition because of the succession crisis. Although examiners do not expect a 50:50 balance between the two rulers, there should be reasonable balance.</p>	50	No set answer is looked for but candidates will need to answer the question.
10	<p>Candidates should consider the position in 1547, but avoid lengthy surveys of the reign of Henry VIII. It might be argued that Henry had carried out the decisive change to Protestantism with the introduction of the royal supremacy and this was confirmed by Somerset and Northumberland. The restrictive legislation about chantries in Henry's reign was soon followed by their abolition. The treason law was modified to allow for the expression of more diverse opinions. The Act of Uniformity was revised and two Prayer Books were introduced, the second being more protestant than the first. More radical bishops were appointed. It might also be argued that the more radical Protestantism helps to explain some of the unrest in 1549. There might also be some consideration of the impact of the reforms at the local level and some might suggest that although there was large-scale conformity, the ease with which Mary was able to restore Catholicism suggests that protestant beliefs were not firmly rooted. Candidates might also mention some of the local studies and point to the limited success in London or the evidence of wills.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
11	<p>Candidates should avoid a long general survey of the religious situation that consider the settlement only towards the end, the focus must be on the settlement, in the same way answers should not go well beyond 1560 and later developments, if considered, need to be closely linked to the question. The strength of Protestantism might be seen in the puritan willingness to challenge the church authorities over vestments, but an account of the Vestiarian Controversy would not be relevant. Examiners should not under-reward answers that focus almost exclusively on 1558-60. Candidates might analyse the aims of the queen and the problems she faced. Elizabeth needed a settlement in view of the divisions at home and the situation abroad. Domestic issues including her legitimacy as queen, the presence of Catholics in high Church offices and determined Puritans who were reinforced by returning exiles might all be considered. Elizabeth's own religious beliefs might feature in many answers. She was personally religious but not bound to a particular form of belief and practice beyond what was most advantageous politically. The most important aim was to bring about a settlement that was widely acceptable. Candidates are not expected to show a knowledge of the debate about the passing of the Act of Uniformity but might comment on its most important provisions and link it to the question. Some may argue that the Queen was forced into a more radical settlement by a group of radical protestants in the House of Commons than she wanted. However, this may be challenged by a consideration of the international situation which, suggested a more moderate approach as England was still at war, did not possess the revenue to keep fighting and did not want to antagonise the papacy. However, this view might be challenged by those who argue that the Commons did not have sufficient influence to bring about these changes. The majority of the population was probably Catholic in a broad sense, not necessarily papist. Many may argue that the most important consideration was to bring about a widely acceptable settlement. There may be some consideration of the difficulty in getting the settlement passed and the concessions and compromises that had to be made. This may lead some to conclude that the Catholics did have some influence and use the evidence of the Catholic Bishops in the House of Lords to support their argument. It might be concluded that as Elizabeth was unwilling to allow Parliament to discuss the Religious Settlement for the rest of her reign that she was generally satisfied with it.</p>		<p>No set answer is looked for but candidates will need to answer the question.</p>

Question	Answer	Marks	Guidance
12	<p>Candidates may identify the nature of the Catholic challenge and consider how it changed over the period and consider whether Elizabeth dealt with the change effectively. Answers may look at the threat from home and abroad and suggest that at the start of the period it was the threat from home that was the strongest, given the strength of Catholicism and suggest that it was serious, pointing to the problems in passing the Settlement and the ease with which Mary had restored Catholicism. However, they may argue that Elizabeth handled this well ensuring it was not serious; there was no serious unrest, the moderate nature of the settlement and her avoidance of creating martyrs. Some answers may also consider the Catholic challenge of the Northern Earls. This rebellion failed to raise the large scale support that had been seen in 1536. There may also be consideration of seminary priests and their effectiveness and Elizabeth's ability to limit the seriousness with the avoidance of creating martyrs, but executing for treason. The foreign threat appeared serious at the start of the period, although some may argue that Philip needed her support just as much and would not support Mary Queen of Scots to increase French influence in England. There may be some who argue that the threat was greatest at the end of the period with the Armada and this could have led to Catholics at home rising, but again Elizabeth's ability to unite the nation may be used to show she handled the potential threat well.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
13	<p>There are a wide range of issues that candidates might consider and it is unlikely that they will be able to cover them all, what matters is the quality of analysis. However, candidates must consider the importance of religion if they want to achieve the higher levels. Even if they conclude it was not the most important. Some may argue that it was a serious problem as the country was religiously divided following Mary's reign, although they might suggest that the greatest problem was that Elizabeth was protestant by inclination and most of the country catholic. The religious problem could also be linked to the fear of rebellion. Some might suggest that the scale of the religious problem was reflected in the difficulty Elizabeth had in getting the settlement through parliament. Some candidates might also link the religious issues with the foreign situation. Elizabeth's position in 1558 was very vulnerable. She was not seen as the legitimate ruler by Catholics both at home and overseas. As a result Mary Queen of Scots was seen by many as the rightful ruler and her links with France further weakened Elizabeth's position. England was also at war with France in 1558 and this added to the danger and was made worse when Spain made peace with France as it isolated England and left them open to the possibility of a Catholic crusade. However, this problem should not be exaggerated as it was unlikely that Philip would help to put a pro-French ruler on the throne of England. Philip even offered his hand in marriage to Elizabeth, so provided she did not alienate him her position was more secure. It was possible that there might be a Catholic rebellion at home, but without foreign leadership this was less likely and the Papacy failed to give a lead, hoping that Elizabeth might rejoin the catholic fold. It was expected that Elizabeth would marry and that raised a number of issues over the choice, foreign influence and faction if she chose to marry an Englishman. However, she was also able to use the prospect of marriage as a tool to strengthen her position and buy time to secure her position at the start of her reign. The problem of the succession was crucial and parliament asked her in 1559 to name a successor. She also had to overcome the prejudices against female rulers following the reign of Mary, which had been reinforced by the disasters of the latter years of her reign. She also had to overcome the popular stereotype of women, which emphasised their physical, emotional and intellectual inferiority to men. There were social and economic problems to be dealt with in the aftermath of Mary's reign. The reign also began with war against France and this created major financial problems.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
14	Candidates can choose any problem, but they must deal with the named factor if they are to access the higher levels. Historiography is not a requirement of AS and reference to historical debate or the views of historians is not necessary for any level, however where candidates use it to support their argument it should be credited. In dealing with the issue of parliamentary privilege candidates might consider some of the following: free speech, elections and access to the Queen. Candidates might consider other issues such as religion, especially the religious settlement and the activities of Puritans, the problem of Mary Queen of Scots, marriage and succession, foreign policy at specific points, or financial aspects such as monopolies to supplement parliamentary privilege.	50	No set answer is looked for but candidates will need to answer the question.
15	The issue of the succession was closely linked with marriage. It raised the issues of religion and security, let alone the prospect of factional disputes and unrest at home. As Elizabeth got older the succession also raised the possibility of an alternative focus from Elizabeth as courtiers looked to ingratiate themselves with her successor, as was seen with both Essex and Cecil. There was also the fact that the legal successor to Elizabeth, until 1587, was Mary Queen of Scots and the implications that brought, particularly as some saw her as the rightful ruler. Many candidates might link the issue of succession to marriage. It was expected that Elizabeth would marry on her accession, but the problem was who to marry? Candidates are likely to be aware of many of the suitors but each of these presented insuperable difficulties of religion, age and even mental stability. Some may argue that proposals from Philip of Spain and Charles IX of France, Anjou and Alencon all had to be handled very carefully because of the power of their countries and therefore her foreign policy had to be careful, but candidates could argue that this was less of a problem as Elizabeth could play off the two countries against each other. The succession was an important issue because of the claim of Mary Queen of Scots as it raised major problems concerning religion and relations with both France and Scotland. Her French links proved a threat, whilst she was also a possible centre of opposition for Catholics both at home and abroad. There was the problem of the suitability of any domestic suitors, particularly following the death in suspicious circumstances of Dudley's wife. If Elizabeth married at home it would raise the issue of faction and the dominance and rewards that would go to the family. In the same way there was concern that an overseas marriage would lead to influence and dominance from abroad, memories of Mary's marriage to Philip and the French war still influenced many.	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
16	<p>Religious opposition increased during the period, but it might be argued that it was only at the end of James' reign that it became a major issue and that it was not until the reign of Charles that it became a serious problem. There were differences in 1603 but they were moderated because of varied expectations of James. Some might argue that there were a wide range of religious views, ranging through Anglicans, Puritans and Catholics. There were hopes of reconciliation between the King, orthodox Anglicans and Puritans at the Hampton Court Conference and it is possible that the extent of its failure has been exaggerated, but Bancroft's Canons of 1604 led to ejection of Puritan clergy. The Gunpowder plot, although the work of a minority did lead to antipathy towards Catholics. The rest of James' reign saw ebbs and flows. For example there might be consideration of the appointment of Abbot as Archbishop of Canterbury which mollified Puritans, but the Book of Sports alienated them. Foreign Policy and marriage negotiations served to increase opposition. Some candidates might refer to other contentious issues between King and Parliament, but they need to be made relevant to the actual question.</p>	50	No set answer is looked for but candidates will need to answer the question.
17	<p>It should be noted that the question asks about Charles' unpopularity in England, therefore developments within Ireland and Scotland should be discussed only within their relevance for England. For example, the Bishop's wars gave rise to increased demands for taxation. Some feared that Wentworth/Strafford would resort to the same methods of governing England as he used in Ireland. However, there is plenty for candidates to discuss, there might be consideration of the policy of 'Thorough' in England, the religious policies of Laud and their association with Catholicism. Many are likely to consider the issue of finance, particularly Ship Money, although other financial methods are likely to merit some discussion.</p>	50	No set answer is looked for but candidates will need to answer the question.



Question	Answer	Marks	Guidance
18	<p>The question asks candidates to assess the importance of Long Parliament in bringing about Civil war and not to weigh it up against other factors, although some mention of other factors might be acceptable if they are used to explain that the Long Parliament was not important. Candidates might argue when Parliament was recalled there could be no Civil War and therefore it played a crucial role. However, some might suggest that these events were only a response to the developments that had taken place during Personal Rule; for example the religious legislation of 1640-2 was in response to the development of Arminianism during Personal Rule. Candidates might also suggest that the policy of Thorough, pursued during Personal Rule, created opposition and again explains some of the limitations placed on the crown. However, many answers may stress that it was only events and the radicalism of Parliament after their recall that resulted in Civil War. But this could be balanced against the importance of events in Scotland, as without the Prayer Book unrest and war with Scotland it is unlikely that Parliament would have been recalled and therefore war may not have developed. Candidates might consider the divisions that emerged within Parliament and the reasons for this as it was this development that created the two sides that would eventually fight the civil war.</p>	50	No set answer is looked for but candidates will need to answer the question.

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