

# **History A**

Advanced Subsidiary GCE

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

## **Mark Scheme for June 2012**

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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>A01a</b>	<b>A01b</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: - key concepts such as causation, consequence, continuity, change and significance within an historical context; - the relationships between key features and characteristics of the periods studied
<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	<p>Some might argue that he was effective as he was able to secure the throne and that his subsequent rule showed his capabilities in exercising power, the conduct of government, the raising of taxation, the maintenance of law and order, his military abilities and his management of the succession. However, it is unlikely that all of these issues will feature and what matters is the quality of analysis. They might argue that he was effective in his ability to control the Godwin family, although this might be balanced against his inability to enforce their exile. This event might feature heavily in many answers and it could lead to a discussion of the events of 1051-2 and how they reflect on his effectiveness as king. Some might argue that he deliberately failed to produce an heir and designated William as his successor in order to limit the power of the Godwins and prevent them from becoming too dominant. Some might claim that his use of Normans was also an effective means of controlling the Godwins. There might be some discussion of the succession crisis and how far that reflected Edward's inability to rule the country. Edward's relationship with the church might be considered and this could be linked to his piety and artistic interests and whether they were relevant to his role as king.</p>	50	<p>No set answer is looked for but candidates will need to answer the question. At the higher levels candidates will focus on effective and address the issue of 'how far'.</p>
2	<p>Candidates might consider both the positive and negative reasons for the power and influence of the Godwin family. Earls occupied an important place in Anglo-Saxon society and the most powerful family in this period was the Godwins. They had a power base in Wessex, which was at the heart of the country. Earl Godwin had played a crucial role in ensuring the succession of Edward and therefore it might be argued that he was indebted to the Godwins. The strength of Godwin's position meant that he could pose problems for Edward and this might be linked to the crisis of 1051-2. This power could also be used to challenge the influence of the Normans in England. The marriage of Edward to Edith, daughter of the earl, also increased the importance of the family. Upon the death of Earl Godwin, Harold succeeded to his position and the role of the family became even more important when Harold emerged as the strongest claimant to the throne. Harold's military ability in putting down unrest enhanced his position and Edward's failure to produce an heir increased the power of the family as Harold was seen by many Saxons as the obvious successor. Some might argue that rather than the strength of the Godwins it was the weakness of Edward that allowed them to emerge as the leading power. Edward was not a dominant head of state and the ambitious Godwins were able to exploit this and portray themselves as the protectors of Saxon England against the influence of the Normans.</p>	50	<p>No set answer is looked for but candidates will need to answer the question.</p>

Question	Answer	Marks	Guidance
3	<p>There are many issues that candidates might consider and it is not necessary that all are considered, what matters is the quality of analysis. In order for candidates to reach Level III for AO1b they must consider the named factor, even if they argue that it was not the most important factor. In considering William's military strength they might mention the numbers, the type of troops and his use of them, particularly his use of the cavalry. This might be contrasted with the weakened Saxon force and their reliance, following Stamford Bridge, on a significant number of untrained soldiers. This might be linked to William's tactics, particularly the feigned retreat and its use in breaking the Saxon shield wall. Some answers might focus on the importance of the Viking invasion in the north in both weakening Saxon forces and creating over confidence in Harold. Harold's mistakes might also be considered and there might be mention of the haste with which he returned south, his failure to gather reinforcements at London and the decision to attack immediately he reached Senlac Hill. Candidates might also consider the issue of luck or misfortune for Harold with the changing direction of the wind allowing the invasion at the very time he was dealing with the threat in the north. Some might argue that the preparations of the two sides were important. William had organised a strong force and had secured papal support and from areas of France, whereas the system of military service in England which limited men to 40 days ensured that Harold faced William with a weaker force. Some may argue that, given the unusual length of the battle a change to any of the factors might easily have changed the outcome.</p>	50	<p>No set answer is looked for but candidates will need to answer the question. At the highest levels candidates should address the issue of 'how far' and reach a balanced judgement, rather than simply produce a list of factors.</p>
4	<p>At the higher levels candidates should evaluate the relative importance of the factors and reach a judgement. Candidates might suggest that it was the weakness of royal authority, particularly the personal failings of Henry that caused the problems. In discussing this, candidates might consider the unsound advice he received, his obstinacy and his mental health. This might be linked to the issue of patronage and Henry's inability to distribute it effectively and there may be specific mention of Somerset, Warwick and York. They were all men of strength and rivalry between them could not be controlled, even less resolved, by the king. Some might also suggest that the influence of Henry's wife, Margaret of Anjou added to the difficulties. It is also possible that some might suggest the loss of land in France was an important factor. The weakness of the king may be balanced against the power of the nobility. The nobles often believed that their influence in the localities was more important than the kings and would resist any attempt to increase royal influence. The rival families of Lancastrians and Yorkists and their desire for power may feature in these comments.</p>	50	<p>No set answer is looked for but candidates will need to answer the question. There are many reasons that candidates might consider and is not expected that they will consider them all, but what matters is the quality of the analysis.</p>



Question	Answer	Marks	Guidance
5	<p>At the higher levels candidates should focus on the question of 'how successful' and not simply list his achievements or failings. Edward was very interested in finance and saw it as crucial in securing his power. He was determined to restore royal finances after foreign and domestic wars. He was successful in using Acts of Resumption to regain royal lands. He used more professional men to collect and handle money so there was greater efficiency. He kept crown lands and income separate from the Exchequer and therefore more directly under his control. Claims to feudal rights were investigated so that no possible source of income escaped notice. The income from trade was increased and evasions were punished. Financial stability was restored although it might be argued that Edward was mean in his determination to raise money. However, some candidates might balance this against failures such as taxation and customs.</p>	50	No set answer is looked for but candidates will need to answer the question.
6	<p>At the higher levels candidates will need to address the issue of 'how successfully' and not simply list his successes and failures in dealing with the problems he faced. There is a wide range of issues that candidates might consider and it is not expected that they will address all of them, what matters is the quality of the analysis. Examiners should note that the focus is on domestic policy and where foreign policy is discussed credit should be given only when the issue is linked to domestic affairs. Candidates might consider the Yorkist challenge and may argue that Henry was successful as he handed the crown on intact to his son having defeated the threats of Lovel, Stafford and the Pretenders, but others might argue that in being forced into battle shows the limits of his success and that he did not command widespread support. This might also be linked to the issue of Warbeck and the time it took to defeat a fairly limited threat. There might be consideration of his handling of the nobility, some might argue that again he was successful in destroying overmighty subjects through bonds, but this might be balanced against the growing antagonism that was apparent in the last years of his reign. Some answers might consider the financial problems he faced and argue that in restoring royal finances and leaving the crown solvent he restored its prestige. It might be argued that Henry's greatest challenge was to stabilise his kingship given his weak claim and that he achieved this through his marriage and the birth of two sons, but this could be balanced against the death of Elizabeth of York and Arthur, which left the Tudor dynasty clinging on.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
7	<p>At the higher levels candidates will need to focus on 'how successful' and not simply provide a list of his successes and failures. It is also expected that in the higher level answers candidates will cover the period and not confine their answers to one part. Some answers might start by outlining Henry's aims and then relate his actual policy back to these aims in order to judge his success. Candidates might argue that his early policy brought him the glory he desired with military victories in France with the Battle of the Spurs and the capture of Tournai and Therouanne, but others might suggest that the high cost of this did not amount to success. There might be some mention of victory over the Scots at Flodden, despite Henry's absence, which helped to secure the border and leave Henry free to pursue his continental ambitions. It could be argued that Henry was successful, at least in the short-term, in making England a major power and this might be demonstrated through her inclusion in a variety of alliances and also through the Treaty of London and the Field of the Cloth of Gold. However, some might balance this against England's exclusion at the end of the period. Henry's ambition to reassert English claims to the French throne might be discussed and although initial attempts suggested hope others might argue that Henry was unable to pursue this in the 1520s when success appeared possible because of the lack of finance. This might lead some to argue that he was also unable to make England a great power. Some answers might try and link his foreign policy to the divorce and again argue his lack of influence also prevented this achievement and this might also be linked to Henry's failure to secure Wolsey's election as Pope.</p>	50	No set answer is looked for but candidates will need to address the question set.
8	<p>At the higher levels candidates should consider 'how far' and not simply list reforms and argue that they either brought about change or simply saw continuity with the past. There are a wide range of issues that candidates could consider and it is not expected that all issues will be considered, what matters is the quality of analysis. There is no requirement at AS for historiography and candidates are not expected to be aware of the Elton thesis. However, if a consideration of this is used to support their argument it should receive credit, but the absence of historiography is not a barrier to any level. Candidates might consider the increased use of parliament, providing a sounding board and an opportunity to ensure that the political nation was aware of changes and were more likely to implement them. There might be a consideration of the development of a bureaucracy and whether this represented a change. Some answers might consider the use of a variety of courts to handle finances from the</p>	50	No set answer is looked for but candidates will need to address the question set.

Question	Answer	Marks	Guidance
	<p>Reformation and it can be argued that they did not bring about significant change as they were shortlived. There might be consideration of the Union with Wales and the absorption of other areas, such as Durham, into the kingdom. There might be a discussion of the development of the Privy Council and how far changes there were new. Candidates might consider how long lasting any of the changes were and whether they were simply the personal achievement of Cromwell. If candidates argue that significant change had to wait until Elizabeth's reign this should be credited, but it is not to be expected.</p>		
9	<p>At the higher levels candidates will need to address the issue of 'how effective' and much may depend upon the criteria they use for effective. There are a wide range of issues that might be considered and it is not expected that they will discuss them, what matters is the quality of analysis. Although the question requires consideration of the two regents it does not require a comparison, but if that approach is used it should be credited. It could be suggested that because their position was tenuous during the reign of a weak monarch it was difficult for either minister to be effective. Some might argue that the presence of opposition to both rulers suggests they were not effective, whilst others might suggest opposition shows that they were effective. It could be argued that the widespread nature of the opposition to the rule of Somerset in 1549 shows how ineffective he was and that it was his policies that resulted in the opposition. In the same way, Northumberland's attempts to manipulate the succession and his failure to win widespread support for the scheme could be used to show his ineffectiveness. There might be consideration of the handling of patronage and candidates might argue that Somerset's methods resulted in jealousy from those who were excluded, whilst Northumberland, despite his arrogance probably used his patronage more effectively. Some might argue that the weak nature of the economy at the time made it very difficult for either to be effective, but it could be argued that Somerset's methods of raising money were effective in the short term and enabled the Scottish war to be funded, but that Northumberland's methods of tackling the crisis were also effective as he began to bring debasement under control. There might be consideration of the ability of both to control the nobility and events in the autumn of 1549 could be used to show that Somerset was far less effective. This could also be developed through his use of proclamations and government from Somerset House. This could be balanced against Northumberland's careful handling of Somerset and his decision to take the title Lord President of the Council.</p>	50	No set answer is looked for but candidates will need to address the question set.

Question	Answer	Marks	Guidance
10	<p>At the higher level candidates will need to consider the issue of 'how far' and not simply list examples of moves towards either Catholicism or Protestantism. Candidates may argue that many of Henry's moves in this period saw a return to more conservative policies. The Six Articles were comparatively conservative. Cromwell, who had supported moves towards protestant ideas and practices was executed in 1540. The King's Book, which was also more conservative than the Bishop's Book, was produced in 1543. Some may even argue that the conservative faction of Gardiner and Norfolk became more influential for a time. There were also moves to limit access to the Bible, a key feature of protestant worship. However, this could be balanced against changes that would have a long term impact and eventually make England more protestant. Henry appointed protestant tutors for Edward and it was a Protestant dominated council that would emerge at the end of the reign. There might also be mention of the moves to dissolve chantries, a symbol of the catholic doctrine of purgatory. Some candidates may contrast the changes in the period after 1539 with those that preceded it and argue that they were more protestant and compare issues such as the Royal Supremacy and the dissolution of the monasteries with the legislation of the 1540s. However, Henry did support Cranmer throughout the period and gave his backing to Catherine Parr when Gardiner attacked her. It is possible to argue that Henry's policy remained consistent throughout the whole period and candidates could show this by reference to the burnings for the denial of transubstantiation at all periods.</p>	50	No set answer is looked for but candidates will need to address the question.
11	<p>At the higher levels candidates will need to consider the issue of 'how successful' and reach a balanced conclusion. In assessing the success of Mary's religious policies much will depend upon the criteria against which they are judged. Mary wanted to restore links with Rome, but also establish a Catholic succession. For Mary, the restoration of Catholicism to Mary included the restoration of monasteries and not simply catholic practices; she also wanted to re-endow the Church so that it could fulfil its role. With both the restoration of monasteries and finances most candidates are likely to argue that she failed. There were a few restored monasteries, such as Westminster, but not on the scale Mary wanted and although there was some improvement of finances it did lead to complaints because of the increased financial demands at a time of poor harvests. Although Mary was successful in achieving a Catholic marriage and a very prestigious one, to Philip, it caused unrest, and there</p>	50	No set answer is looked for but candidates will need to address the question.

Question	Answer	Marks	Guidance
	<p>was no heir, meaning that her Protestant half-sister Elizabeth succeeded. However, in restoring Catholicism many are likely to argue that she was successful. The Edwardian Reformation had little time to make a large impact and Mary's task was therefore relatively easy, shown by the length of time it took Elizabeth, particularly in the north, to establish Protestantism. There are many examples that candidates might use to show the popularity of Mary's accession, ranging from bonfires, the ringing of bells to the singing of mass before it was law. There was very little opposition in Parliament to her changes and when there was opposition as over the Exiles bill, First fruit and Tenth's and Heresy Laws it was not for religious reasons. Some may balance this success against the Marian burnings; it could be argued that these had a negative impact, although some might argue that the impact was negligible and that the negative impression is due to protestant propaganda.</p>		
12	<p>At the higher levels candidates should address the question of 'how far' and not simply list the threats. Historiography is not a requirement of AS and candidates are not expected to be aware of the Neale thesis, however if the ideas are used to support their argument it should be credited, but the absence is not a barrier to any level. It is possible that some will argue that the level of the threat depends upon which group of Puritans are under consideration as they were not a homogenous group. Some might argue that the threat was serious at the start of the period as Marian exiles returned and Elizabeth's position was weak. Candidates might suggest that this strength is reflected in the concessions Elizabeth made to the Puritans in the Prayer Book, Act of Uniformity and Act of Supremacy. However, this could be balanced against the fact that the Puritans would never overthrow Elizabeth as her replacement would be a Catholic. There might be some consideration of their threat in Parliament, but it could be noted that they were never able to change the Settlement and this might suggest that the threat was limited. However, support from influential courtiers could be used to suggest that the challenge was greater. It would be reasonable to argue that during the 1570s, under men such as Cartwright and with Grindal as Archbishop, their influence increased, but whether they were a serious threat is debatable as Elizabeth could always dissolve or prorogue parliament. The question of the Separatists could be considered and although their demands appeared to pose a serious threat to the Church it can be argued that their small numbers reduced that threat considerably. Towards the end of the reign issues such as the Marprelate Tracts reduced the appeal of puritans and alongside the work of Whitgift it could be argued that the threat, if it was ever serious, diminished.</p>	50	No set answer is looked for but candidates will need to address the question set.

Question	Answer	Marks	Guidance
13	<p>At the higher levels answers should focus on 'how important' and not simply analyse the role of various institutions in government. In order to achieve Level III candidates must consider the role of the court, even if they conclude that other bodies were more important. The court operated alongside the traditional institutions of government and it was the centre of power, ritual and celebration. A place at court was seen as essential for success since political advancement depended upon patronage which was ultimately controlled by the Queen. It might also be noted that many councillors were courtiers and therefore there was overlap and answers might mention men such as Dudley or Cecil. The court allowed the monarch to call leading subjects to counsel her. It was also important as it displayed the power and magnificence of the monarch which would impress her subjects on its travels and was therefore useful in maintaining stability and order. The importance of the court should be balanced against other institutions, this might include the Privy Council, parliament, local government and the law courts. The Privy Council was the chief administrative and executive body of the realm; it advised the monarch on policy, it ensured orderly government and security and considered petitions from private individuals. In considering parliament they might argue that it was less important and that the Queen had firm control over it, but this might be balanced against its legislative and financial role. There might be reference to the law courts, but their influence was variable, however they were important in preserving law and order.</p>	50	No set answer is looked for but candidates will need to address the question.
14	<p>At the higher levels candidates should address the question of 'how' and not simply list the financial and economic problems. Candidates might argue that, until 1588, the financial problems were not serious and even afterwards they were handled well so they were not serious. However, some may argue that they were serious as Elizabeth failed to tackle them and allowed them to worsen. This could be supported by the large debt of £350,000 she left her successor. Some might balance this against her inheritance and argue that because it was not much larger than the one she inherited and was considerably less than continental rulers the problem was not serious. The problem of the taxation system was serious as it had not been updated. It could be argued that by asking fewer to pay subsidies she made the problem worse. At the same time, Crown lands were sold, reducing royal income; it may have reduced the seriousness in the short term, but added to long term difficulties. Candidates may point to the high rates of inflation, particularly at the end of the period, which were the worst</p>	50	No set answer is looked for but candidates will need to address the question.

Question	Answer	Marks	Guidance
	<p>of the century. Agricultural prices were rising at an alarming rate and, added to harvest failures made the 1590s the worst decade of the century. This problem cannot be overestimated as there is evidence of people dying from starvation. The problems were made worse by the continued expense of war with Spain and the problem of dealing with unrest in Ireland.</p>		
15	<p>At the higher levels candidates will need to address the question ‘how far’ and not simply list evidence for and against the view. At the end of the period Elizabeth did appear isolated at court and in her government as her older associates had died or retired and many were waiting for the arrival of a new king. However, this can be balanced against the success of her Golden Speech, which demonstrated her ability to diffuse opposition. It could be argued that the last parliament showed the willingness of MPs to criticise her over the policy of Monopolies. Some might argue that after 1601 she did decline physically and that this did have an impact on her prestige. The problems of the last years should be set against alongside the achievements which would have maintained her popularity. It should not be forgotten that she had brought religious peace and this was still evident, there was a stable government under Robert Cecil and the ease with which the Essex rebellion was defeated could be used to show that she still had widespread support among the nobility. The lack of unrest, despite the severe social and economic problems, might also be used to suggest that she was still popular with the peasantry. Although the war with Spain was costly, Elizabeth was still seen as popular following the Armada victory and there was little opposition to the continued high levels of taxation to fund the war and deal with Ireland.</p>	50	<p>No set answer is looked for but candidates will need to address the question.</p>
16	<p>Some might argue that the conflicts were serious as James was often tactless, insisting on his rights and denying parliament a significant role. There might be an examination of areas of policy that saw conflict and an assessment of how serious these were; this might include both domestic and foreign issues. In particular, it might be argued that conflicts over finance were serious and the failure to find a long term solution, with the failure of the Great Contract, was a serious issue. There were attempts by James to revise the Customs duties which were blocked by parliament, which was also unwilling to grant enough supply to overcome his difficulties. However, it could be argued that the conflicts over issues such as intervention in the Thirty</p>	50	<p>No set answer is looked for but candidates will need to address the question. However, at the higher levels candidates should focus on ‘how far’ and not simply list evidence of either conflict or co-operation between the two groups.</p>

Question	Answer	Marks	Guidance
	Years War could have been far greater and they might point to the reign of Charles to support this view. Some may discuss the issue of James' belief in Divine Right and the conflict that provoked. There might be some consideration of the failure of the Addled Parliament to show that legislation could be denied. James' later parliaments were affected by conflict over monopolies as well as foreign policy, but the problems created under his reign were far less than those of Charles.		
17	At the higher levels candidates will need to focus on the question of 'how far' and not simply list examples. There is much historical controversy surrounding the period; historiography is not a requirement of AS, but candidates who use the views of historians to support their views can be rewarded. Some answers might look at different areas of stability, such as political, financial and religious. It might be argued that it was only the war with Scotland that forced the abandonment of the policy suggesting that it was bringing stability. However, some might argue that the only reason there was little sign of instability was because parliament had been sidelined and there was no voice for criticism. The king appeared to have achieved financial stability, even if the methods used were unpopular. Ship money was successfully collected, although the amounts did decline as the period progressed. It might be argued that Charles had secured legal justification through the Hampden Case, but this can be debated. Other financial measures were unpopular, but many might have seen that as preferable to the conflict with parliament. Religious stability is less easy to defend as Laud's policies were unpopular and were in conflict with the puritan mood of the nation. However, some might balance this against the achievements of Strafford and his policy of 'Thorough' which did offer efficiency and stability.	50	No set answer is looked for but candidates will need to address the question.
18	At the higher levels candidates will need to focus on the question of 'how far' and not simply list reasons for the outbreak of the war. In order to achieve Level III candidates must address the named factor even if they conclude that it was not an important reason. The question should encourage candidates to focus on the years 1640-2, although some mention of longer term factors is acceptable. In support of the statement they may argue that it was the radical policies of Pym that helped to create a royalist party and therefore allowed a civil war, which would have been impossible in 1640, to develop. In particular they could link Pym to the Grand Remonstrance and Nineteen Propositions which would have considerably limited the king's power and	50	No set answer is looked for but candidates will need to address the question.



Question	Answer	Marks	Guidance
	<p>produced a much changed church. They may also make mention of Pym's links with the London mob and how it was used by Pym to increase tension. However, some may argue that other factors were more important and might argue that it was actions of the king that resulted in civil war, particularly the attempt to arrest the Five Members, although this could also be linked to Pym, and Charles' decision to leave London and raise his standard at Nottingham. This might also be balanced against wider factors such as religion, political and economic factors. Many of these can be linked back to either Pym or Charles, but that is likely to be in higher level answers. Some may argue that religion was decisive as it did largely determine the sides taken.</p>		

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