

GCE

History A

Y307/01: Tudor foreign policy 1485-1603

Advanced GCE

2020 Mark Scheme (DRAFT)

This is a DRAFT mark scheme. It has not been used for marking as this paper did not receive any entries in the series it was scheduled for. It is therefore possible that not all valid approaches to a question may be captured in this version. You should give credit to such responses when marking learner's work.

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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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1. Annotations

Annotation	Meaning of annotation
BP	Blank Page
	Highlight
Off-page comment	
A	Assertion
AN	Analysis
EVAL	Evaluation
EXP	Explanation
F	Factor
ILL	Illustrates/Describes
IRRL	Irrelevant, a significant amount of material that does not answer the question
J	Judgement
KU	Knowledge and understanding
P	Provenance
SC	Simple comment
	Unclear
V	View
S	Synthesis
C	Continuity/Change

2. Subject Specific Marking Instructions

How far do you agree questions . . .

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.

Neither significance nor relative importance are attributed to the features listed.

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.

Other questions . . .

The indicative content lists features of the period studied that relate to the question set.

Neither significance nor relative importance are attributed to the features listed.

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.

Section A

Question	Answer	Mark	Guidance
1	<p>Evaluate the interpretations in both of the two passages and explain which you think is more convincing as an explanation of why Philip II launched the Armada in 1588.</p> <ul style="list-style-type: none"> • In locating the Interpretations within the wider historical debate, answer might argue that Interpretation A puts forward the view that the Armada was launched because of the death of Mary, Queen of Scots • In evaluating Interpretation A, answers might argue that this view is valid as Mary was the legitimate heir but it would have given control of the Channel to France • Answers might argue that Interpretation A is valid as the timing of the Armada follows closely on from the execution. 	30	<ul style="list-style-type: none"> • No set answer is expected • 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. • To be valid, judgements must be supported by relevant and accurate material. • 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

<p>2*</p>		<ul style="list-style-type: none"> • Answers might argue that Interpretation A is not valid as it ignores the actions of Drake and other privateers, as well as support Elizabeth was giving to the Dutch rebels. • Answers might argue that Interpretation A is not valid as a state of undeclared war had existed for some time. • In locating the Interpretations within the wider historical debate, answers might argue that Interpretation B puts forward the view that Armada was launched because of the support given to the Dutch rebels and the actions of Drake. • In evaluating Interpretation B, answers might argue it is valid as Spain needed to remove English aid from the Netherlands to defeat the Dutch rebels. • Answers might argue that Interpretation B is not valid as Philip wanted to convert England, hence the presence of priests. • Answers might argue that Interpretation B is invalid as Philip was pursuing an aggressive and expansionist foreign policy. • Answers might argue that Interpretation B is valid as Philip’s foreign policy was defensive. <p>How important were personalities in shaping Tudor foreign policy?</p> <ul style="list-style-type: none"> • In arguing personalities were important, it might be argued that Henry VIII’s warlike manner influenced decisions to go to war at the start of his reign. 	<p>25</p>	<ul style="list-style-type: none"> • No set answer is expected • At higher levels answers might establish criteria against which to judge • To be valid, judgements must be supported by relevant and accurate material. • Knowledge must not be credited in isolation, it should only be credited where it is used as the basis
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<p>3*</p>		<ul style="list-style-type: none"> • Answers might consider that Henry VII was cautious and this limited overseas involvement. • Answers might consider that Mary Tudor’s religious beliefs shaped her decision to marry Philip and have a closer involvement with Spain. • Answers might consider that Elizabeth was cautious and tried to avoid war with Spain. • In arguing that other factors were more important in shaping foreign policy, it might be argued that finances or the lack of money dictated when England could go to war. • Answers might consider that national security shaped foreign policy and the need to secure the border with Scotland. • Answers might consider that trade with Burgundy/Netherlands was important in shaping foreign policy because of the reliance on the cloth trade. • Answers might consider the extent to which the claim to the French throne shaped foreign policy. • Answers might consider the role of religion in shaping foreign policy, particularly after the Break with Rome. • Answers might consider the actions of foreign powers. <p>‘The loss of Calais was the most important turning point in relations between England and France in the period between 1485 and 1603.’ How far do you agree?</p> <ul style="list-style-type: none"> • In supporting the hypothesis that it was the most important turning point, it might be argued that it removed an area of tension between the two countries. 	<p>25</p>	<p>for analysis and evaluation, in line with descriptions in the levels mark scheme.</p> <ul style="list-style-type: none"> • No set answer is expected • At higher levels answers might establish criteria against which to judge • To be valid, judgements must be supported by relevant and accurate material.
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4*		<ul style="list-style-type: none"> • Answers might consider the strategic significance of Calais. • Answers might consider the impact of the Treaty of Cateau Cambresis on England. • Answers might consider that England was not at war with Scotland in the period post 1558. • Answers might consider that the war with France in 1557 was the last time under the Tudors that England went to war with France. • Answers might consider French views on the recovery of Calais. • In challenging the hypothesis that it was the most important turning point, it might be argued that the French withdrawal from Scotland following the Treaty of Edinburgh was more important as English security improved. • Answers might consider that the outbreak of the French Wars of Religion were more important. • Answers might consider marriage negotiations between Elizabeth and Anjou were more important. • Answers might consider that the signing of the Treaty of Blois with the French was more important. • Answers might consider that the Spanish threat and invasion of France was the most important turning point. <p>‘Foreign relations had the greatest impact on domestic developments during the reign of Henry VIII.’ How far do you agree with this view of the period from 1485 to 1603?</p>	25	<ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • No set answer is expected • At higher levels answers might establish criteria against which to judge
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		<ul style="list-style-type: none"> • In supporting the hypothesis in the question, it might be argued that his aggressive and warlike foreign policy created tax demands that led to unrest. • Answers might consider that his inability to secure an annulment from the Pope led to the Break with Rome and the Reformation. • Answers might consider that the need for a Protestant alliance led to the marriage to Anne of Cleves. • Answers might consider that foreign policy led to debasement in the 1540s and the economic problems that followed. • Answers might consider that Wolsey’s success with the campaign in France led to his promotion to Lord Chancellor. • In challenging the hypothesis in the question, it might be argued that Somerset’s policy in Scotland led to economic problems, particularly inflation. • Answers might consider the extent to which foreign considerations impacted Elizabeth’s religious settlement. • Answers might consider the impact that foreign policy had on financial demands and caused rebellion for Henry VII. • Answers might consider that war against Spain in the 1580s and 1590s created financial strains and did not help the social and economic problems of Elizabeth. • Answers might consider that foreign policy led to factional unrest as with Cecil and Norfolk. • Answers might consider that foreign policy could have an impact on employment and the cloth trade under both Henry VII and Elizabeth. 		<ul style="list-style-type: none"> • To be valid, judgements must be supported by relevant and accurate material. • 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.
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