

GCE

History A

**Unit : Y306/01 Rebellion and Disorder under the Tudors 1485 -
1603**

Advanced GCE

Mark Scheme for June 2017

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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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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning of annotation
	Blank Page
	Highlight
Off-page comment	
	Assertion
	Analysis
	Continuity/Change
	Evaluation
	Explanation
	Factor
	Illustrates/Describes
	Irrelevant, a significant amount of material that does not answer the question
	Judgement
	Knowledge and understanding
	Simple comment
	Synthesis
	Unclear
	View

MARK SCHEME Section A

Question	Answer/Indicative content	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 the reasons for the Western Rebellion.</p> <p>In locating the Interpretations within the wider historical debate, answers might argue that Interpretation A argues that the rising was not just about religious issues, and that the introduction of new taxes played a crucial role in the outbreak of unrest.</p> <p>In evaluating Interpretation A,</p> <ul style="list-style-type: none"> • Answers might argue that this is valid because other lists of demands include the sheep tax. • Answers might argue that Interpretation A is valid because of the timing of the rising. • Answers might argue that Interpretation A is valid because of the importance of sheep farming for Devon. • Answers might argue that interpretation A is valid because it acknowledges that religion played at least some role. • Answers might argue that Interpretation A is invalid because it does not deal with events in Cornwall. <p>1.</p> <p>In locating the Interpretations within the wider historical debate, answers might argue that Interpretation B argues that religion and class divisions were an important cause of the rising.</p> <p>In evaluating Interpretation B,</p> <ul style="list-style-type: none"> • Answers might argue that most of the grievances were about religion and the restoration of traditional 	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>practices.</p> <ul style="list-style-type: none">• Answers might argue that interpretation B is valid as the rebels did want the restoration of religion as it was on the death of Henry VIII• Answers might argue that interpretation B is valid because the rebels were concerned about social issues, hence their attack on the gentry as at St Michael's Mount and Trematon.• Answers might argue that interpretation B is valid as the rebels did murder William Hellyons at Sampford Courtenay• Answers might argue that interpretation B is valid because of the actions at Exeter.		
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2*		<p>Mark Scheme Section B</p> <p>‘Disputes over the succession were the most frequent cause of unrest in the period from 1485 to 1603.’ How far do you agree?</p> <p>In supporting the hypothesis in the question, it might be argued that there were disputes over the succession in the reign of every monarch during the period.</p> <ul style="list-style-type: none"> • Answers might consider that a number of the succession rebellions were monocausal, unlike other rebellions. • Answers might consider that given the weakness of the Tudor claim, the succession was always going to be a cause of unrest. • Answers might consider the role of personal ambition in driving the desire to change the succession. • Answers might consider that dynastic rebellions involved both the desire to overthrow the dynasty but also change the line of succession. <p>In challenging the hypothesis in the question, it might be argued that they were more frequent at the start, middle and end of the period only.</p> <ul style="list-style-type: none"> • Answers might consider that in the period from 1536 to 1569 religion was a more frequent cause. • Answers might consider that there were usually underlying social and economic grievances for all rebellions. • Answers might consider that succession rebellions were often linked to factional unrest and that faction was a more frequent cause, present throughout the period. • Answers might consider whether Irish rebellions 	25	<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 for analysis and evaluation, in line with descriptions in the levels mark scheme.
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<p>3*</p>		<p>followed the same pattern.</p> <p>To what extent did support for rebellions decline during the period from 1485 to 1603?</p> <p>In supporting the hypothesis in the question, it might be argued that during Elizabeth’s reign the number who took part in rebellions was smaller than under Henry VIII.</p> <ul style="list-style-type: none"> • Answers might consider that the number taking part in unrest in 1549 was still large. • Answers might consider that the numbers who took part in the rising of the Northern Earls was just as large as the dynastic unrest under Henry VII. • Answers might consider that by Elizabeth’s reign the middling sort and gentry had found other ways, such as litigation or parliament, to resolve disputes. • Answers might consider that the failure of rebellions, particularly in 1549 discouraged participation. <p>In challenging the hypothesis in the question, it might be argued that the numbers involved in Irish rebellions, particularly Tyrone’s, was much larger</p> <ul style="list-style-type: none"> • Answers might consider that the numbers involved were closely linked to the causes of the unrest. • Answers might consider that the number who took part was closely linked to whether the rising was a popular or aristocratic rising. • Answers might consider that the number who rose in the Pilgrimage of Grace was the exception and that most rebellions were local affairs. • Answers might consider that large numbers occurred only when there was cross class support. 	<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 for analysis and evaluation, in line with descriptions in the levels mark scheme.
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4*		<p>'Irish rebellions were a greater threat to Tudor governments than those in England.' How far do you agree?</p> <p>In supporting the hypothesis in the question, it might be argued that it was much harder to raise troops to deal with Irish rebellions.</p> <ul style="list-style-type: none"> • Answers might consider that the garrisons were not large enough and there was a problem in recruiting Irish volunteers. • Answers might consider the aims of later Irish rebellions, which wanted independence from the crown. • Answers might consider the unrest in the 1590s, which coincided with problems in England and was a national rising. • Answers might consider the threat of Irish rebels being supported by foreign forces. <p>In challenging the hypothesis in the question, it might be argued that they never threatened to overthrow the Tudor monarchy, unlike dynastic unrest under Henry VII.</p> <ul style="list-style-type: none"> • Answers might consider that rebels in England could threaten London and even enter the capital. • Answers might consider that the numbers involved in most Irish rebellions, until the 1590s, were small. • Answers might consider that rebels in England also had the promise of foreign support. • Answers might consider that the rebels in Ireland avoided battle, whereas in England rebels challenged government forces. 	25	<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 for analysis and evaluation, in line with descriptions in the levels mark scheme.
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APPENDIX 1 – this contains the generic mark scheme grids

	<i>A03: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</i>
	2. Generic mark scheme for Section A, Question 1: Interpretation [30]
3. Level 6 26–30 marks	4. 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. 5.
6. Level 5 21–25 marks	7. 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.
8. Level 4 16–20 marks	9. 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.
10. Level 3 11–15 marks	11. 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.
12. Level 2 13. 6–10 marks	14. 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.
15. Level 1 16. 1–5 marks	17. 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.
18. 0 marks	19. No evidence of understanding and no demonstration of any relevant knowledge.

	20. <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>
	21. Generic mark scheme for Section B, Questions 2, 3 and 4: Essay [25]
22. Level 6 21–25 marks	23. 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.
24. Level 5 17–20 marks	25. 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.
26. Level 4 13–16 marks	27. 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.
28. Level 3 9–12 marks	29. 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.
30. Level 2 5–8 marks	31. 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.
32. Level	33. The answer has a limited focus on the topic, but not the specific question. The answer is largely descriptive, with only very

1 1–4 marks	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.
34. 0 marks	35. The answer contains no relevant information.

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