



**GCE**

**History A**

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

Advanced GCE

**Mark Scheme for June 2019**

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

© OCR 2019

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

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

3. Here is the mark scheme for this question paper.

**MARK SCHEME Section A**

Question	Answer/Indicative content	Mark	Guidance
1	<p><b>Evaluate the interpretations in both of the two passages and explain which you think is more convincing as an explanation of the causes of the Pilgrimage of Grace.</b></p> <ul style="list-style-type: none"> <li>• <b>In locating the Interpretations within the wider historical debate</b>, answer might argue that Interpretation A argues that economic grievances played a significant role in causing the Pilgrimage, specifically taxation rather than agrarian issues.</li> <li>• <b>In evaluating Interpretation A</b>, answers might argue that this view is valid as the Pilgrim demands did complain about the 1534 subsidy.</li> <li>• Answers might argue that Interpretation A is valid as the Lincolnshire rebels did complain about rumours of new taxes on things like marriages and burials.</li> <li>• Answers might argue that Interpretation A is not valid as it ignores other economic issues such as enclosure and entry fines.</li> <li>• Answers might argue that Interpretation A is not valid as it ignores issues such as religion and politics.</li> <li>• <b>In locating the Interpretations within the wider historical debate</b>, answers might argue that Interpretation B argues that the main cause of the rebellion was religion.</li> </ul>	30	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At Level 5 and above answers will evaluate both interpretations, locating them within the wider historical debate about the issue and using their own knowledge, and reach a balanced judgement as to which they consider the most convincing about the issue in the question.</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used to analyse and evaluate the interpretations, in line with descriptions in the levels mark scheme</li> </ul>

2		<ul style="list-style-type: none"> <li>• <b>In evaluating Interpretation B</b>, answers might argue it is valid as most of the demands were religious.</li> <li>• Answers might argue that Interpretation B is valid as there were regional differences, with Lancashire particularly concerned about the dissolution and restored abbots and monks in some places.</li> <li>• Answers might argue that Interpretation B is valid as there were concerns about the loss of Saints’ days.</li> <li>• Answers might argue that Interpretation B is valid as the symbolism of the rising shows a significant religious element – Ballad, Banner.</li> </ul> <p><b>To what extent did the causes of rebellion change during the period from 1485 to 1603?</b></p> <ul style="list-style-type: none"> <li>• <b>In supporting the hypothesis that the causes did change</b>, it might be argued that religious rebellions were present only in the period from 1536 to 1569.</li> <li>• <b>Answers might consider</b> that there were no major taxation rebellions after 1525, although it remained a minor cause of other unrest.</li> <li>• <b>Answers might consider</b> that social and economic rebellions occurred only in the period from 1549 onwards.</li> <li>• <b>Answers might consider</b> that rebellions where enclosure was a major cause occurred only from 1549 onwards.</li> <li>• <b>Answers might consider</b> that attempts by Yorkists to replace the Tudors ended after Henry</li> </ul>	25	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels answers might establish criteria against which to judge.</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.</li> </ul>
---	--	--	----	--

3		<p>VII's reign.</p> <ul style="list-style-type: none"> <li>• <b>In challenging the hypothesis that the causes changed</b>, it might be argued that dynastic rebellions were present throughout the period.</li> <li>• <b>Answers might consider</b> that all rebellions in the period were multi-causal and therefore this remained the same.</li> <li>• <b>Answers might consider</b> that attacks on ministers remain throughout the period.</li> <li>• <b>Answers might consider</b> that factional rebellions were present throughout the period.</li> </ul> <p><b>'Rebellion never seriously threatened the Tudor monarchy.'</b> How far do you agree?</p> <ul style="list-style-type: none"> <li>• <b>In supporting the hypothesis that rebellion never seriously threatened the monarchy</b>, it might be argued that only the Amicable Grant rebellion achieved its aims and that was not a threat to the monarchy as it was about tax.</li> <li>• <b>Answers might consider</b> that royal forces usually outnumbered those of the rebels.</li> <li>• <b>Answers might consider</b> that the aims of many rebellions were focused on religious change or economic issues, and therefore didn't threaten the monarchy.</li> <li>• <b>Answers might consider</b> that rebellions were not able to muster foreign support.</li> <li>• <b>Answers might consider</b> that many rebellions attacked ministers rather than the monarch</li> <li>• <b>Answers might consider</b> that over time the dynasty became more secure and the number of</li> </ul>	25	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels answers might establish criteria against which to judge.</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.</li> </ul>
---	--	---	----	--

4		<p>rebellions declined.</p> <ul style="list-style-type: none"> <li>• <b>In challenging the hypothesis that rebellions did not threaten the monarchy</b>, it might be argued that dynastic rebellions were a threat, particularly under Henry VII.</li> <li>• <b>Answers might consider</b> that Norfolk had to negotiate with the Pilgrims as he was outnumbered.</li> <li>• <b>Answers might consider</b> the length of time some rebellions lasted, notably in Ireland with Tyrone and the foreign support it gained.</li> <li>• <b>Answers might consider</b> that the monarchy lacked a standing army.</li> <li>• <b>Answers might consider</b> that royal authority was weak in the peripheral regions.</li> </ul> <p><b>How important were local officials in maintaining political stability in the period from 1485 to 1603?</b></p> <ul style="list-style-type: none"> <li>• <b>In supporting the hypothesis that local officials were important</b>, it might be argued that JPs were crucial in stopping riot or unrest from developing.</li> <li>• <b>Answers might consider</b> the importance of church wardens and poor law officials during the reign of Elizabeth.</li> <li>• <b>Answers might consider</b> the role of local officials when there were grain shortages and in enforcing the Book of Orders</li> <li>• <b>Answers might consider</b> the role of local nobility in ensuring that royal will was implemented in the localities.</li> </ul>	25	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels answers might establish criteria against which to judge.</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.</li> </ul>
---	--	--	----	--

		<ul style="list-style-type: none"><li>• <b>Answers might consider</b> the importance of parish priests in putting over injunctions from the pulpit and the importance of homilies on obedience.</li><li>• <b>In challenging the hypothesis that local officials were important</b>, it might be argued that the personality of the monarch was important in maintaining stability.</li><li>• <b>Answers might consider</b> the role of Councils, from Privy to regional councils.</li><li>• <b>Answers might consider</b> the role of parliament, which developed during the period and took on new areas of responsibility.</li><li>• <b>Answers might consider</b> the role of the nobility.</li><li>• <b>Answers might consider</b> the role of the gentry.</li></ul>		
--	--	--	--	--

APPENDIX 1 – this contains a generic mark scheme grid

	<i>AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</i>
	<b>Generic mark scheme for Section A, Question 1: Interpretation [30]</b>
<b>Level 6</b> 26–30 marks	The answer has a very good focus on the question throughout. It has thorough and sustained evaluation of the interpretations, using detailed and accurate knowledge of the historical context and the wider historical debate around the issue, in order to produce a convincing and supported analysis of them in relation to the question.
<b>Level 5</b> 21–25 marks	The answer has a good focus on the question throughout. It has good evaluation of the interpretations, using relevant knowledge of the historical context and the wider historical debate around the issue, in order to produce a supported analysis of them in relation to the question.
<b>Level 4</b> 16–20 marks	The answer is mostly focused on the question. It has evaluation of the interpretations based on generally relevant knowledge of the historical context and the wider historical debate around the issue, in order to produce an analysis of them in relation to the question.
<b>Level 3</b> 11–15 marks	The answer is partially focused on the question. It has partial evaluation of the interpretations based on some knowledge of the historical context and the wider historical debate around the issue. There may be some use of information from one of the two interpretations to support the evaluation of the other, but the evaluation will not rely on this. There is a limited analysis of the interpretations in relation to the question.
<b>Level 2</b> 6–10 marks	The answer has a limited focus on the question. Parts of the answer are just description of the interpretations, with evaluation in relation to historical context and the wider historical debate around the issue being weak, and evaluation relying heavily on information drawn from the other interpretation. There is a very limited analysis of the interpretations in relation to the question.
<b>Level 1</b> 1–5 marks	The answer has some relevance to the topic, but not the specific question. The answer consists mostly of description of the interpretations with very limited evaluation based on very generalised knowledge of historical context and minimal or no reference to the wider historical debate. Analysis of the interpretations in relation to the question is either in the form of assertion or lacking.
0 marks	No evidence of understanding and no demonstration of any relevant knowledge.

	<i>AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</i>
	<b>Generic mark scheme for Section B, Questions 2, 3 and 4: Essay [25]</b>
<b>Level 6</b> 21–25 marks	The answer has a very good focus on the question. Detailed and accurate knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a fully developed synthesis supporting a convincing and substantiated judgement. There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.
<b>Level 5</b> 17–20 marks	The answer has a good focus on the question. Generally accurate and detailed knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a developed synthesis supporting a substantiated judgement. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.
<b>Level 4</b> 13–16 marks	The answer is mostly focused on the question. Relevant knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a synthesis supporting a reasonable judgement. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.
<b>Level 3</b> 9–12 marks	The answer has a partial focus on the question. Some relevant knowledge and understanding is used to analyse and explain key features of the period studied in order to attempt an undeveloped synthesis, which is linked to a judgement, though the supporting explanation may lack detail and clarity. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.
<b>Level 2</b> 5–8 marks	The answer has only a limited focus on the question. Limited relevant knowledge and understanding is used to give a limited explanation and analysis of key features of the period studied. There is a judgement but this may not be clearly linked with the supporting explanation. The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.
<b>Level 1</b> 1–4 marks	The answer has a limited focus on the topic, but not the specific question. The answer is largely descriptive, with only very generalised knowledge of the period studied being used to attempt basic explanation and very limited analysis. Judgements are unsupported and are not linked to analysis. Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.
0 marks	The answer contains no relevant information.

**OCR (Oxford Cambridge and RSA Examinations)**  
**The Triangle Building**  
**Shaftesbury Road**  
**Cambridge**  
**CB2 8EA**

**OCR Customer Contact Centre**

**Education and Learning**

Telephone: 01223 553998

Facsimile: 01223 552627

Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

[www.ocr.org.uk](http://www.ocr.org.uk)

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

**Oxford Cambridge and RSA Examinations**  
is a Company Limited by Guarantee  
Registered in England  
Registered Office; The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA  
Registered Company Number: 3484466  
OCR is an exempt Charity

**OCR (Oxford Cambridge and RSA Examinations)**  
Head office  
Telephone: 01223 552552  
Facsimile: 01223 552553

© OCR 2019

