

How to tackle the Section A Question 1- interpretations question

LO:

- Have a better understanding on how to break up the 2 passages and to use them alongside your own contextual knowledge
- Know what is meant by synthesis and what it looks like in a candidates answer
- Know how to structure question 1 with the right sentence starters
- Identify exactly where you scored marks

Unit Y306: Rebellion and Disorder under the Tudors 1485–1603

This theme focuses on the causes, nature and extent of disorder in England and Ireland during this period. *The following revolts and rebellions should be studied: Lovel, Simnel, Yorkshire, Warbeck, Cornish, Amicable Grant, Kildare, Pilgrimage of Grace, Western, Kett, local unrest 1549, Northumberland, Wyatt, Shane O’Neill, Northern Earls, Fitzgerald, Geraldine, Tyrone, O’Neill, Oxfordshire and Essex.*

The strands identified below are not to be studied in isolation to each other. Learners are not expected to demonstrate a detailed knowledge of the specification content, except for the named in-depth studies, but are expected to know the main developments and turning points relevant to the theme.

What will the 'Tudor paper' be on?

- The **causes** of Tudor rebellions
 - The **nature** of rebellions
- The **impact/** effect of rebellions on Governments
- The **maintenance** of political stability-developments, continuity and change.

Assessment objectives (AOs)

- There are three assessment objectives in OCR's A Level in History A. These are detailed in the table below. Learners are expected to demonstrate their ability to:
- **Assessment Objective**
- 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.
- AO2 Analyse and evaluate appropriate source materials, primary and/or contemporary to the period, within its historical context.
- AO3 Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted. = Question 1

What will Section A Question 1: interpretation question be on?

- **Depth Studies** :You should be aware of debates surrounding the issues outlined for each in-depth topic:
- **Pilgrimage of Grace** Causes; regional variations including Lincolnshire, Yorkshire, Lancashire, Cumberland; objectives; support; leadership including Aske, Hussey and Darcy; organisation; reasons for its limited success and/or failure; the government response to the threat of disorder at the time and subsequently; the threat posed by the rebellion to the government; the role of central and local authorities in dealing with the unrest.
- **The Western Rebellion** Causes; regional variations between Devon and Cornwall; objectives; size; support; leadership, organisation; reasons for its limited success and/or failure; the government response to the threat of disorder at the time and subsequently; the threat posed by the rebellion to the government; the role of central and local authorities in dealing with the unrest.
- **Tyrone's Rebellion** Causes; objectives; size; support; leadership; organisation; reasons for its limited success and/or failure; the government response to the threat of disorder at the time and subsequently; the threat posed by the rebellion to the government; the role of central and local authorities in dealing with the unrest.

How will the Question 1 interpretation question be worded?

Section A questions will be worded as follows:

- Evaluate the interpretations in both of the passages and explain which you think is more convincing as an explanation of X (30)
- “Which passage gives the **most convincing** explanation of ...” (when compared with your knowledge of this rebellion and this theme).

For example

- Evaluate the interpretations in both of the passages and explain which you think is more convincing as an explanation of the reasons for the Western rebellion. (30)

Question 1 interpretations = 30 marks

- Two passages will be set on one of the prescribed in-depth studies
- The aim is that learners comprehend, analyse and evaluate ways in which the past has been interpreted by historians
- They should show an understanding of the wider historical debate connected to the issues
- They should use knowledge of specific individuals, events or developments in the themes.

ANSWERS MUST

- Focus on the demands of the question
- Be supported by accurate and relevant factual knowledge
- Reach a supported judgement about the issue in the question
- Demonstrate evidence of well-developed synthesis across the whole period

SYNTHESIS

This means the ability to draw out and use evidence from over the period to support an argument

- If the argument that -lack of unity was a major reason for the failure of opposition in Russia

then an example of synthesis might be to compare the divisions of 1905 with the divisions of the whites in the Civil War

There should be regular comparisons and links throughout the answer

AVOIDING a chronological answer

- A run through of key elements one after another will make it hard to achieve synthesis and thematic analysis
- Each paragraph should deal with a **theme** related to the issue in the question
- Within each paragraph, higher-level answers will display synthesis, bringing together material from across the period

Am I doing it right? What do the candidate answers tell me?

- Is there any synthesis?
- Is there analysis but with little synthesis? L3
- Is the essay largely descriptive but relevant in regards to the issue in the question L2
- Is the essay about the topic but not about the issue in the question L1

KEY SKILLS

Answers should:

- Remain focused on the question
- Identify the interpretations clearly
- Use historical knowledge to assess and evaluate both interpretations
- Consider their strengths and weaknesses
- Come to a supported judgement about which is more convincing
- No set answer is expected

A SOUND STRUCTURE TO FOLLOW

Para 1 : explain the interpretations in the passages and place them in a wider context

Para 2: apply knowledge to test Interpretation A, showing its strengths and weaknesses

Para 3: apply knowledge to Interpretation B, showing its strengths and weaknesses

Para 4 : reach a supported and balanced judgement about which view you find more convincing

1. 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 Pilgrimage of Grace. (30)

Essay structure:

Paragraph 1: explained the two interpretations and place them in the context of the wider historical debate about the issue.

Paragraph 2: evaluate the strengths and weaknesses of Passage A in the context of this question. Apply detailed own knowledge to judge the validity of the view in the passage

Paragraph 3: evaluate the strengths and weaknesses of Passage B. in the context of this question. Apply detailed own knowledge to judge the validity of the view in the passage

Paragraph 4: to reach the higher mark bands you must reach a clear and developed judgement supported by reference to your CK and passages as to which passage's view about the issue in the question you think is more convincing.

How to write the opening paragraph.

- Show your awareness that both passages acknowledge that the issue is multi-causal.
- State that the two passages put forward different reasons for.....
- Identify exactly what passage A and passage B consider to be the most important reason on the issue in question.
- Including planning time you should allocated 1 hour to this question.

Sentence starters in an opening paragraph.

- The two passages both acknowledge that....
- However, they differ in their view as to the most important factor in bringing....
- Passage A argues that... (quote or paraphrase)
- while passage B puts forward the view that.... but particularly..... were important as it states that..... (quote or paraphrase)

How to evaluate and apply your knowledge to the interpretations.
You need to look at each interpretation in turn and judge their strengths and weaknesses.

A good paragraph will:

- Remain focused on the question- using the exact words from the question.
- Directly link your own knowledge to the view offered in the passage about the issue in the question in order to explain whether the view in the passage is valid or not.
- Use relevant and accurate knowledge to evaluate the view
- Evaluate a range of issues mentioned in the passage.

When faced with the 2 passages what should I do?

Have a go.

When reading the passages answering these questions and write your responses on the exam paper.

- What is the view of passage A about the issue in the question?
- What evidence is there in the passage to support this view?
- What knowledge do you have that supports this view?
- What knowledge do you have that challenges this view?
- Check your notes and highlight the evaluative words that you have used.
- NOW do the same for passage B.

Remember:

When you have highlighted your passages and paraphrased information from a passage to go in your answer.

This is NOT your own CK and you still need to bring something of your own knowledge to support the paraphrased information.

NO NEED FOR HISTORIOGRAPHY

This is NOT a historiography paper

There is not a requirement to have studied or produce a list of historians and their backgrounds or the 'schools' to which they may belong

TESTING THE INTERPRETATIONS

- The requirement is to understand by a study of the historical context why it is possible for elements of the in-depth study to be interpreted in different ways
- There is no requirement to know the names of individual historians. If individual historians are mentioned then this is not in any way 'wrong' but the assessment will be based on the historical knowledge used to assess the identified interpretations, not knowledge about the background of historians.

EVALUATION FOR QUESTION 1

- There is an **explicit requirement for critical judgement**, not merely explanation
- It is helpful when explicit evaluative vocabulary is used
- Evaluation should be supported by knowledge
- That knowledge is not expected, under examination conditions, to go beyond what can be found in standard A level textbooks

THERE ARE NO MARKS FOR TALKING ABOUT PROVENANCE

Comments about provenance will gain no marks

- Be careful that there is a distinction between describing the passages and explaining their interpretation about the issue in the question
- Make sure knowledge is being used to test validity or otherwise of the interpretation, not merely to amplify content or explain references in the passage

EVALUATIVE VOCAB = good marks

- This interpretation is.....
- Right/wrong
- Valid/invalid
- Limited
- Incomplete
- Strong/weak
- Insightful
- Only partially correct etc.

Sentence starters

- Passage A argues that...
- , while Passage B puts forward the view that...
- It is correct to argue ..
- It is also true that...
- It is possible that...
- But if this was the case...
- Passage A ignores the fact that..
- There is evidence of...
- Supporting the claims in Passage...
- However it should be noted that...
- However, Passage B challenges this view...

Sentence starters:

- Should not be given too much credence.
- Similarly, there are some weaknesses in the claim...
- Passage A also argues in contradiction to B, that....
- Where as B challenges this view and states...
- B is correct to stress the importance of...
- But could have gone further to include other....
- B correctly suggests...
- Therefore, although Passage A....

AM I GETTING IT RIGHT? How can I tell these candidates are getting it right- where is the evaluative vocab?

Some key questions

- Are the passages just being described with little reference to the issue? =(L1)
- Are the interpretations just being described i.e. does the answer describe what they are saying about the issue? =(L2)
- Are the interpretations being analysed – ie is it made clear by reference to the documents what the interpretations are? =(L3)
- Is there some attempt at judgement being offered which is supported?=(L4)
- Is there sustained supported evaluation of both passages? =(L5)

How to reach a judgement.

A good conclusion will:

- Make a clear statement as to which passage's view about the issue in the question is more convincing/ offers a stronger explanation.
- Explain with P.E.E clear reasons why a particular passage is more convincing and **ALSO** why the other passage is less convincing. This gives a **BALANCED** conclusion.
- Focus on both passages. Suggest that there are parts in both passages that are more or less convincing. Point out that both passages have valid points, avoid just dismissing one of them.
- Briefly add some CK supporting the judgement statement you made in the first line of this last paragraph. This will make sure your answer is not just a simple assertion.

Sentence starters for a substantiated judgement

- Both passages correctly acknowledge that.....
- However, ultimately they differ in their view on the.... With Passage A viewing that.... and Passage B stating that.....
- Although Passage B is correct to see that... (refer to the issue in the Q with P.E.E. paraphrasing from the Passage)
- On the other hand Passage A is correct to see that....
- Passage B does acknowledge the....(causes, aims, nature, impact, maintenance of political stability- whatever the focus is on rebellion and disorder)
- This is why Passage B is more convincing as an interpretation.

Continued:

- Both passages correctly acknowledge that...
- However, they differ in that...
- A is useful in... but.... Where as B is more convincing in...

Match

think of your hamburger- top+tail

Useful for

However

More convincing...

What does a good answer look like?

- Photocopied exemplar on Pilgrimage of Grace.
- P.54-57 causes of Western Rebellion
- P.96-99 nature of those involved in the Pilgrimage of Grace.
- P.142-145 seriousness of Tyrone rebellion
- P.191-193 level of threat posed by the Western rebellion

What are the main debates on the depth studies of Tyrone, The Western and The Pilgrimage of Grace rebellions?

- P.47-50 causes of the 3 rebellions
- P.89-92 nature and how the rebellions were dealt with
- P.135-139 level of seriousness
- P.185-188 impact on political stability

END

- 'Evaluate the interpretations in both of the two passages and explain which you think is more convincing in its view of.....'
 - how serious a threat the Tyrone rebellion/ Pilgrimage of Grace/ Western rebellion was.
 - explaining the causes of the Tyrone? PofG/ Western rebellion.
 - explaining how Tyrone rebellion was different to other rebellions.
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1. Evaluate the interpretations in both of the passages and explain which you think is more convincing as an explanation of the nature of those involved in the Pilgrimage of Grace.

Essay structure:

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