

GCE

History A

**Y306/01: Thematic study and historical interpretations:
Rebellion and disorder under the Tudors 1485-1603**

A Level

Mark Scheme for June 2024

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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.

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MARKING INSTRUCTIONS

PREPARATION FOR MARKING

RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

YOU MUST MARK 5 PRACTICE AND 6 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor messaging system, or by email.
5. **Crossed Out Responses**
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add a tick to confirm that the work has been seen.
7. Award No Response (NR) if:
 - there is nothing written in the answer space

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response:
 - a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - b. **To determine the mark within the level**, consider the following

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

11. Annotations

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

Y306/01

Mark Scheme

June 2024

Annotation	Meaning
S	Synthesis
C	Continuity/Change

Question			Answer	Mark	Guidance
1			Evaluate the interpretations in both of the two passages and explain which you think is more convincing as an explanation of the nature of the Pilgrimage of Grace. In locating the Interpretations within the wider historical debate, answers might suggest that Interpretation A argues that the Pilgrimage was popular and spontaneous • In evaluating Interpretation A, answers might argue that the interpretation is correct as any gentry involvement was the result of pressure from the commons • Answers might argue that the original name of the movement 'pilgrimage of grace for the commonwealth' shows the popular nature • Answers might argue that it was concern about church confiscations and taxes that started the rising at Louth • Answers might argue that the demands show that the rising had specific local demands • Answers might argue that the original leaders of the Lincolnshire rising were richer yeomen and tradesmen • Answers might argue that later gentry involvement gave the rising legitimacy and therefore the commons wanted gentry leadership • Answers might argue the Interpretation is incorrect as a rising as large as the Pilgrimage	30	The indicative content lists features of the period studied that relate to the question set. <u>Neither significance nor relative importance are attributed to the features listed.</u> 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. • 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.

Question			Answer	Mark	Guidance
			would need organisation that could be provided only by the gentry In locating the Interpretations within the wider historical debate, answers might suggest that Interpretation B argues that the rising was not spontaneous and was the result of court faction • In evaluating Interpretation B, answers might argue that the gentry involved in the rebellion had a motive for involvement as they had lost their positions at court • Answers might argue that the gentry were aggrieved because of the centralising policy of Henry and Cromwell • Answers might argue that some of the demands were specific to the gentry, such as the Statute of Uses • Answers might consider the movements of Aske when the rising started • Answers might consider the role of the clergy in the rising, as the rising was encouraged at Louth by clergy, who also supplied money • Answers might consider the extent to which the gentry were coerced into joining the rising		

Question			Answer	Mark	Guidance
2*			How similar were rebellions in England and Ireland in the period from 1485 to 1603? Answers might consider some of the following themes: causes, scale of unrest, duration, location, leadership In arguing that rebellions were similar: • It might be argued that rebellions had similar objectives, such as an end to recent government policies • It might be argued that Irish rebellions and the Pilgrimage, Western Rebellion and Northern Earls wanted to preserve the Catholic faith • It might be argued that many rebellions were led by the nobility or factions • It might be argued that most rebellions sought to avoid conflict, with the Irish resorting to guerrilla warfare • It might be argued that English and Irish rebels attempted to gain foreign support, as with the Pilgrimage, Wyatt, Northern Earls and Tyrone • It might be argued that in Ireland rebellions tried to get support from tenants as happened with the Northern Earls in England In arguing that rebellions were not similar:	25	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. <u>Neither significance nor relative importance are attributed to the features listed.</u> 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. • No set answer is expected. • At higher levels answers might establish criteria against which to judge similarity or difference. • 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.

Question			Answer	Mark	Guidance
			• It might be argued that by the end of the period the Irish wanted to remove the English administration • It might be argued that Irish rebellions were longer lasting, most notably Tyrone's • It might be argued that Irish rebellions were led by the nobility, whereas in England gentry, commons and clergy led unrest • It might be argued that in England many rebellions attempted to seize local and regional towns, whereas in Ireland the focus was often on areas controlled by clans • It might be argued that the frequency and scale of rebellions change with fewer in England after 1549 but more in Ireland after 1558 • It might be argued that the question of loyalty to the monarch changed. Most English rebels claimed loyalty, but Irish did not • It might be argued that unlike England there were no popular rebellions		
3*			'All Tudor rebellions failed to have an impact on government and society.' How far do you agree with this view of the period from 1485 to 1603? Answers might consider some of the following themes: dynastic, political, economic, social, religious, taxation	25	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. <u>Neither significance nor relative importance are attributed to the features listed.</u> 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.

Question			Answer	Mark	Guidance
			In supporting the hypothesis in the question, • It might be argued that rebellions were defeated throughout the period • Answers might consider the failure of dynastic rebellions, such as Warbeck and Simnel to topple the regime • Answers might consider the failure of religious rebellions, such as the Pilgrimage and the Western rebellion, to bring about religious change and a return to catholic practices • Answers might consider the defeat of rebels on the battlefield at Dussindale, Clyst and in London • Answers might consider the failure of factional rebellions by Yorkists, Northern Earls and Essex • Answers might consider the failure of Irish rebellions In challenging the hypothesis in the question, • It might be argued that taxation rebellions, such as the Amicable Grant achieved their aim • Answers might consider that dynastic rebellions, as at Bosworth and in 1553 in restoring Mary, were successful • Answers might consider that some rebellions in 1549 did achieve their aims and legislation was passed • Answers might consider that legislation passed after the Pilgrimage showed some demands were achieved		• No set answer is expected. • At higher levels answers might establish criteria against which to judge the validity of the interpretation. • 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.

Question			Answer	Mark	Guidance
			• Answers might consider the negotiations and pardons that took place in 1549		
4*			How important was the Church in the maintenance of political stability in the period from 1485 to 1603? Answers might consider some of the following themes: the Church, monarchy, landowners, gentry, popular attitudes to authority In arguing that the Church was important: • Answers might consider the church upheld the Tudor monarchy • Answers might consider the church was important in that it had a central influence on people's lives from birth to death • Answers might consider that people were expected to attend church every week • Answers might consider that the church played an important role in supporting the crown in daily life, at coronations, as advisors • Answers might consider that after the Reformation the church was under the crown's jurisdictional control • Answers might consider the use made of preaching, such as Homilies of Obedience In arguing that other factors were important: • Answers might consider that the monarch was appointed by God	25	How far do you agree? 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. <u>Neither significance nor relative importance are attributed to the features listed.</u> 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 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. <u>Neither significance nor relative importance are attributed to the features listed.</u> 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. • No set answer is expected. • At higher levels answers might establish criteria against which to judge the Church's importance. • 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

Question			Answer	Mark	Guidance
			• Answers might consider the importance of royal propaganda to maintain authority • Answers might consider the importance of nobility in raising forces, as local governors, influence in parliament and challenging the monarch • Answers might consider the role of the gentry as JPs providing a link between the crown and counties • Answers might consider the role of the 'middling sort' as churchwardens, overseers of the poor • Answers might consider popular attitudes to authority, such as the Society of Orders and the Great Chain of Being, or whether a reformation of manners helped		basis for analysis and evaluation, in line with descriptions in the levels mark scheme.

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>
	Generic mark scheme for Section A, Question 1: Interpretation [30]
Level 6 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.
Level 5 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.
Level 4 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.
Level 3 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.
Level 2 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.
Level 1 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>
	Generic mark scheme for Section B, Questions 2, 3 and 4: Essay [25]
Level 6 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.
Level 5 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.
Level 4 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.
Level 3 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.
Level 2 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.
Level 1 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.

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