



Oxford Cambridge and RSA

GCE

History A

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

A Level

Mark Scheme for June 2023

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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
SCORIS**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris 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 scoris 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 scoris 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 scoris 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 scoris **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 scoris 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: Not applicable in F501
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - 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 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 |

12. Subject Specific Marking Instructions

| 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 the nature and scale of Tyrone’s rebellion.</p> <p>In locating the Interpretations within the wider historical debate, answers might suggest that Interpretation A argues that the rising was a nationwide rising in response to centralization and religious policies</p> <p>In evaluating Interpretation A,</p> <ul style="list-style-type: none"> • Answers might argue that Interpretation A is valid as the Plantations caused disquiet as attainted land was seized from rebels • Answers might argue that Interpretation A is valid as Tyrone had personal grievances and felt he had not been properly rewarded for helping when the government was attacked by other clans • Answers might argue that Interpretation A is valid as much of Ireland rose in revolt • Answers might argue that Interpretation A is valid as it was the largest Irish rebellion, with some 6000 rising • Answers might argue that Interpretation A is valid as traditional clan power was challenged. <p>In locating the Interpretations within the wider historical debate, answers might suggest that Interpretation B argues that it started as a regional rising but developed because of Spanish intervention</p> <p>In evaluating Interpretation B,</p> | 30 | <p>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></p> <p>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.</p> <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 |

| Question | Answer | Mark | Guidance |
|-----------|---|-----------|--|
| <p>2*</p> | <ul style="list-style-type: none"> • Answers might argue that Interpretation B is valid as the rebellion did spread across most of Ireland • Answers might argue that Interpretation B is valid as Tyrone was ambitious and wanted to be the ‘O’Neill’ ruler of Ulster • Answers might argue that Interpretation B is valid as Roman Catholic missionaries had helped to stir up religious grievances • Answers might argue that Interpretation B is valid as Ulster was largely outside English control • Answers might argue that Interpretation B is valid as Spain wanted revenge for the failed Armadas <p>‘Political issues were the main cause of unrest throughout the period from 1485 to 1603.’ How far do you agree?</p> <p>In supporting the hypothesis in the question,</p> <ul style="list-style-type: none"> • It might be argued that political factors played a role in causing rebellion throughout the period • Answers might consider the importance of political factors in the dynastic risings of Henry VII’s and Mary Tudor’s reign • Answers might consider the attacks on ministers in the taxation rebellions under Henry VII and attacks on Wolsey and Cromwell under Henry VIII • Answers might consider the issue of faction throughout the period, with the Yorkists under Henry VII, the dominance of the Cecil faction under Elizabeth | <p>25</p> | <p>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.</p> <p><u>Neither significance nor relative importance are attributed to the features listed.</u></p> <p>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.</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 |

| Question | Answer | Mark | Guidance |
|----------|---|------|--|
| | <ul style="list-style-type: none"> • Answers might consider the issue of taxation in the first half of the period <p>In challenging the hypothesis in the question,</p> <ul style="list-style-type: none"> • It might be argued that a number of other issues, such as religion and social and economic grievances were important • Answers might consider the importance of religion in the Pilgrimage of Grace, Western rebellion and rising of the Northern Earls • Answers might consider economic grievances and their role in Kett’s rebellion and other enclosure risings in 1548-9 • Answers might consider social grievances in the rebellions of 1549 and consider whether they constituted class war • Answers might consider the role of famine in the food riots of the 1590s • Answers might consider that most rebellions were multi-causal | | <p>for analysis and evaluation, in line with descriptions in the levels mark scheme.</p> |

| Question | Answer | Mark | Guidance |
|----------|--|------|--|
| 3* | <p>'The nature of rebellions changed considerably after 1549.' How far do you agree?</p> <p>In supporting the hypothesis in the question</p> <ul style="list-style-type: none"> • It might be argued that the numbers involved in risings declined • Answers might consider the decline in frequency in rebellions in England • Answers might consider the increased frequency and duration of rebellions in Ireland after 1549 • Answers might consider that noble involvement declined, and where nobles were involved as in the Northern Earls and Essex was confined to those who were out of favour and desperate • Answers might consider that rebellions no longer sought to remove monarchs • Answers might consider that rebellions after 1549 were poorly led and organised • Answers might consider that the South West and East Anglia remained quiet after 1549 • Answers might consider the declining role of the 'middling sort' after 1549 • Answers might consider the more brutal response of the Elizabethan regime to unrest compared with policies of Henry VIII <p>In challenging the hypothesis in the question</p> <ul style="list-style-type: none"> • It might be argued that the location of risings continued to be in peripheral areas • Answers might consider that throughout the period rebellions occurred on sites of previous unrest | 25 | <p>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.</p> <p><u>Neither significance nor relative importance are attributed to the features listed.</u></p> <p>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.</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. |

| Question | Answer | Mark | Guidance |
|----------|--|------|--|
| 4* | <ul style="list-style-type: none"> • Answers might consider that rebels attempted to seize major towns and cities, Norwich, Exeter, York and Durham • Answers might consider the role of nobility throughout the period in leading rebellions and suppressing them • Answers might consider the limited role of the commons in leading rebellion throughout the period • Answers might consider the failure to attract foreign support – 1536-7, 1554 and 1569 • Answers might consider that guerrilla warfare characterised Irish rebellions • Answers might consider the time it took to defeat Irish risings <p>How far did the government's response to rebellions change in the period from 1485 to 1603?</p> <p>In supporting the view that the government response changed</p> <ul style="list-style-type: none"> • It might be argued that at the start of the period the government bought time to gather information, but later they were better informed and acted more quickly • It might be argued that pre-emptive action was more apparent under Henry VII and Mary • It might be argued propaganda was issued against the rebels under Henry VIII and Edward | 25 | <p>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.</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. |

| Question | Answer | Mark | Guidance |
|----------|--|------|---|
| | <ul style="list-style-type: none"> • It might be argued that Elizabeth's treatment of rebels was more brutal, as seen with the Oxfordshire Rising • It might be argued that rebels were offered pardons to disperse by Henry VIII and Edward VI • It might be argued that Henry VII consulted household servants and called a Great Council, other rulers relied on advisers <p>In arguing that the government response did not change:</p> <ul style="list-style-type: none"> • It might be argued that the government sought to avoid military confrontation and avoid battles • It might be argued that the government was slow to respond to unrest as it took time to raise forces • It might be argued that the government expected JPs and sheriffs to deal with unrest • It might be argued that if JPs and sheriffs failed then the local nobility were expected to deal with the unrest • It might be argued that the government relied on informers, spies and secret agents to gather information about unrest • It might be argued that throughout the period government raised a force to deal with rebellions, even if it hoped to avoid confrontation | | <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. |

APPENDIX 1 – this contains a generic mark scheme grid

| | |
|----------------------------------|--|
| | <i>A03: 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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