

**AS LEVEL**

**Examiners' report**

# **HISTORY A**

**H105**

For first teaching in 2015

**Y136/01 Summer 2023 series**

# Contents

Introduction .....	3
Paper Y136/01 series overview .....	4
Section A overview .....	5
Question 1 .....	5
Question 2 .....	8
Section B overview .....	13
Question 3* .....	13
Question 4* .....	13

## Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates.

The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. A selection of candidate answers is also provided. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.

A full copy of the question paper and the mark scheme can be downloaded from OCR.

### Would you prefer a Word version?

Did you know that you can save this PDF as a Word file using Acrobat Professional?

Simply click on **File > Export to** and select **Microsoft Word**

(If you have opened this PDF in your browser you will need to save it first. Simply right click anywhere on the page and select **Save as . . .** to save the PDF. Then open the PDF in Acrobat Professional.)

If you do not have access to Acrobat Professional there are a number of **free** applications available that will also convert PDF to Word (search for PDF to Word converter).

## Paper Y136/01 series overview

Y136 is one of four units for the revised AS Level examination for GCE History. This unit tests an extended period of history of about fifty years through an Enquiries or source-based option and an essay. The paper is divided into two sections.

In Section A, candidates have to answer two compulsory source questions based on three written primary sources. The first question requires them to use one source to assess its usefulness and the second question all three sources to assess the validity of a view. In Section B, candidates are required to answer one essay question from a choice of two. To do well on Section A, candidates need to be able to consider both provenance of the sources and apply contextual knowledge to them in order to reach a judgement about the sources in relation to the issue in the question. The judgement should be based on the evaluation of the reliability of the evidence given not on the topic or contextual knowledge.

To do well on Section B, candidates needed to address the issue in the question, using detailed supporting knowledge. In order to reach the higher levels candidates will need to assess the issues they discuss and reach a supported judgement at least in the conclusion.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
<ul style="list-style-type: none"> <li>• considered the provenance of the source(s) and used relevant contextual knowledge</li> <li>• linked the contextual knowledge to the source being discussed to show whether the view of the source was valid or not</li> <li>• reached an overall judgement as to the extent to which the sources supported the view in the question</li> <li>• in answering the essay question candidates discussed at least two issues in depth</li> <li>• gave supporting detail which was both accurate and relevant to the question set, not just the topic</li> <li>• reached a supported judgement about the issue in the question.</li> </ul>	<ul style="list-style-type: none"> <li>• did not consider both the provenance and use contextual knowledge to evaluate the sources</li> <li>• wrote an unbalanced answer in their treatment of the sources, with very little consideration of one of the sources</li> <li>• reached a judgement based on their knowledge rather than the sources</li> <li>• showed a poor understanding of the major issues relevant to the essay</li> <li>• were unable to support their answer with relevant material</li> <li>• did not focus on the precise wording of the question</li> <li>• made unsupported comments about issues which were assertions.</li> </ul>

## Section A overview

Candidates had to answer two questions based on a set of three sources. The first question focused on the utility of one of the sources, the second asked how far the three sources supported a view.

### Question 1

- 1 Use your knowledge of unrest in 1549 to assess how useful Source A is as evidence for the difficulty of suppressing Kett's rebellion.

[10]

Candidates need to explain the source in relation to the question and use their contextual knowledge and assess the provenance of the source in order to reach a judgement as to how useful the source was as evidence for the difficulty of suppressing the rebellion. It was essential that candidates focused on the suppression of Kett's rebellion, but many instead chose to discuss other rebellions mentioned; this was valid if these events were used to show the scale and diversion of resources which made suppression difficult. There was much in the source that candidates could use to show the difficulty, particularly the number of troops sent, the battle and retreat and the final battle lasting three days. Contextual knowledge could have referenced the fall of Norwich, England's second city, to the rebels and the death of Sheffield. In discussing the provenance, most noted it was from Edward's journal and how he might have obtained the knowledge, but the strongest responses commented on the final sentence about the fall of Somerset and the almost cold tone with which it was noted, and used this to argue that Edward's knowledge might have come from the faction opposed to Somerset. There were many responses that did not use both contextual knowledge and provenance and this limited the level achieved, and even fewer reached a supported judgement.

## Exemplar 1

The content of source A is useful as evidence for the difficulty in suppressing the Kett rebellion as it suggests that there was widespread discontent. Source A suggests that that "the marquis of Northampton was sent to Norwich, with 1060 horsemen, but lost 100 men in battle and retreated." This is supported by the fact that the Kett rebellion had fuelled discontent across the nation with uprisings taking place in Wymondham starting with John Flowerdew's fence being knocked down. This adds utility to the source as it showcases the violent methods that the rebels had displayed in attempt to showcase their discontent towards the socio-economic turmoil presented by the enclosures. Therefore, source A is useful as evidence for the difficulty in suppressing the Kett rebellion. However, the utility of source A is reduced as the Kett rebellion had resulted in the execution of Robert Kett along with 49 other rebels. <sup>with Norfolk's army of 6000</sup> This shows that they were able to suppress the rebellion, as a large number of participants had faced brutal <sup>weight of the</sup> repercussions. Therefore, this reduces the source which suggests that the Kett rebellion was difficult to suppress.

The provenance of the source increases the utility as the author is Edward VI. ~~This means that~~ who takes a record. As such we would expect Edward to detail an accurate account of the challenges faced in order to craft legislation and plan methods on how to prevent chaos and rebellion from becoming a major threat. This is manifested through the content of the source as it

	<p>records the events by highlighting the positives 'The earl of Warwick replaced him, with, 7500 men' as well as the negatives, which was '1000 men in battle and retreated'.</p> <p>The provenance of the source also useful as it was written in 1549, the occurrence of the Kett rebellion. As such we would expect the source to provide an accurate account as it was authored in the midst of the chaos and unrest. This can be seen as in the 1549, the Kett rebellion had taken place due to socio-economic unrest resulting in rebels murdering Lord Methfield when he had fallen from his horse. This suggests that the utility of the source is increased, as it was made during the increased tensions, which would mean <del>the utility</del> it would be more accurate.</p>
	<p>In conclusion, the content of source A provides a useful as it details the trouble in suppressing this rebellion, and the tensions which had been created. As well as this the provenance increases the utility as it was written by Edward who had the intention of creating a record. Furthermore, it was written in 1549, <sup>the year</sup> during the height of the Kett Rebellion, showcasing the likelihood of it to be accurate. Therefore source A is useful as evidence for difficulty in suppressing the Kett Rebellion.</p>

Exemplar 1 illustrates a response that reached Level 4 and did use both provenance and contextual knowledge but did not reach a judgement.

### Assessment for learning



Emphasise the need to use both contextual knowledge and provenance when evaluating the sources.

## Question 2

- 2 Using these three sources in their historical context, assess how far they support the view that the gentry and nobility were responsible for the unrest in 1549. [20]

There were a number of misconceptions when responding to this question. In discussing Source A, many candidates argued it was the commons who were responsible for the unrest and used evidence of the throwing down of enclosures to support their argument. They also argued that the gentry and nobles were the ones responsible for pacifying the unrest, drawing on examples such as Arundel in Sussex, and were not able to see how it was many of their policies that had brought about the unrest. Candidates who gave the strongest responses were aware that unrest in Oxfordshire was religious and also commented on the fall of Somerset and how he could be seen as being responsible with the Enclosure Commission. Some candidates then commented that the provenance might lead to such a conclusion.

In discussing Source B, the majority of candidates were able to see who blamed the gentry and that given it was written by Russell, who would probably be sympathetic to their outlook, was likely to be reliable, particularly given the nature of the source. There was a good range of contextual knowledge used, with candidates referencing the 'Kill the Gentleman' comment and actions at various places through the West Country that showed class divide, although some candidates did argue that it was the religious changes that provoked the unrest.

Source C presented the least difficulty as the majority of candidates saw that Crowley blamed the gentry, although some could not equate gentry with landlords. Some were able to refer to the Enclosure Commissions and the increase in rents and prices. Most candidates were aware that the commonwealth writers held such views and therefore challenged the validity of such a view and argued that most at the time were unaware of the actual causes.



## Exemplar 2

While source A seems to blame Somerset and his failing leadership, Source B and C blame the gentlemen and land lords responsible for the oppression of the people especially at a time of poverty and unrest.

~~Source~~ Source B ~~very strongly~~ describes the very strong opinions of the ordinary 'poor men' at the time and how their landlords or some other gentlemen have oppressed them. At the time, due to debasement of the coinage, bad harvests and a growing population, inflation was at very high rates and to combat it landlords took advantage by 'rent ratcheting', driving up rents people were forced to pay. There were no laws or regulations against it and due to enclosures (also done by gentry + nobility) ~~houses~~

people were moving to cities and there weren't enough houses so people had to pay. Source C also mentions the raising of the rents suggesting that it was a big issue especially since two such different people mention it: the commander of the army and a social commentator. However, Lord Russell is under and supports Somerset and as it is a report, likely to be read by Somerset, it is unlikely that he would blame the rebellions on him. This is proved as source B explicitly does not mention the religious element to the rebellion, the reason ~~or~~ ~~in~~ ~~which~~ why it began in the first place. How the rebellion was incited by protests against the First book of Common prayer and the first act of Uniformity. It is true that during the rebellions people shouted 'kill all ~~gentle~~ gentlemen' but ~~it~~ ~~wasn't~~ social issues weren't the main cause and it is in ~~no~~ Russell's interest to not mention religion ~~leading~~ ~~the~~ and blame it on the gentry.

As source C is written in 1550 it is likely the writer, Crowley, wouldn't risk mentioning the Protestant, religiously fueled prayer book rebellion and instead focus on enclosures and Kett's rebellion, as there was still a Protestant ~~the~~ king on the throne. ~~Unlike source B, source C~~ blames ~~similarly~~

	to source B, source C also seems to
	blame the gentry and land lords for inciting
	the rebellion but this time, enclosure seems to be
	the main cause which <del>suggests</del> also links
	to source A and Somerset's failures with
	the enclosure commission. Source C mentions the
	'Kings proclamations', <del>about</del> about enclosures, referencing
	Somerset's enclosure commission and proclamations against
	land lords. In source C it seems to blame
	the land lords for disobeying these proclamations, not
	opening enclosures thus causing rebellion but in
	source A due to Somerset's apparent guilt in
	causing the rebellions, it is the proclamations
	and enclosure commission itself which causes
	the rebellions because it encouraged the people to
	believe Somerset was on their side, and there
	would be no repercussions. This difference in
	opinions may be caused by the <del>two</del> contrasting
	levels of power the two authors are. Source A
	was written by Edward who, although he was 11, would
	have a <del>first</del> firsthand <del>expe</del> account of Somerset and
	his actions but source C was written by
	a social commentator, who, in order to write and
	finish his book 'The way to wealth' blames
	the gentry <del>as</del> as the main cause for the
	rebellions.

	In conclusion, sources C and B seem blame
	the gentry and nobility for both the cause
	of both the Prayer book and Kett's rebellion
	whilst source A stays mostly impartial but undoubtedly
	blames Somerset for the rebellions. In reality, <del>it</del>
	the many social problems <del>stirred</del> like over-population
	and bad harvests were the starting factor <del>but</del> ,
	<del>the</del> which caused a break down of
	the <del>class</del> social order and the gentry and
	nobility to act harshly in order to maintain
	their own livelihoods. Somerset's <del>was</del> <del>at</del> incompetence
	was also certainly a factor but generally, the
	sources blame the nobility and gentry for the
	unrest, religion isn't even mentioned.

Exemplar 2 is an example of a response placed in Level 4 where the candidate showed some evaluative skills, using both contextual knowledge and provenance to evaluate the sources, but did not reach a supported judgement based on their provenance.

### Misconception



In Source A, candidates blamed the people for the rebellions and did not equate the unrest with the policies introduced by the government.

## Section B overview

Candidates are required to answer one essay from a choice of two.

### Question 3\*

**3\*** How important was parliament in the administration of England during the reign of Henry VII? **[20]**

Question 3 was the less popular question and was challenging. The question required candidates to weigh up the role of parliament in the administration of England against other institutions. The minority of candidates understood the role of parliament. Some candidates were able to comment about its infrequent meetings, but many seemed to think parliament referred to virtually every element of administration and could not differentiate between the different bodies. There were candidates able to comment on some of the various issues parliament did legislate on, but that was usually the limit of their knowledge. Very few were able to weigh up the role of parliament against institutions such as the monarch, Council, Council learned in the Law, local government or the regional Councils. Without the knowledge needed, many responses lacked depth or an understanding of how England was administered at the turn of the fifteenth/sixteenth centuries.

### Question 4\*

**4\*** How important was Henry VIII's role in government in the period to 1529? **[20]**

Question 4 was the more popular question, but again many candidates struggled. However, stronger responses did comment on Henry's particular interest in foreign policy and not day-to-day administration, hence his appointment of Wolsey. Even when this approach was taken, it often led to responses drifting into a response about Henry's role in foreign policy rather than government. Some candidates argued that Henry had little interest and therefore it was Wolsey who carried out the work and then went on to explain the reforms he carried out in the legal system, the taxation policies and his reform of government. Few candidates were able to comment in any detail about Henry's role, although some did mention the removal of his father's ministers Empson and Dudley, in order to win popularity. There was some occasional discussion of the lavish court he established and the restoration of the nobility to their traditional roles, but few candidates actually commented that ultimately all decisions rested with the King. The occasional response did comment on Henry's decision to remove Wolsey when he was unable to resolve the King's Great Matter and his intervention over the failure of the Amicable Grant.

---

# Supporting you

---

## Teach Cambridge

Make sure you visit our secure website [Teach Cambridge](#) to find the full range of resources and support for the subjects you teach. This includes secure materials such as set assignments and exemplars, online and on-demand training.

**Don't have access?** If your school or college teaches any OCR qualifications, please contact your exams officer. You can [forward them this link](#) to help get you started.

## Reviews of marking

If any of your students' results are not as expected, you may wish to consider one of our post-results services. For full information about the options available visit the [OCR website](#).

## Access to Scripts

For the June 2023 series, Exams Officers will be able to download copies of your candidates' completed papers or 'scripts' for all of our General Qualifications including Entry Level, GCSE and AS/A Level. Your centre can use these scripts to decide whether to request a review of marking and to support teaching and learning.

Our free, on-demand service, Access to Scripts is available via our single sign-on service, My Cambridge. Step-by-step instructions are on our [website](#).

## Keep up-to-date

We send a monthly bulletin to tell you about important updates. You can also sign up for your subject specific updates. If you haven't already, [sign up here](#).

## OCR Professional Development

Attend one of our popular CPD courses to hear directly from a senior assessor or drop in to a Q&A session. Most of our courses are delivered live via an online platform, so you can attend from any location.

Please find details for all our courses for your subject on **Teach Cambridge**. You'll also find links to our online courses on NEA marking and support.

## Signed up for ExamBuilder?

**ExamBuilder** is the question builder platform for a range of our GCSE, A Level, Cambridge Nationals and Cambridge Technicals qualifications. [Find out more](#).

ExamBuilder is **free for all OCR centres** with an Interchange account and gives you unlimited users per centre. We need an [Interchange](#) username to validate the identity of your centre's first user account for ExamBuilder.

If you do not have an Interchange account please contact your centre administrator (usually the Exams Officer) to request a username, or nominate an existing Interchange user in your department.

## Active Results

Review students' exam performance with our free online results analysis tool. It is available for all GCSEs, AS and A Levels and Cambridge Nationals.

[Find out more](#).

## Need to get in touch?

If you ever have any questions about OCR qualifications or services (including administration, logistics and teaching) please feel free to get in touch with our customer support centre.

Call us on  
**01223 553998**

Alternatively, you can email us on  
**support@ocr.org.uk**

For more information visit

 **[ocr.org.uk/qualifications/resource-finder](https://ocr.org.uk/qualifications/resource-finder)**

 **[ocr.org.uk](https://ocr.org.uk)**

 **[facebook.com/ocrexams](https://facebook.com/ocrexams)**

 **[twitter.com/ocrexams](https://twitter.com/ocrexams)**

 **[instagram.com/ocrexaminations](https://instagram.com/ocrexaminations)**

 **[linkedin.com/company/ocr](https://linkedin.com/company/ocr)**

 **[youtube.com/ocrexams](https://youtube.com/ocrexams)**

## We really value your feedback

Click to send us an autogenerated email about this resource. Add comments if you want to. Let us know how we can improve this resource or what else you need. Your email address will not be used or shared for any marketing purposes.



**I like this**



**I dislike this**

Please note – web links are correct at date of publication but other websites may change over time. If you have any problems with a link you may want to navigate to that organisation's website for a direct search.



OCR is part of Cambridge University Press & Assessment, a department of the University of Cambridge.

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. © OCR 2023 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 operates academic and vocational qualifications regulated by Ofqual, Qualifications Wales and CCEA as listed in their qualifications registers including A Levels, GCSEs, Cambridge Technicals and Cambridge Nationals.

OCR provides resources to help you deliver our qualifications. These resources do not represent any particular teaching method we expect you to use. We update our resources regularly and aim to make sure content is accurate but please check the OCR website so that you have the most up to date version. OCR cannot be held responsible for any errors or omissions in these resources.

Though we make every effort to check our resources, there may be contradictions between published support and the specification, so it is important that you always use information in the latest specification. We indicate any specification changes within the document itself, change the version number and provide a summary of the changes. If you do notice a discrepancy between the specification and a resource, please [contact us](#).

You can copy and distribute this resource freely if you keep the OCR logo and this small print intact and you acknowledge OCR as the originator of the resource.

OCR acknowledges the use of the following content: N/A

Whether you already offer OCR qualifications, are new to OCR or are thinking about switching, you can request more information using our [Expression of Interest form](#).

Please [get in touch](#) if you want to discuss the accessibility of resources we offer to support you in delivering our qualifications.