



Oxford Cambridge and RSA

A Level History A

Unit Y306

Rebellion and Disorder under the Tudors 1485–1603

Sample Question Paper

Version 0.14

Date – Morning/Afternoon

Time allowed: 2 hours 30 minutes



| |
|---|
| <p>OCR supplied materials:</p> <ul style="list-style-type: none"> • 12 page Answer Booklet <p>Other materials required:</p> <ul style="list-style-type: none"> • None |
|---|



* o o o o o o *

| | | | | | | | | | | | |
|----------------------|--|--|--|--|--|--|-------------------------|--|--|--|--|
| First name | | | | | | | | | | | |
| Last name | | | | | | | | | | | |
| Centre number | | | | | | | Candidate number | | | | |

INSTRUCTIONS

- Use black ink.
- Complete the boxes above with your name, centre number and candidate number.
- Answer Question 1 in Section A and any 2 questions in Section B.
- Write your answer to each question on the Answer Booklet.
- Do **not** write in the bar codes.

INFORMATION

- The total mark for this paper is **80**.
- The marks for each question are shown in brackets [].
- Quality of extended responses will be assessed in questions marked with an asterisk (*).
- This document consists of **8** pages.

Section A

Read the two passages and then answer Question 1.

- 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]

Passage A

The common view sees the rebellion as the protest of a whole community – ‘northern society’ – against the breach with Rome and especially the Dissolution of the monasteries, against the new learning and the King’s autocracy, complicated by the social and economic grievances of its various component parts. The Pontefract Articles, which most fully sum up the aims of the movement, range comprehensively enough. The largest set of demands touched religion. However, there must be grave doubts whether the articles constitute anything like a representative programme, and worse doubts about the extent to which the rebellion as a whole arose from the issues they enshrined. It has always been recognised that the different parts of the north did not all rise for the same reasons. The crucial issues gather around the monasteries because it is usually held that the Pilgrimage was above all a protest at the Dissolution and a vote of confidence in the holiness and usefulness of the northern houses of religion. The monks, it is true, had retained more popularity in the north and especially in Lancashire; but no houses were restored in Lincolnshire and few in Yorkshire, anti-monastic sentiment of the familiar kind made itself heard there too, and the truly popular rising in the north west made no issue of the Dissolution.

However, the Pilgrimage originated in a decision by one of the court factions to take the battle out of the court into the nation, to raise the standard of loyal rebellion as the only way left to them if they were to succeed in reversing the defeats suffered at court and in Parliament, and in forcing the King to change his policy. In the plotting around the Imperial Ambassador this leadership had not been alone; the ambassador compiled a long list of allegedly disaffected noblemen willing to join in rebellion against Henry.

Adapted from: G.R Elton, *Reform and Reformation: England, 1509-58*, published in 1977

Passage B

The twenty-four Pontefract articles were compiled from complaints sent from all over the north, and were agreed by the assembly of representatives. They embraced many divergent interests: there were three economic articles; six on legal and administrative matters; six political articles and nine dealt with religious grievances.

The secular demands were late additions to the basic religious grievances, rather than vice versa, and it was the local impact of Henry's Reformation which had produced the rebellion. When the commons were active in rebellion, it was not in refusing rents or pulling down enclosures; it was in protesting at the abolition of traditional religious practices, or in forcing nervous priests to pray for the pope. However, it was not the suppression of papal authority that brought violent conflict, it was the suppression of monasteries. Laymen did not fight for the papal primacy, nor for the liberties of the Church; they did not take risks to protect the clergy from royal taxes or royal visitation.

Above all the commons defended and restored monasteries. As early as mid-September four parishes in the Yorkshire dales had taken an oath to protect the monasteries, some chased off suppression commissioners. In all, the rebels restored at least sixteen of the twenty-six northern monasteries that had actually been dissolved.

Adapted from: C. Haigh, *English Reformations: Religion, Politics, and Society under the Tudors*, published in 1993

Section B

Answer **TWO** of the following three questions.

2* 'Poor leadership was the main reason why rebellions in Tudor England failed.' How far do you agree with this view?

[25]

3* 'The Western Rebellion, more than any other rebellion, presented the most serious threat to Tudor government.' How far do you agree?

[25]

4* To what extent were Tudor governments able to maintain political stability in the period from 1485 to 1603?

[25]

BLANK PAGE

BLANK PAGE

BLANK PAGE

BLANK PAGE

Copyright Information:

Passage A: Elton, G.R., (1977), *Reform and Reformation: England, 1509-58* (The New History of England series). Reproduced with permission from Royal Historical Society.

Passage B: Adapted from: Haigh, C. (1993), *English Reformations: Religion, Politics, and Society under the Tudors*. Oxford University Press, UK. Reproduced with permission from Oxford University Press through PLS Clear.

OCR is committed to seeking permission to reproduce all third-party content that it uses in the assessment materials. OCR has attempted to identify and contact all copyright holders whose work is used in this paper. To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced in the OCR Copyright Acknowledgements booklet. This is produced for each series of examinations and is freely available to download from our public website (www.ocr.org.uk) after the live examination series.

If OCR has unwittingly failed to correctly acknowledge or clear any third-party content in this assessment material, OCR will be happy to correct its mistake at the earliest possible opportunity.

For queries or further information please contact the Copyright Team, First Floor, 9 Hills Road, Cambridge CB2 1GE.

OCR is part of the Cambridge Assessment Group; Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.



...day June 20XX – Morning/Afternoon

A Level History A

Unit Y306 Rebellion and Disorder under the Tudors 1485–1603

MARK SCHEME

Duration: 2 hour 30 minutes

MAXIMUM MARK 80

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 **required number** of standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

TRADITIONAL

Before the Standardisation meeting you must mark at least 10 scripts from several centres. For this preliminary marking you should use **pencil** and follow the **mark scheme**. Bring these **marked scripts** to the meeting.

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 50% 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, email or via the scoris messaging system.

5. Work crossed out:
 - a. where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
 - b. if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.
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. There is a NR (No Response) option. Award NR (No Response)
 - if there is nothing written at all in the answer space
 - OR if there is a comment which does not in any way relate to the question (e.g. 'can't do', 'don't know')
 - OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the question.Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).
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:
 - 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 |
|-------------------|----------------|
| | |
| | |
| | |
| | |
| | |
| | |

12. Subject-specific Marking Instructions

INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

USING THE MARK SCHEME

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Examiners' Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co-ordination scripts then become part of this Mark Scheme.

Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

INFORMATION AND INSTRUCTIONS FOR EXAMINERS

- 1 The co-ordination scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the Team Leaders and will be discussed fully at the Examiners' Co-ordination Meeting.
- 2 The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.
- 3 Candidates' answers must be relevant to the question. Beware of prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

| | |
|----------------------------------|--|
| | <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. |

Section A

| Question | Answer | Marks | 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 reasons for the Pilgrimage of Grace.</p> <ul style="list-style-type: none"> • In locating the Interpretations within the wider historical debate, answers might argue that Interpretation A argues that court faction was the main reason for the Pilgrimage of Grace and note that it mentions the desire to restore the Aragon succession in support of this claim. • In evaluating Interpretation A, answers might argue court faction is a valid interpretation because it is supported by the Pontefract Articles which calls for the restoration of Mary to the succession. • Answers might argue that Interpretation A is correct because of the involvement of supporters of Catherine of Aragon, such as Lord Darcy and Hussey. • Answers might argue that the view in A is less convincing as it was popular unrest that started the rising and even gentry who later became leaders were surprised. • Answers might argue that Interpretation A is invalid as gentry leadership occurred only because of the belief in the society of orders. | 30 | <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 | Marks | Guidance |
|----------|---|-------|----------|
| | <ul style="list-style-type: none"> • In locating the Interpretations within the wider historical debate, answers might argue that Interpretation B argues that religion, particularly local religious grievances and the closure of monasteries, were the main cause, and note that it mentions the restoration of monasteries to support its claim. • In evaluating Interpretation B, answers might argue that local religious grievances are valid as an explanation because it is supported by the geography of the rising and where monasteries were restored. • Answers might argue that Interpretation B is correct and support this by reference to the number of religious grievances in the Pontefract Articles. • Answers might argue that Interpretation A also has some support for this view as it mentions the popularity of monks in the north, especially Lancashire, and link this to the restoration at Cartmel. • Answers might argue that Interpretation B is given further support as it is believed the Pilgrim Ballad was written by the monks of Sawley. • Answers might argue that Interpretation B is correct as it also acknowledges there were other grievances and makes reference to some of the economic concerns over tax or enclosure. | | |

Section B

| Question | Answer | Marks | Guidance |
|----------|---|-------|--|
| 2* | <p>‘Poor leadership was the main reason why rebellions in Tudor England failed.’ How far do you agree with this view?</p> <ul style="list-style-type: none"> • In supporting the hypothesis in the question, it might be argued that some leaders were unable to control different social groups as they had different aims. • Answers might argue that the lack of experience in organisation was important when marching to a county town, setting up camps (Kett) or negotiating with the government (Aske). • Answers might consider the poor tactics of some leaders, such as Wyatt, in besieging Cooling Castle, or Essex’s lack of tactics. • Answers might consider the characteristics of some of the leaders, such as Simnel who was young and simply a pawn for the Yorkists, or Warbeck who deserted when challenged. • Answers might consider the skill of leaders in drafting articles to win support. • In challenging the hypothesis in the question, it might be argued that even where there was good leadership as with Aske, Kett or even Wyatt, the rebellions failed. • Answers might argue that government forces were more important in defeating rebellion as with Simnel, Western, Kett and Northern Earls. | 25 | <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 | Marks | Guidance |
|----------|---|-------|--|
| | <ul style="list-style-type: none"> • Answers might argue that the reaction of the government was the most important reason for failure, citing the example of negotiation with Aske, quick reaction to Essex and harsh measures over Oxfordshire. • Answers might argue that the lack of numbers was the main reason, arguing that after 1536 the number of rebels was small, with the Northern Earls raising only 5000, Wyatt only 5000 and Oxfordshire only 4. • Answers might argue that the lack of cross-class support was the main reason and argue that when there was cross-class support, as in the Amicable Grant, success was achieved, but many rebellions as in 1549 appealed to only one social group. | | |
| 3* | <p>‘The Western Rebellion, more than any other rebellion, presented the most serious threat to Tudor government.’ How far do you agree?</p> <ul style="list-style-type: none"> • In supporting the hypothesis in the question, it might be argued that it took the government five attempts to finally defeat the rebels, whereas even when the government was forced into battle it usually took only one attempt. • Answers might argue that the timing of it, with other rebellions and the threat of foreign invasion, made it a serious threat and argue that even in 1536, when there was the possibility of foreign aid, there was no other unrest. | 25 | <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 | Marks | Guidance |
|----------|--|-------|----------|
| | <ul style="list-style-type: none"> • Answers might argue that in the context of a rule of a minor it was a serious threat, as Somerset lacked royal authority, and compare that with the appeal Mary could make against Lady Jane Grey. • Answers might argue that it was a direct challenge to the regime as it wanted to restore the religious situation to at least 1529, which can be compared to social, economic and taxation grievances. • Answers might argue it was serious because of the rebellious tradition of the area, given the Cornish rising of 1497 and Warbeck. • In challenging the hypothesis in the question, it might be argued that unlike dynastic rebellions, such as Simnel or Lady Jane Grey, the rebels did not aim to overthrow the monarchy but to change religious policy. • Answers might argue that the size of the force made it less of a threat than the Pilgrimage of Grace or Kett. • Answers might argue that it was less of a threat as it was unable to gain noble support, unlike the Northern Earls, Pilgrimage of Grace or Essex. • Answers might argue that its geographical location away from London made it less of a threat than those either in or that reached London, such as Essex, Wyatt and the Cornish. • Answers might argue that it was less of a threat as it was unable to take the regional capital of Exeter, unlike the Pilgrimage of Grace or Kett. | | |

| Question | Answer | Marks | Guidance |
|----------|--|-------|--|
| 4* | <p>To what extent were Tudor governments able to maintain political stability in the period from 1485 to 1603?</p> <ul style="list-style-type: none"> • In supporting the hypothesis in the question, it might be argued that the government maintained stability for most of the period as no rebellion was able to overthrow the monarchy for a sustained period, even when female or minors ruled. • Answers might argue that very few of the population joined in rebellions, the numbers declined after 1549 and compare the Pilgrimage of Grace with the Northern Earls. • Answers might argue that legislation helped the government to maintain stability with measures against retaining, measures to deal with poverty and grain crises. • Answers might argue that the government maintained the support of the political elite for most of the period and consider the use of patronage, Parliament and the lack of nobles who rebel. • Answers might argue that the government was able to maintain stability by compromise as with the Pilgrimage of Grace or over issues of taxation. • In challenging the hypothesis in the question, it might be argued that there were periods when stability was challenged as with Lady Jane Grey, the overthrow of Somerset and Somerset's attempted coup. • Answers might argue that there were periods of religious instability with opposition to policies such as the Dissolution, new Prayer Books and Elizabeth's | 25 | <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 | Marks | Guidance |
|----------|--|-------|----------|
| | <p>Settlement.</p> <ul style="list-style-type: none">• Answers might argue that there were rebellions throughout the period and even at the end there were attempts to remove the dynasty, although this might be balanced by a decline in frequency.• Answers might argue that the nobility were instruments of instability and rebelled throughout the period, supporting Yorkists at the start and leading to unrest in 1569 and 1601.• Answers might argue that Ireland was never stable, particularly after the 1530s, and that the government found it increasingly difficult to maintain control. | | |

Assessment Objectives (AO) Grid

| Question | AO1 | AO2 | AO3 | Total |
|-----------------|------------|------------|------------|--------------|
| 1 | | | 30 | 30 |
| 2/3/4 | 50 | | | 50 |
| Totals | 50 | | 30 | 80 |

BLANK PAGE

BLANK PAGE

Summary of updates

| Date | Version | Change |
|---------------|---------|-------------------------------------|
| November 2020 | 0.14 | Updated copyright acknowledgements. |