

GCE

History A

Y306/01: Rebellion and disorder under the Tudors 1485-1603

Advanced GCE

Mark Scheme for November 2020

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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.

© OCR 2020

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

Subject Specific Marking Instructions

MARK SCHEME Section A

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 threat posed by Tyrone’s rebellion.</p> <ul style="list-style-type: none"> • In locating the Interpretations within the wider historical debate, answers might argue that Interpretation A argues that it was government action by sending Essex that created the threat and that once Mountjoy was sent it was easily defeated • In evaluating Interpretation A, answers might argue that this view is valid as Mountjoy was able to defeat the Spanish forces and launch a three pronged attack. • Answers might argue that Interpretation A is valid as the forces available to Mountjoy were no larger than those of Essex. • Answers might argue that Interpretation A is not valid as it ignores the size of force that Tyrone was able to raise. • Answers might argue that Interpretation A is not valid as it ignores Tyrone’s victory at Yellow Ford and aid from Spain. • In locating the Interpretations within the wider historical debate, answers might argue that Interpretation B argues that it was a serious threat because of aid from Spain and his ability to unite much of Ireland. 	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

<p>2*</p>		<ul style="list-style-type: none"> • In evaluating Interpretation B, answers might argue is valid as Tyrone was able to capture a fort on the River Blackwater. • Answers might argue that Interpretation B is valid as it was rare for English forces to be defeated by rebels. • Answers might argue that Interpretation B is valid as Spanish forces landed at Kinsale and linked up with Tyrone. • Answers might argue that Interpretation B is valid as Essex did not give battle to Tyrone. • Answers might argue that Interpretation B is not valid as Essex took only 4,000 men with him to face Tyrone and agreed a truce. <p>‘Social and economic issues were never the main cause of rebellion in England in the period from 1485 to 1603.’ To what extent 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 there were social and economic problems throughout the period which did not result in rebellions. • Answers might consider that dynastic issues were more important in the reign of Henry VII • Answers might consider that social and economic issues were often underlying causes, as in 1536, but not the main causes. • Answers might consider that rebellions over high politics, particularly factional politics, did not have economic or social causes. 	<p>25</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.
-----------	--	--	-----------	---

<p>3*</p>		<ul style="list-style-type: none"> • Answers might consider that in religious rebellions, such as the Pilgrimage of Grace, social and economic issues played only a minor role. • In challenging the hypothesis in the question, it might be argued that the 1549 rebellions might be seen as social and economic. • Answers might consider that the Amicable Grant rebellion was solely economic. • Answers might consider that the Oxfordshire rising was solely economic and social. • Answers might consider that some rebellions and unrest were caused solely by enclosure. • Answers might consider that social and economic causes were often an underlying factor that created the conditions for rebellion. <p>‘Ministers were more seriously threatened than the monarchy by rebellions in Tudor England.’ How far do you agree?</p> <ul style="list-style-type: none"> • In supporting the hypothesis that ministers were more seriously threatened, it might be argued that rebels attacked ministers rather than monarchs to avoid treason. • Answers might consider that in the Pilgrimage of Grace Cromwell, Cranmer and Rich were attacked in the Pilgrims Ballad. • Answers might consider that in the Rising of the Northern Earls William Cecil was criticized. • Answers might consider that in the Cornish rising of 1497 Morton and Bray were attacked. • Answers might consider that the Amicable Grant unrest attacked Wolsey and Henry made him apologise. 	<p>25</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.
-----------	--	---	-----------	--

<p>4*</p>		<ul style="list-style-type: none"> • Answers might consider that the Essex rebellion of 1601 attacked Robert Cecil. • Answers might consider that Somerset fell directly as a result of the 1549 unrest. • In challenging the hypothesis, it might be argued that dynastic rebellions were a greater threat to the monarch, particularly during the reign of Henry VII. • Answers might consider that the Northern Earls rising was a threat to Elizabeth with the plans for the marriage of Mary Stuart. • Answers might consider that the Lady Jane Grey plot was a threat to Mary’s claim to the throne. • Answers might consider that no minister fell directly as a result of rebellion even if their position was weakened. • Answers might consider that Wyatt’s rebellion was a threat to Mary’s authority. <p>To what extent did popular attitudes to authority change in the period from 1485 to 1603?</p> <ul style="list-style-type: none"> • In arguing that popular attitudes did change, it might be argued that there was a reformation of manners. • Answers might consider the influence of religious developments in the later part of the period. • Answers might consider the use of litigation rather than unrest to settle disputes. • Answers might consider the impact of puritan ideas and families reading the Bible and praying together. 	<p>25</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.
-----------	--	--	-----------	--

		<ul style="list-style-type: none"> • Answers might consider the widening gulf during the period between the rich and poor which resulted in a significant part of the population taking collective responsibility for law and order. • In arguing that popular attitudes did not change, it might be argued that most still held to the belief of the Divine Right of Kings. • Answers might consider the belief in the Great Chain of Being. • Answers might consider the influence of the belief in the Society of Orders. • Answers might consider the role of the structure of the family. • Answers might consider respect for authority. 		
--	--	--	--	--

APPENDIX 2 – this section contains additional subject specific information

Use this space if you have extensive subject specific information that is inappropriate to include elsewhere.

OCR (Oxford Cambridge and RSA Examinations)
The Triangle Building
Shaftesbury Road
Cambridge
CB2 8EA

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored