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**AS LEVEL** 

Examiners' report

# HISTORY A

H105

For first teaching in 2015

Y136/01 Summer 2024 series

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#### 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.

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#### Paper Y136 series overview

Y136 is one of four units for the 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. The second question requires the use of 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:

#### considered the provenance of the source(s) and used relevant contextual knowledge

- linked the contextual knowledge to the source being discussed to show whether the view of the source was valid or not
- reached an overall judgement as to the extent to which the sources supported the view in the question
- discussed at least two issues in depth in answering the essay question
- gave supporting detail that was both accurate and relevant to the question set, not just the topic
- reached a supported judgement about the issue in the question.

### Candidates who did less well on this paper generally:

- did not consider both the provenance and use contextual knowledge to evaluate the sources
- wrote an unbalanced response in their treatment of the sources, with very little consideration of one of the sources
- reached a judgement based on their knowledge rather than the sources
- showed a poor understanding of the major issues relevant to the essay
- were unable to support their response with relevant material
- did not focus on the precise wording of the question
- made unsupported comments about issues which were assertions.

#### Section A overview

The Enquiry section in this unit contains two questions that require candidates to critically assess evidence and reach judgements.

#### Question 1

Use your knowledge of the social and economic problems in the period to assess how useful
 Source A is as evidence for the nature of the complaints against landlords. [10]

The question requires candidates to consider the provenance of the source and apply contextual knowledge in order to arrive at a judgement as to how useful the source is as evidence for the nature of the complaints against landlords. The judgement should be based on the provenance of the source. Candidates should explain the source in relation to the issue in the question – what is the view of the source about the nature of complaints – and not just write a general explanation of the source. Weaker responses focus on a more a general explanation, while others consider either the provenance of the source or do apply contextual knowledge.

Stronger responses here pinpointed the issue of enclosure and were able to link this to the Hales Commission and the issue of enclosure in Kett's rebellion. Some responses also commented on the issue of the price rise. Where candidates found it harder was commenting on the provenance of the source and were unable to tie in the authors attitude to the ideas of the 'commonwealth men' and their views on greed. However, they were able to suggest that as a former Chaplain to Somerset he was likely to favour evangelical beliefs, but they did not see the writing as part of a pamphlet designed to try and influence opinion.

Exemplar 1 provides an example of a response where both good contextual knowledge and provenance were used, but does not reach a supported judgement about the utility of the source based on its provenance.

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#### Exemplar 1

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#### **Assessment for learning**



Candidates do need to focus on the actual issue in the question and not explain the source in general terms.

#### Question 2

2 Using these three sources in their historical context, assess how far they support the view that price inflation was the main cause of unrest in 1549. [20]

The three sources offered different views as to the cause of inflation and most responses were able to identify these. Source A, written before the unrest, could be used to argue that both enclosure and price inflation were causes; Source B clearly suggests greed was a cause, and Source C again suggests enclosure and greed.

Exemplar 2 provides a good example of where both contextual knowledge and provenance were used to a good level, but no judgement based on the provenance of the sources was reached. Most responses were able to provide some contextual knowledge to support the sources, reference was made again to Hales and Kett's rebellion, but others were able to comment on the distribution of wealth within Norwich, the cries of 'Kill the Gentleman' in the Western rebellion, action taken against gentry and the pulling down of enclosures, while others were able to display knowledge of the scale of the price rise in the 1540s.

It was the provenance that proved to be the more demanding element, with very few seeing the link between all the writings and how this might explain the views. Some did note that they were all written by protestant clergy, but then did not develop this and link it to the ideas of the 'commonwealth writers', which would help to explain the views in the sources. There was some comment about the dates of Sources A and C, one before the unrest and one after.

#### Exemplar 2

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#### **Assessment for learning**



Candidates do need to consider the dates of the sources and how this might influence views.

#### Section B overview

Two essays are set, each from a different key topic. Here the candidates are asked to consider two different elements of the government of Henry VIII. The questions set require candidates to analyse causes and consequences of major historical issues.

#### Question 3\*

3\* Assess the impact of Henry VIII's personality on the government of England in the period to 1529.
[20]

This was the more popular question, but some responses drifted away from the focus of the government of England to 1529 and wrote about other issues, most notably Wolsey's contribution to government and foreign policy.

The stronger responses focused on issues such as Henry's desire to be a Renaissance prince and how this detracted from his involvement in the day to day government of the country, hence his reliance on Wolsey. This was then developed to argue that his main interest was foreign policy - this was linked to his desire to emulate his hero, Henry V. There was also some discussion of how Henry wanted to distance himself from his father and this was reflected in both the execution of Empson and Dudley as well as his relationship with his nobility.

Responses also considered his desire to establish a Renaissance court which was comparable with those in Europe and some did draw the example of the Field of Cloth of Gold to support the argument for his personality and opulence. As a result of this, Wolsey did take on a more central role in the administration of the state, but this led some into a discussion of Wolsey's policies, who was responsible for the direction of policy and even foreign policy. The question requires a focus on the government of England and in the period up to 1529, material beyond these parameters will be at best tangential and more likely, irrelevant.

#### Question 4\*

**4\*** 'The Pilgrimage of Grace was the most serious challenge to Henry VIII's religious policies in the 1530s and 1540s.'

How far do you agree? [20]

Although this was less popular than Question 3, there were many strong responses as seen in Exemplar 3, where there is good explanation, knowledge and some developed judgement about the seriousness of the challenge to Henry's religious policies.

There was a range of issues that candidates could, and did, discuss. Most responses showed a good understanding of the threat posed by the Pilgrimage and usually commented on the sheer scale of the rising and its geographical coverage, comparing it to the problem Henry had in raising a force to confront it. There was some comment about the grievances expressed in the articles and about the action of restoring monasteries in some areas.

However, as a counter there were comments about the willingness of Aske to negotiate and the deference showed by the Pilgrims towards royal authority, while others suggested the ability of Henry to crush the Bigod rising suggested it was not a threat. The threat of the Pilgrimage was then compared with other challenges, such as More and Fisher, although in discussing them it would have been helpful to have seen more discussion of their reputation and the impact of their deaths on Henry's standing. There were also comments about the threat of a crusade against Henry, particularly in light of Charles being the nephew of Catherine. Weaker responses struggled to write in detail about the Pilgrimage and also often showed a confused sense of chronology.

Exemplar 3 shows a response that reached Level 5 as there is some judgement, most notably in the conclusion.

#### Exemplar 3

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