



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 2022**

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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
  - 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 of annotation
<b>BP</b>	Blank Page
	Highlight
Off-page comment	
<b>A</b>	Assertion
<b>AN</b>	Analysis
<b>EVAL</b>	Evaluation
<b>EXP</b>	Explanation
<b>F</b>	Factor
<b>ILL</b>	Illustrates/Describes
<b>IRRL</b>	Irrelevant, a significant amount of material that does not answer the question
<b>J</b>	Judgement
<b>KU</b>	Knowledge and understanding
<b>P</b>	Provenance
<b>SC</b>	Simple comment
	Unclear
<b>V</b>	View
<b>S</b>	Synthesis
<b>C</b>	Continuity/Change

## 12. Subject Specific Marking Instructions

Question	Answer	Mark	Guidance
1	<p><b>Evaluate the interpretations in both of the two passages and explain which you think is more convincing as to the threat posed by the Pilgrimage of Grace to the government.</b></p> <p><b>In locating the Interpretations within the wider historical debate,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might argue</b> that Interpretation A argues that it was a threat to the government.</li> </ul> <p><b>In evaluating Interpretation A,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might argue</b> that this view is valid as it was the largest Tudor rebellion with upward of 40,000 men.</li> <li>• <b>Answers might argue</b> that Interpretation A is valid as the forces were well organized into hosts, often the command of local notables.</li> <li>• <b>Answers might argue</b> that Interpretation A is valid as it they secured not only Pontefract Castle, the gateway to the south, but also York.</li> <li>• <b>Answers might argue</b> that interpretation A is valid as the rebels were willing to negotiate and Aske spent Christmas at court.</li> <li>• <b>Answers might argue</b> that Interpretation A is invalid as the rebels were crushed when they rose in 1537 under Bigod.</li> </ul> <p><b>In locating the Interpretations within the wider historical debate,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might argue</b> that Interpretation B argues that it was not a serious threat because they were loyal to Henry VIII.</li> </ul> <p><b>In evaluating Interpretation B,</b></p>	30	<p>The indicative content lists features of the period studied that relate to the question set.  <b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></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"> <li>• No set answer is expected</li> <li>• 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.</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</li> <li>• 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</li> </ul>

Question	Answer	Mark	Guidance
2*	<ul style="list-style-type: none"> <li>• <b>Answers might argue</b> it is valid as the rebels' demands attacked ministers, such as Cromwell, and not the king.</li> <li>• <b>Answers might argue</b> that interpretation B is valid as despite attempts to get support from overseas nothing materialized.</li> <li>• <b>Answers might argue</b> that interpretation B is valid as the very title 'Pilgrimage of Grace for the commonwealth' suggests a non-violent movement.</li> <li>• <b>Answers might argue</b> that interpretation B is valid as Henry did hold his nerve by playing for time.</li> <li>• <b>Answers might argue</b> that interpretation B is not valid as the conspirators did control the rebels through 1536.</li> </ul> <p><b>'Tudor rebellions in England during the period from 1485 to 1603, failed mainly because a lack of support.' How far do you agree?</b></p> <p><b>In supporting the hypothesis in the question,</b></p> <ul style="list-style-type: none"> <li>• <b>It might be argued</b> that as the period progressed numbers declined so there were only 4 in the Oxfordshire rising of 1596.</li> <li>• <b>Answers might consider</b> that the Northern Earls failed because they raised only 5000 compared with the Pilgrimage of Grace.</li> <li>• <b>Answers might consider</b> that dynastic rebellions lacked mass support as they often concerned only the ruling elite.</li> </ul>	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><b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></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"> <li>• No set answer is expected</li> <li>• At higher levels answers might establish criteria against which to judge</li> </ul>



Question	Answer	Mark	Guidance
3*	<ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that the Lady Jane Grey rising failed as Northumberland lacked numbers following desertions.</li> </ul> <p><b>In challenging the hypothesis in the question,</b></p> <ul style="list-style-type: none"> <li>• <b>It might be argued</b> that the Pilgrimage of Grace raised over 40,000 men and outnumbered the royal force 5:1.</li> <li>• <b>Answers might consider</b> that the Amicable Grant rebellion did not fail, in part because they raised large numbers across the social classes.</li> <li>• <b>Answers might consider</b> that Kett did not fail because a lack of support as he raised 15,000,</li> <li>• <b>Answers might consider</b> that some rebellions failed because of poor leadership, such as the Northern Rebellion,</li> <li>• <b>Answers might consider</b> that some rebellions failed because of royal strategy and military superiority,</li> <li>• <b>Answers might consider</b> that some rebellions failed because of poor tactics, such as Wyatt,</li> <li>• <b>Answers might consider</b> that some rebellions failed because of the nature of their aims as the monarch could not give in to dynastic demands.</li> </ul> <p><b>‘Elizabeth I dealt more effectively with the problem of rebellion than any other Tudor monarch during the period from 1485 to 1603.’ How far do you agree?</b></p> <p><b>In supporting the hypothesis that Elizabeth dealt more effectively with the problem of rebellion,</b></p>	25	<ul style="list-style-type: none"> <li>• To be valid, judgements must be supported by relevant and accurate material.</li> <li>• 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.</li> </ul> <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><b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and</p>

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	<ul style="list-style-type: none"> <li>• <b>It might be argued</b> that the numbers involved declined, particularly by the end of her reign.</li> <li>• <b>Answers might consider</b> that despite the conditions of the 1590s unrest was small scale, a reflection of the legislation towards the poor.</li> <li>• <b>Answers might consider</b> that her handling of the Northern Earls was more effective than Henry VIII with the Pilgrimage of Grace.</li> <li>• <b>Answers might consider</b> that Elizabeth built up a loyal following in the north, using her cousin, Hunsdon.</li> <li>• <b>Answers might consider</b> that other Tudor monarchs were unaware of the scale of unrest or its location as with the Pilgrimage.</li> <li>• <b>Answers might consider</b> that the number of rebellions under Elizabeth, despite the length of her reign, was less than other monarchs.</li> <li>• <b>Answers might consider</b> that she was more effective than the other female ruler, Mary, who faced 2 major challenges in five years.</li> </ul> <p><b>In challenging the hypothesis,</b></p> <ul style="list-style-type: none"> <li>• <b>It might be argued</b> that in Ireland Elizabeth was less effective and faced more, and longer lasting, rebellions than other monarchs.</li> <li>• <b>Answers might consider</b> that Henry VII was effective in crushing unrest despite his weak position.</li> <li>• <b>Answers might consider</b> that Henry VIII was able to negotiate with rebels despite being outnumbered and so avoid bloodshed.</li> <li>• <b>Answers might consider</b> that Edward VI survived despite unrest in 25 counties and being a minor.</li> </ul>		<p>evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• At higher levels answers might establish criteria against which to judge</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</li> <li>• 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.</li> </ul>

Question	Answer	Mark	Guidance
4*	<ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that the Northern Earls rebellion has been seen as the most serious threat to the Tudor monarchy.</li> </ul> <p><b>‘Local authorities were more important than central authorities in the maintenance of political stability in the period from 1485 to 1603.’ How far do you agree?</b></p> <p><b>In arguing that local authorities were more important,</b></p> <ul style="list-style-type: none"> <li>• <b>It might be argued</b> that they were responsible for ensuring that legislation was upheld.</li> <li>• <b>Answers might consider</b> the influence of local gentry in ensuring minor unrest did not develop as in 1549.</li> <li>• <b>Answers might consider</b> the use of the church and the role of parish clergy in preaching obedience from the pulpit.</li> <li>• <b>Answers might consider</b> that the church was at the centre of daily life, local community and social life.</li> <li>• <b>Answers might consider</b> the role of regional councils such as the Council of the North.</li> <li>• <b>Answers might consider</b> the importance of local gentry as JPs who enforced laws and enforced grain prices during times of shortages.</li> <li>• <b>Answers might consider</b> the role of the middling sort as constables and overseers of the poor in maintaining stability.</li> </ul> <p><b>In arguing that central authorities were more important,</b></p>	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><b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></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"> <li>• No set answer is expected</li> <li>• At higher levels answers might establish criteria against which to judge</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</li> <li>• 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.</li> </ul>

Question	Answer	Mark	Guidance
	<ul style="list-style-type: none"> <li>• <b>It might be argued</b> that the monarchy and its image were important.</li> <li>• <b>Answers might consider</b> the policies passed by central government, particularly religious and economic, that could generate unrest.</li> <li>• <b>Answers might consider</b> the growing importance of parliament through the period.</li> <li>• <b>Answers might consider</b> the role of the structure of the family.</li> <li>• <b>Answers might consider</b> respect for authority.</li> </ul>		

Question			Answer	Mark	Guidance
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APPENDIX 1 – this contains a generic mark scheme grid

	<i>AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</i>
	<b>Generic mark scheme for Section A, Question 1: Interpretation [30]</b>
<b>Level 6</b> 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.
<b>Level 5</b> 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.
<b>Level 4</b> 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.
<b>Level 3</b> 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.
<b>Level 2</b> 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.
<b>Level 1</b> 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>
	<b>Generic mark scheme for Section B, Questions 2, 3 and 4: Essay [25]</b>
<b>Level 6</b> 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.
<b>Level 5</b> 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.
<b>Level 4</b> 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.
<b>Level 3</b> 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.
<b>Level 2</b> 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.
<b>Level 1</b> 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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