

OCR – AS GCE
British History
Enquiries
1066–1660
F963: Option A

Mid-Tudor Crises 1536–69

SOURCES ACCOMPANYING EXEMPLAR QUESTION 1

SOURCE A

A clergyman identifies some major economic grievances. The author had been chaplain to Protector Somerset.

See how rich men, especially sheep owners, oppress the King's subjects by enclosing the common pasture and filling it with their sheep. How many sheep they have! Yet when was wool so expensive, or mutton so great a price? If this goes on, the people will die of cold or starve to death. For these greedy wolves will either sell their wool and their sheep at their own high price, or else not at all. Other men buy up houses, even whole villages, and then allow them to fall into ruin and decay.

Thomas Becon, The Jewel of Joy, 1547–48

SOURCE B

This is an extract from instructions sent by Protector Somerset's leading economic adviser to his commissioner,s who are enquiring into recent enclosures. He distinguishes between good and bad enclosures.

The word 'enclosure' is not taken when a man doth enclose and hedge his proper ground, where no man hath common land. This is very beneficial to the common wealth; it is a cause of great increase of wood. It is instead meant thereby when any man hath taken away and enclosed other men's common land, or pulled down houses of husbandmen, and converted the lands from tillage to pasture. This is the meaning of this word, and we pray you to remember it.

John Hales, leader of the Coventry enclosure commission, 1548

SOURCE C

This imaginary discussion about enclosures is between a doctor, a husbandman and a knight. It was written by a supporter of Protector Somerset.

Husbandman: These enclosures do undo us all. All is taken up for pastures and grazing of cattle; and where 40 persons had their livings, now one man and his shepherd has all. By these enclosures men do lack livings and be idle. Moreover, all things are so dear that by their daily labour they are not able to live.

Doctor: I think enclosure be the occasion of those wild and unhappy uproars among us; for by reason of these enclosures, many of the king's subjects have no ground to live upon.

Knight: Experience shows enclosures should be profitable and not hurtful to the commonwealth; for we see that counties where there are most enclosures are wealthy, like Essex, Kent and Devonshire, while tenants in common are not good farmers.

Sir Thomas Smith, A Discourse of the Common Weal of This Realm of England, 1549

SOURCE D

This extract from the demands of the Norfolk rebels shows their views on enclosures.

1. We pray your grace that where it is enacted for forbidding enclosing that it be not hurtful to such as have enclosed saffron grounds, for they are very expensive, and that from henceforth no man shall enclose any more.
3. We pray your grace that no lord of the manor shall keep animals upon the commons.
4. We pray that vicars shall purchase no more lands, but rent their lands to tenants, as in the first year of Henry VII [1485].
5. We pray that grassland and meadow ground be at such a price as in the first year of Henry VII.
14. We pray that tenants pay rents as they did in the first year of Henry VII.

Kett's demands being in Rebellion, 1549

SOURCE E

A modern historian gives his view on the causes of economic problems during the Mid-Tudor period.

There was rapid inflation in Henry VIII's reign caused at least partially by his currency debasements and foreign expeditions. By 1548 a basketful of family purchases cost almost twice its 1475 price. Between 1548 and 1550 the cost had risen by an extra 62% on top of this. As prices went up, so did rents. The Norfolk rebels had some reason to look back to the 1480s as a golden age before inflation and high rents began. In the 1540s, landlords tried to pass on as many of their financial obligations as possible. Rackrenting was felt to be a long-standing grievance in Norfolk.

A. Fletcher, Tudor Rebellions, 1968

Glossary:

Doctor: an educated academic

Husbandman: in status below a yeoman, one who farms to support himself and his family and who may engage in paid work for larger owners.

Knight: lord of the manor

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QUESTION (a)

Examiner's Specific Advice

This answer specifically requires a direct and linked comparison of the two sources set out in the question. Similarities and differences need to be drawn out to achieve a top level answer. Sources will have been chosen to enable a good contrast to be made. The comparison should demonstrate evaluation of such matters as authorship, date, usefulness and reliability. However, whilst these points provide a 'toolkit', students should not use them just as a checklist to run through without careful thought. Introductions and attributions of the sources should be used to develop an effective answer.

[Click here for Sources relating to this question](#)

Exemplar Question

1 (a) Study Sources C and E.

Compare these Sources as evidence for the reasons for economic change during this period.

[30 marks]

[Click here for a Chronology relating to this topic](#)

Examiner's Exemplar Plan and Answer 1

Plan

- C and E explain reasons for poverty
- They offer different but not contradictory explanations
- E is a more useful and reliable source than C

Source C tells us that enclosures caused economic problems for everybody by saying 'These enclosures do undo us all' (1). It says that the number of people who make their living on the land is falling and that people are becoming lazy: '...men do lack livings and be idle' (2).

Source E is different (3). It does not tell about the effects of enclosure described in the other source but explains the results of currency debasements and foreign wars. The prices of everyday goods have gone up and people are looking back to an earlier time when things were better. This is often true when people get older; they think that things were better when they were young: '...look back to the 1480s as a golden age'.

So this source agrees with Source C about there being economic problems. It says prices for goods had risen and people were finding it difficult to pay. But whereas Source C says that it is due to enclosure: 'they are not able to live', Source E just mentions high rents as a 'long-standing grievance'. Thus the two sources tell us different things about economic changes. However, they do not contradict each other; they just focus on different aspects of the economy (4).

Both sources are useful. Source C was written by a supporter of Protector Somerset living at the time, who simply records what three people were saying in 1549. He does not seem to have an opinion of his own, and the knight contradicts the opinion of the other two men (5). From my own knowledge, Source E has reliable figures about prices and correctly says that this was a result of wars and debasement of the currency, which I know were happening at this time (6).

Examiner's Assessment

AO1a – Level II (5 marks): historical terms are used accurately. The response is clearly presented and organised.
AO1b – Level IV (4 marks): mostly satisfactory understanding of key concepts and issues; some descriptions without judgement. Uneven coverage of similarities and differences.
AO2a – Level IV (7 marks): a comparison is attempted, but the response is mostly sequential. There is some comment about provenance, but it needs further development.
Total mark of 16 (Grade D/C).

(1) This quotation adds little: it merely repeats what has already been said, as does the next quotation.

(2) This is a misinterpretation of 'idle', which means 'unemployed' rather than 'lazy' here.

(3) This is the first hint of comparison, but unfortunately the rest of the paragraph is largely paraphrase, and wanders away from the question.

(4) A genuine attempt at comparison that could be more fully developed.

(5) There is a false assumption that the three characters were holding a genuine discussion.

(6) This paragraph tries to use provenance but not effectively.

Examiner's Exemplar Plan and Answer 2

Plan

Source C

Content:

Economic changes due to enclosures:
problems -
unemployment
poverty
high costs, low wages
disorder
eviction
OR
prosperity -
profits for farmers
wealth for some counties
'benefits to commonwealth'

Source E

Economic changes due to war, debasement, high rents:
problems -
tax
poverty (implied)
rapid inflation
Norfolk rebels - change
rack-renting - eviction
BUT
landlords shifted debts onto lower classes
only Norfolk mentioned
no benefits mentioned

Extra knowledge: Population rise

Provenance:

Contemporary.

Different class views.

Subjective. Compares.

Modern historian. Hindsight.

Statistics, factual. Compares.

Objective. Selective extract.

There are similarities in the economic changes the two sources observe during this period, but clear differences in their explanation of the reasons for these changes (1). Sources C and E agree that some people experienced increased economic prosperity during this period, while others fell into poverty and discontent (2). Whereas one of the commentators in Source C attributes landlords' increased prosperity in some counties to the profits of enclosures, Source E says that this class maintained their wealth by passing on increased financial demands to the lower classes by charging high rents (3).

The sources agree that the lower classes suffered economic problems during this period. This is agreed to be 'rapid inflation' in Source E, and 'all things so dear' in Source C. However, the cause given by the husbandman in Source C is low wages 'that by their daily labour they are not able to live', or unemployment - 'men do lack livings' due to enclosure, whereas Source E goes further and partly attributes inflation to 'currency debasements and foreign expeditions' (4).

Depopulating enclosures also endangered military strength. Henry VIII's and Somerset's expeditions against France and Scotland cost large sums, as did garrisons along the Scottish

(1) This is a good direct opening, suggesting basic agreement and defining the types of difference to be explored.

(2) This is a clear explanation of a specific similarity.

(3) The comparative point about prosperity is developed with clearly grasped explanation of detail.

(4) Quotations are brief and apt – one from each source to show how they link.

(5) This paragraph attempts to evaluate

border. Costs led Somerset to add base metal to the coinage, which inflated prices (5).

The doctor in Source C observes that ‘many of the king’s subjects have no ground to live upon’, while in Source E rack-renting is seen to have been ‘a long-standing grievance in Norfolk’ caused by landlords passing on increased financial obligations to their tenants. Many people would have been evicted from their homes for non-payment of rent (6).

Source C focuses specifically on the economic changes caused by enclosure, as explained by three imaginary observers, each of a different social class. While the husbandman and doctor deplore the negative effects of enclosure, the knight blames poor tenant farmers for economic problems and observes positive economic changes for landlords. There is a different focus in Source E, which explores the reasons for rapid inflation and the changes it caused (7).

These differences may partly be explained by considering the style and purpose of the two writers. Source C is written using the contemporary textual style of an imaginary discussion to highlight subjective class views, while Source E is by a modern historian aiming to analyse and explain. As the author of Source C was a leading administrator under Somerset, the motive may have been the government’s opposition to enclosures. It is reliable in reflecting considerable divisions on the issue of enclosure at the time. From this passage it would be hard to tell where the author’s sympathies lay. The passage balances a range of interested opinion. Source E, by a historian writing with the benefit of access to the surviving sources, is a considered verdict in the light of modern economic knowledge and expertise, which would not have been available or understood at the time of events. But the source is selective, as the rapid rise in population is not considered here. It explores the causes of inflation rather than the effects of enclosure (8).

All in all, the two sources are complementary. Both provide useful evidence about economic change, but a fuller picture is obtained by combining them (9).

Examiner’s Assessment

AO1a – Level IA (6 marks): a good range of historical terms are used and integrated into a clearly structured, well-communicated response.

AO1b – Level IA (8 marks): sustains relevance and an analytical approach. Key concepts and the importance of the main issues are well understood.

AO2a – Level IB (14 marks): an effective comparison is made with a sound evaluation of the qualities and limitations of the sources.

the two sources in the light of own knowledge.

(6) A cross reference is inferred between eviction in Source C and rack-renting in Source E. The point is not clarified fully or explicitly. The rise in profits from enclosed pasture motivated rack-renting and eviction.

(7) Compares the range of views and different emphasis of the sources.

However, more is needed on Source E. It could have been cross-referenced with the *Discourse of Source C*, in the revised version of which, in the 1570s, Sir Thomas Smith linked inflation to an influx of foreign silver.

(8) A very good paragraph which compares when, by whom and for what purpose the sources were written and assesses their style.

(9) This shows an appreciation of the purpose of comparing sources.

Total mark of 28 (Grade A).

[Click here for a Mark Scheme that accompanies the exemplar answers provided above](#)

Mark Scheme, Question 1 (a). Views on the reasons for economic problems

Examiners use Mark Schemes to determine how best to categorise a candidate's response and to ensure that the performances of thousands of candidates are marked to a high degree of consistency. Few answers fall neatly into the mark levels indicated below: some answers will provide good comparisons but offer little internal provenance; others may rely heavily on own knowledge. Examiners therefore try to find the 'best fit' when applying the scheme. Each answer has a final mark based on three Assessment Objectives (AO1a, AO1b and AO2a) worth $6 + 8 + 16 = 30$ marks. As the standard of the two answers lies between Level I and Level IV, only the descriptors and marks for these levels are tabulated below.

Answers need to directly compare the two sources and may evaluate matters such as authorship, dating, utility and reliability, so using the sources 'as evidence for ...'. The introductions and attributions for each source should be used to aid comparison. These two sources have a common theme in that they both seek to explain why there were economic difficulties. However, each focuses on different social and economic problems and attributes the cause to different factors. One is motivated by personal condemnation; the second is more dispassionate and objective. There is therefore much material to help candidates make an effective comparison between the two sources.

Marking Grid for Enquiries Question (a)

Assessment Objectives	AO1a Recall, select and deploy historical knowledge and communicate clearly and effectively	AO1b Demonstrate understanding of the past through explanation and analysis	AO2a Analyse and evaluate a range of appropriate source material with discrimination
LEVEL IA	Uses a range of appropriate historical terms; clearly and coherently structured and communicated answer. 6 marks	Consistently relevant and analytical answer; clear and accurate understanding of key concepts and significance of issues. 8 marks	Provides a focused comparison of both content and provenance; evaluates qualities and limitations of sources. 16 marks
LEVEL IB	Uses a range of appropriate historical terms; clearly and coherently structured and communicated answer. 6 marks	Judgements are supported by appropriate references to content and provenance; very good understanding of key concepts and significance of issues. 7 marks	Provides an effective comparison of both content and provenance; evaluates qualities and limitations of sources. 13–15 marks
LEVEL II	Uses historical terms accurately; clearly and mostly coherently structured and clearly communicated answer. 5 marks	Good attempt at explanation/analysis but uneven overall judgements; mostly clear understanding of key concepts and significance of issues. 6 marks	Provides a relevant comparison of both content and provenance; evaluation lacks completeness and may be confined to the conclusion or second half of the answer. 11–12 marks
LEVEL III	Uses relevant historical terms but not always accurately or extensively; mostly structured and clearly communicated answer. 4 marks	Mixture of internal analysis and discussion of similarities and/or differences; uneven understanding of key concepts and significance of issues. 5 marks	Provides a comparison; makes limited links with the sources by focusing too much on content or provenance. 9–10 marks
LEVEL IV	Some evidence that is tangential or irrelevant; some unclear, under-developed or disorganised sections but satisfactorily written. 3 marks	Mostly satisfactory understanding of key concepts and significance of issues; some unlinked though relevant assertions, description/narrative but without a judgement. 4 marks	Attempts a comparison but comments are largely sequential; makes few points of comparative provenance or similarity/difference of content. 7–8 marks

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QUESTION (b)

Examiner's Specific Advice

This question requires you to put together an answer which includes some of the analysis you have had to do for part (a) and then go further by considering all the sources. Make sure you allow two-thirds of the time allocated for the whole paper (that makes 60 minutes for this question). Do a brief plan to remind yourself of agreement/disagreement with the proposition in the question. Identify themes which the sources pick up on; these should emerge in questions set by the examiners.

Make sure you have covered all the sources by the end of your answer, but avoid the temptation to cover each in turn. This 'sequential' approach would seriously limit your chances of achieving a top level. Your own knowledge is essential to a good answer. Use it to interrogate the sources and to question critically any assertion they make.

Develop analysis of a source by examining a range of examples from your more comprehensive knowledge. Do not just describe what's in a source. However, avoid a common mistake of deploying so much of your own knowledge that the sources aren't properly considered. This is after all a source-based paper. Avoid the temptation to quote chunks from each source; the examiner should know what is there! Rather, confine yourself to significant words or short phrases. A conclusion is necessary to tie your discussion up. It doesn't need to be long, but should be clear for greatest impact.

[Click here for Sources relating to this question](#)

Exemplar Question

1 (b) Study all the Sources.

Use your own knowledge to assess how far the Sources support the interpretation that enclosures were the **main** cause of economic problems in 1549.

[70 marks]

[Click here for a Chronology relating to this topic](#)

Examiner's Exemplar Plan and Answer 1

Plan

- Introduction
- A – sheep enclosures the source of inflation
- B – enclosure good but also caused problems
- C – 2 men say it caused problems, 1 says it didn't
- D – Kett's rebels did not like enclosures
- E – Historian – war, coinage, statistics – inflation – high rents
- Own knowledge – rebellions – poverty

There had been economic problems in England for some years before 1549. There are many reasons for this, including poverty, enclosure, inflation, depopulation, unemployment and debasement of the coinage (1).

(1) What were the problems? This is a list of reasons, with no reference to the question itself.

Source A identifies pasture enclosing as the root cause of inflation and the depopulation of villages. It is the opinion of a clergyman so he should be biased. Source B only mentions enclosure, so like Source A it has a very limited view of the problems. It is part of the instructions John Hales gave to commissioners investigating the effects of enclosure in the Midlands, so is not typical of the rest of the country (2).

(2) This comment is asserted.

Source C is a discussion between three characters, on the good and bad points about enclosures, and the rebellions which have happened as a result of them. The knight seems to think that enclosures are a good thing, whereas the other two characters see that they have caused problems, such as idleness and loss of land for those who are not shepherds. This suggests that there must have been other reasons for economic problems, and that some people did well out of enclosures, especially in Essex, Kent and Devon, where they were good farmers, unlike many other counties (3). This source suggests that there were different views on enclosure depending who you were and where you lived (4).

(3) Has grasped the regional differences in views and makes an implicit link to comments on Source B.

(4) The paragraph is more descriptive than analytical but the final sentence makes a pertinent comment.

Source D supports the statement. It tells us that people had enclosed the land for saffron and were making a lot of profits from this. Kett did not like enclosures, as they were increasing the amount of rent people had to pay for grassland and he wished to turn the clock back to the reign of Henry VII. Kett was the leader of a rebellion in Norfolk during this year, which was caused by social and economic problems. There was also a rebellion which started in Devon and Cornwall, but it was religious rather than economic, so it was not just enclosures which were making people discontented (5).

(5) This is a valid comment that needs further development.

Source E does not mention enclosures. It says that war and

debasement of the coinage were the reasons why rents were so high, rather than enclosure, as it says in Source D (6). Henry VIII and Somerset were involved in foreign expeditions, and put base metal into the coinage to try to pay for the wars. This caused a considerable amount of poverty and vagabondage. This source is useful because it was written by a historian who will have looked at a number of sources and has used statistics to provide factual evidence of the economic problems (7).

Enclosures caused a range of problems. Often they were for sheep, which meant that villagers' common land was enclosed and they lost rights to gather wood and pasture their animals there, and sometimes their houses were even pulled down and they had to move away. They found it difficult to make ends meet, as they often did not receive wages or the wages were too low to pay the rent. You can see these points in the sources. Some people did not think there was anything wrong with enclosures, as they made a big profit out of the wool trade, and did not care about the effects on the ordinary people. There was inflation at this time too, and many people were poor, which led them to join in rebellions, and in the end Somerset fell from power and was replaced by Northumberland. As we can see from the mention of Kett's Rebellion in Source D, everybody would suffer from the rebellions in the end, as the country went through a period of crisis (8).

In conclusion, enclosures were the main reason for the rebellions and for poverty among the lower classes, but wars and debasement of the coinage were other significant reasons, as these sources show (9).

Examiner's Assessment

AO1a – Level III (6 marks): evidence and historical terms are used in a fairly accurate and relevant manner. There is some lack of contextual material in places. Clearly written and quite well structured.

AO1b – Level IV (5 marks): some unlinked though relevant assertions and descriptions without judgement.

AO2a – Level III (18 marks): makes several points of comparative provenance but the sources are analysed sequentially.

AO2b – Level IV (9 marks): some analysis and evaluation with description but limited use of own knowledge.

Total mark of 38 (Grade D/C).

(6) This gains credit for extracting the main point from the source, and cross-referencing it with the previous source.

(7) An attempt to evaluate source provenance and usefulness, but these comments do not link effectively to the question.

(8) Knowledge imparted, with an illustrative mention of a source bolted on. The focus on economic problems is blurred by general references to political and social unrest.

(9) The answer gains credit for a brief but valid judgement.

Examiner's Exemplar Plan and Answer 2

Plan

Own knowledge of the economic problems
Different types of enclosure, differing views about their importance, good and bad effects

Vagabonds, poverty, depopulation, wool trade collapse

Government policies which aggravated the problems

Economic effects

For the proposition:

A, B, D – privatisation of common land evictions

A, B, C - conversion of tillage to pasture

C – unemployment

Against the proposition:

B, C, D - beneficial: wood, wealth, saffron

Other explanations:

C - poor farmers

A, C, E - high prices / inflation

D, E - rack-renting

E - war, debasement of the coinage

- landlords shifting costs

- Protestant vicars buying up land

Conclusion (1)

Sources A, B, C and D point clearly to enclosure as the main cause of economic problems, but also include some positive effects of enclosure. Sources C, D and E point to other reasons for economic problems, a major one of which was government policy.

The clergyman in Source A and the husbandman in Source C provide the strongest argument in support of the view that enclosures were the main cause of economic problems in 1549. Bacon in Source A sees them as the cause of inflation and rural depopulation and Smith, speaking through the husbandman in Source C, links enclosures to unemployment, 'men do lack livings and be idle', to the inadequacy of wages for those in work, and to high costs of living, 'all things so dear'. The doctor in the same source underlines the impact of enclosure as the cause of 'those wild and unhappy uproars', meaning Kett's Rebellion and the Western Rebellion of that year (2). Source D has evidence to support this, in demands 3 and 5 of Kett's rebels, who wished to see an end to lords enclosing the common as pasture for their animals and charging high prices for grassland. Inflation, estimated at 200% over the first half of the century, is therefore clearly linked to enclosure (3).

However, Source E sees inflation partially as a result of increased tax demands resulting from war and debasement of the coinage. It is true that costs of warfare increased during this period as tactics and weaponry underwent a 'military revolution'. Also, both Henry VIII and Somerset had to face war on two fronts due to the 'Auld Alliance' between France

(1) Grouping the sources is a good way to begin with focus. This introduction reflects the benefits.

(2) Own knowledge is used to develop and support the source, but incorrectly implies the Western Rebellion was about enclosure, rather than religion.

(3) The point concerning inflation has been cross-referenced in two sources, and a judgement made. This begins a sharply focused point-by-point

and Scotland. As the government debased the coinage, desperately trying to fund the wars, people lost trust in the currency and demanded higher prices. The government wished to shift the blame away from their own policies. Melting down gold and silver plate for coin after the religious changes added to the problem (4). There is some reference to religious change in clause 8 of Source D, where vicars are criticised for seizing land. Good harvests up to and including 1548 also contributed to low grain prices, and increased pressure of population due to fewer epidemics may well have made the situation worse when the harvest failed in 1549. Vagrancy was another effect of inflation as well as of enclosure, which is mentioned by the doctor in Source C: 'many of the king's subjects have no ground to live upon' (5).

Source D supports the view that inflation was a serious cause of economic problems, but resulted from rack-renting as well as enclosure. Landlords did this to try and pass on their increased financial obligations to their tenants to maintain their own standard of living (6). But the knight in Source C suggests one major cause of economic problems was that farmers who kept animals on the common land could not keep up with the commercialisation of farming. They were not adopting new farming methods or investing in high-value crops, such as the saffron mentioned in clause 1 of Kett's demands in Source D. Local shortages often resulted from this greater regional specialisation, though it brought prosperity to some areas, such as Essex, Kent and Devon, as the knight comments in Source C (7).

As Source B points out, and Source D confirms, enclosures varied in type and area. In Source B, enclosure of landlords' own land was seen as beneficial when it brought 'increase of wood' and, in Source D, Kett's rebels wished to protect those who had spent money enclosing saffron fields, which brought high profits and were beneficial (8). The wool trade was profitable, and provided the basis of a flourishing cloth trade, though arbitrary enclosure of common land 'pulled down houses' as shown in Source B. Your view on enclosure depended on which class you belonged to (9).

Sources A, B and C present a subjective view of the importance of enclosure, as they are written by men acting as the government's mouthpiece, shown by Hales' instruction to his commissioners in Source B. Smith in Source C presented stereotypical class views on enclosure which fomented social discontent and ultimately led to Somerset's fall. Source D also distorts the importance Kett's rebels gave to enclosure, as this is only a selection of the demands they presented, and makes a distinction between good and bad enclosures. Source E, though seemingly informed and reliable statistical information, merely places a different emphasis, and does not explore the links between enclosure and rack-renting (10).

analysis, supported by use of appropriate own knowledge.

(4) After considering support for the proposition, a good answer moves on to alternative explanations, using own knowledge to evaluate the views in the sources. The focus broadens out to include some economic effects of religious change, which is then cross-referenced within the sources.

(5) Discussion uses knowledge of social as well as economic effects of inflation – slightly blurring the focus of the answer.

(6) The source is used to balance causes of economic problems but needs to be interpreted rather than paraphrased.

(7) Own knowledge is used to interpret the sources and develop the argument, with good cross references.

(8) The reference to saffron as untypical is well linked to references about 'good' enclosure in Source B.

In conclusion, contemporary views on the importance of enclosure in causing economic problems depended on where you lived, your social class and your religion. Protector Somerset's supporters led the campaign to shift blame away from the government itself, which had caused inflation by war and debasement (11).

Examiner's Assessment

AO1a – Level IA (10 marks): uses accurate, detailed and relevant evidence; clearly structured and coherently written.

AO1b – Level IA (11 marks): clear and accurate understanding of key concepts and issues; judgements are supported by appropriate references to content and provenance.

AO2a – Level IA (27 marks): the value and limitations of the sources are evaluated and, generally, they are effectively linked and compared.

AO2b – Level IA (20 marks): good analysis and evaluation of the interpretation using all sources and own knowledge to reach a clear conclusion.

Total mark of 68 (Grade A).

(9) Differentiation and evaluation of views in the sources gains credit. A clear judgement is made here. In the time available it is not always possible to develop all the points fully.

(10) Clear comparison of reliability and provenance of the sources is linked to the question.

(11) The answer concludes with a clear judgement on the question.

[Click here for a Mark Scheme that accompanies the exemplar answers provided above](#)

Mark Scheme, Question 1 (b).

Examiners are told *not* to look for a set answer. The interpretation in the question may be agreed with or rejected – but it must be considered seriously, even if the claim is then rejected. Answers need to use *all five sources*, evaluating them as to their strengths and limitations as evidence and testing them against contextual knowledge. Four of the sources indicate that enclosures were one of the main causes of economic problems. Source A, for example, argues that it causes depopulation and inflation. However, Source C claims that enclosures can be beneficial and Source E attributes no blame on enclosures at all. It suggests that debasement, foreign wars and rack-renting are the principal problems. Overall, the best answers to this type of question are likely to be in the form of a balanced argument that is supported by 'own knowledge' and the sources in an integrated fashion. Evaluation of the evidence should also be blended in and not simply bolted on at the end.

Each answer has a final mark based on four Assessment

Access to History Online OCR British History Enquiries – Mid-Tudor Crises 1536–69 – Standard AS Question

Objectives (AO1a, AO1b, AO2a and AO2b) worth 10 + 12 + 28 + 20 marks = 70 marks. As the standard of the two answers lies between Level I and Level IV, only the descriptors and marks for these levels are tabulated below.

Marking Grid for Enquiries Question (b)

Access to History Online OCR British History Enquiries – Mid-Tudor Crises 1536–69 – Standard AS Question

Assessment Objectives	AO1a Recall, select and deploy historical knowledge and communicate clearly and effectively	AO1b Demonstrate understanding of the past through explanation and analysis	AO2a Analyse and evaluate a range of appropriate source material with discrimination	AO2b Analyse and evaluate how aspects of the past have been interpreted and represented
Level IA	Uses a range of appropriate historical terms; clearly and coherently structured and communicated answer. 9–10 marks	Consistently relevant and analytical answer; clear and accurate understanding of key concepts and significance of issues. 11–12 marks	Provides a focused comparison of both content and provenance; evaluates qualities and limitations of sources. 26–28 marks	Excellent analysis and evaluation of the interpretation, using all sources and own knowledge to reach a conclusion. 20 marks
Level IB	Uses a range of appropriate historical terms; clearly and coherently structured and communicated answer. 8 marks	Judgements supported by appropriate references to content and provenance; very good understanding of key concepts and significance of issues. 9–10 marks	Provides an effective comparison of both content and provenance; evaluates qualities and limitations of sources. 23–25 marks	Focused analysis and evaluation of interpretation, using all sources and own knowledge to reach a clear conclusion. 17–19 marks
Level II	Uses historical terms accurately; clearly and mostly coherently structured and clearly communicated answer. 7 marks	Good attempt at explanation/analysis but uneven overall judgements; mostly clear understanding of key concepts and significance of issues. 8 marks	Provides a relevant comparison of both content and provenance; evaluation lacks completeness and may be confined to the conclusion or second half of the answer. 20–22 marks	Focused analysis and evaluation of interpretation, using all sources and own knowledge to reach a clear conclusion; some imbalance between use of own knowledge and sources. 14–16 marks
Level III	Uses relevant historical terms but not always accurately or extensively; mostly structured and clearly communicated answer. 6 marks	Mixture of internal analysis and discussion of similarities and differences; uneven understanding of key concepts and significance of issues. 6–7 marks	Provides a comparison; makes limited links with the sources by focusing too much on content or provenance. 17–19 marks	Sound analysis and evaluation; there may be some description and unevenness between use of own knowledge and sources. 11–13 marks

Level IV	Some evidence that is tangential or irrelevant; some unclear, under-developed or disorganised sections but satisfactorily written. 4–5 marks	Mostly satisfactory understanding of key concepts; some unlinked though relevant assertions, description/ narrative but without a judgement. 4–5 marks	Attempts a comparison but comments are largely sequential; makes few points of comparative provenance or similarity/ difference of content. 14–16 marks	Some analysis and evaluation with increasing amounts of description; imbalanced use of own knowledge and sources. 8–10 marks
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Chronology: Key Events 1536–69

- 1536:** Dissolution of the smaller monasteries; outbreak of the Pilgrimage of Grace.
- 1539:** Dissolution of the larger monasteries.
- 1540:** 28 July: Henry VIII executes Thomas Cromwell.
- 1542:** War with Scotland; alliance with Charles V.
- 1543:** Peace with Scots 1 July, rejected December; coinage debased (1). Henry VIII declares war on France.
- 1544:** Edward Seymour devastates southern Scotland; capture of Boulogne by Henry; Charles V makes Peace of Cr py and leaves Henry to fight France alone.
- 1546:** By now £2,100,000 spent on war since 1543; peace with France (2).
- 1547:** 28 January: Henry VIII dies; Edward VI a minor; Somerset Lord Protector; financial crisis, food shortages, popular discontent, Vagrancy Act.
- 1548:** Social and religious unrest; coinage debased; sheep tax; ban on football; French army in Scotland.
- 1549:** Western Rebellion, Kett's Rebellion, France declares war on England; bankruptcy; Somerset arrested, Northumberland President of the Council.
- 1550:** Collapse of Antwerp cloth market leads to unemployment (3); Repeal of Vagrancy Act and sheep tax; peace with France.
- 1551:** Last debasement of coinage; William Hawkins opens Barbary coast trade.
- 1552:** Somerset executed for treason; peace with Scotland; coinage reissued; new Poor law; attack on church wealth (4).
- 1553:** 9 July: Edward VI dies; Mary I succeeds after Lady Jane Grey's brief reign.
- 1554:** January: Mary to marry Philip II / Wyatt's Rebellion; financial reform (5); Second Act of Repeal restores Roman Catholicism to 1529 position (not land).
- 1555:** Smithfield burnings begin: Hooper 9 February; Ridley and Latimer 16 October; Act Touching Weavers proves ineffectual.
- 1556:** 21 March: Cranmer burned - Foxe's *Book of Martyrs*; Act concerning Apprenticeship; war against France.
- 1558:** Loss of Calais; November: Mary dies.
- 1560:** Elizabeth reluctantly sends military help to the Presbyterians in Scotland.
- 1561:** Coinage is reformed.
- 1562:** War against France begins.
- 1563:** Statute of Artificers seeks to stabilise employment and reduce vagrancy.
- 1568:** Mary Queen of Scots seeks asylum in England.

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1569: Rebellion of the Northern Earls seeks to release Mary from house arrest and marry her to Norfolk.

- (1) The government approximately doubled the amount of money in circulation between 1542 and 1551, coinciding with rapid price rises as the quantity of goods remained static. Northumberland's reduction in the money supply after 1551, copied by Elizabeth I, reduced but did not end inflation, which was a European phenomenon.
- (2) War dramatically increased government expenses, due to costs of feeding and supplying armies and maintaining fortifications, especially on the border with Scotland, during the period of the Auld Alliance between France and Scotland. A corresponding increase in demand may have caused prices to rise further.
- (3) A glut of wool piled up in Antwerp during 1549, causing a major slump in the cloth trade in 1550. The resulting unemployment necessitated repeal of Somerset's Vagrancy Act, which branded and enslaved unemployed vagrants.
- (4) A 1552 survey confirmed that church land was worth £1,087,000. Government commissioners were beginning to confiscate this wealth, melting down church plate, when Edward VI died, and Mary succeeded to the throne.
- (5) Mary implemented drastic reform of the revenue court, and restored the Exchequer as the main financial department. Her proposed Book of Rates and changes to the currency were implemented by Elizabeth I between 1558 and 1560, benefiting her solvency.

Teaching Activities

Using the exemplar answers, discuss these questions with your students:

- (1) Look at Exemplar Answer 1 to Question (a). Consider (a) how the same material could be used to produce a better answer and (b) what other points need to be included to make this a Level 1 answer.
- (2) Look at both exemplar answers to Question (b). Compare what each has to say about each of the sources and explain why Answer 2 has been awarded the higher mark.
- (3) Look at the Chronology and the exemplar answers to Question (b). Would either have been improved by making more use of the information in the Chronology?

Resources

- R. Bucholz and N. Key, *Early Modern England 1485–1714: A Narrative History* (Blackwell, 2003)
- N. Fellows, *Disorder and Rebellion in Tudor England* (Hodder, 2001)
- A. Fletcher and D. MacCulloch, *Tudor Rebellions* (Pearson, 5th edn, 2004)
- C. Haigh, *English Reformations. Religion, Politics & Society under the Tudors* (Clarendon, 1993)
- N. Heard, *Edward VI and Mary: A Mid-Tudor Crisis?* (Hodder, 1990)
- J. Hunt and C. Towle, *The Mid-Tudor Years* (Longman, 2000)
- N. Key and R. Bucholz, *Sources & Debates in English History 1485–1714* (Blackwell, 2003)
- D. Loades, *The Mid-Tudor Crisis 1545–1565* (Macmillan, 1992)
- R. Lockyer and D. O'Sullivan, *Tudor Britain 1485–1603* (Longman, 1997)
- R. Whiting, *Local Responses to the English Reformation* (Macmillan, 1998)
- P. Williams, *The Later Tudors. England 1547–1603* (Oxford University Press, 1998)
- G. Woodward, *Rebellion and Disorder under the Tudors 1485–1603* (Hodder, 2008)

Weblinks

www.tudors.org/index.shtml?l_crisis.htm

www.richardiii.net/begin.htm

www.schoolhistory.co.uk/alevel/earlymodern_british_edwardvi.shtml

www.schoolhistory.co.uk/alevel/earlymodern_british_marytudor.shtml