Mark Scheme (Results)

Summer 2024

Pearson Edexcel
In GCE History (9HI0/31)
Advanced

Paper 3: Themes in breadth with aspects in depth
Option 31: Rebellion and disorder under the Tudors, 1485–1603

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

How to award marks when level descriptions are used

1. Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a **'best-fit' approach,** deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use the guidance below and their professional judgement to decide which level is most appropriate.

For example, one stronger passage at L4 would not by itself merit a L4 mark, but it might be evidence to support a high L3 mark, unless there are substantial weaknesses in other areas. Similarly, an answer that fits best in L3 but which has some characteristics of L2 might be placed at the bottom of L3. An answer displaying some characteristics of L3 and some of L1 might be placed in L2.

2. Finding a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

Levels containing two marks only

Start with the presumption that the work will be at the top of the level. Move down to the lower mark if the work only just meets the requirements of the level.

Levels containing three or more marks

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level

- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level

- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

Indicative content

Examiners are reminded that indicative content is provided as an illustration to markers of some of the material that may be offered by students. It does not show required content and alternatives should be credited where valid.

Generic Level Descriptors: Section A

Target: AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases. • Some relevant contextual knowledge is included, with limited linkage to the source material. • Evaluation of the source material is assertive with little or no supporting evidence. Concepts of reliability or utility may be addressed, but by making stereotypical judgements.
2	4–7	• Demonstrates some understanding and attempts analysis of the source material by selecting and summarising information and making undeveloped inferences relevant to the question. • Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concepts of reliability or utility are addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.
3	8–12	• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences. • Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry and explanation of utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria but with limited justification.
4	13–16	• Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion, although treatment of the two sources may be uneven. • Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn. • Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may be weakly substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.
5	17–20	• Interrogates the evidence of both sources with confidence and discrimination, making reasoned inferences and showing a range of ways the material can be used, for example by distinguishing between information and claim or opinion. • Deploys knowledge of the historical context to illuminate and/ or discuss the limitations of what can be gained from the content of the source material, displaying secure understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn. • Evaluation of the source material uses valid criteria which are justified and fully applied. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims.

Sections B and C

Target: 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.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	• Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	4–7	• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the focus of the question. • Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	8–12	• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included. • Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	13–16	• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. • The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.
5	17–20	• Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands. • Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement. • The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.

Section A: Indicative Content

Question	Indicative content

1	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.
	
	 Candidates must analyse the source to consider its value for an enquiry into the reasons for the Spanish invasion of Ireland in 1601 and the extent of the support it **offered to Tyrone's rebellion**. **Tyrone's rebellion and Kinsale (1601)** are named in the specification, and candidates can therefore be expected to know about them and be aware of the context.
	
	 1. The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences:
	   • **As an ambassador, it was Cavalli's duty to report to his government as fully and** accurately as he was able
	   • As a major western European monarchy, it is likely that the French would be **keenly informed of developments in Ireland and that, consequently, Cavalli's** information, picked up at the French court, is well founded
	   • **Cavalli's report is necessarily based on second or third**-hand information and significant time has elapsed between events and his report being sent.
	 2. The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source:
	
	 The reasons for the Spanish invasion of Ireland in 1601:
	
	   • The source indicates that a reason for the invasion is to join forces with the Irish rebels (**'make contact with the Earl of Tyrone'') and to support Spain's co-religionists in Ireland ('assist the Catholics there')**
	   • The source suggests that Spain had reasons other than simply the support of Tyrone for the invasion, namely to take advantage of uncertainty over Queen **Elizabeth's health ('The Queen… much longer.** Should she die soon')
	   • It suggests that a major reason for the invasion was to expand Spanish influence more generally (**'acquire Ireland', 'make England dependent'**) as part **of Spain's rivalry with England ('navigation in the open sea…the last Armada** went.').
	 The extent of the support it offered to Tyrone's rebellion:
	   • The source indicates that the Spanish had the potential to aid Tyrone – they landed in **strength ('five thousand men'), had some support from influential figures ('the Bishop of Cork') and met little initial resistance ('without…armed opposition…were expecting.')**
	   • The source provides evidence that Mountjoy had been forced to divert a significant number of his troops ranged against Tyrone to deal with the Spanish **invasion ('six thousand of the sixteen thousand')** so aiding the rebels
	   • The source suggests that the English had resources available to deal with the **Spanish invasion ('reinforcements', 'raise six thousand more men', 'sent some of her ships…admirably equipped')**
	   • It indicates that the Spanish faced major problems in joining up with Tyrone (**'opposite end…well-provisio**ned forts.') and that leaving Ulster to attempt this **was a significant risk for Tyrone ('important strongholds…**the obvious chance of **ruin.')**.
	 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include:
	   • The Spanish monarchy **acknowledged the importance of supporting Tyrone's** rebellion as a counter to English support of the Dutch rebels, and negotiations to supply money and men began in 1595 **–** however, no material support arrived until 1601
	   • The Spanish force that landed at Kinsale was well trained and equipped but having been promised in January, it did not land until October, by which time

| | the Irish rebels had been significantly weakened by Carew's suppression of the rebellion in Munster
• Though shaken by the Spanish invasion and being forced to abandon his campaign against Tyrone in Ulster, Mountjoy reacted decisively and was quickly able to besiege Kinsale with over 7000 men **–** this encouraged Tyrone to march south in winter to relieve the Spanish. |

Section B: Indicative content

Question	Indicative content
2	**Answers will be credited according to candidates' deployment of material in relation** to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant Candidates are expected to reach a judgement on the accuracy of the statement that the foreign support given to the challengers to Henry VII, in the years 1486-99, greatly threatened **the King's hold on the throne**. Arguments and evidence that the foreign support given to the challengers to Henry VII, in the years 1486-99, greatly threatened **the King's hold on the throne** should be analysed and evaluated. Relevant points may include: **Margaret, Dowager Duchess of Burgundy was rich, safe from Henry's reach and, as Richard III's sister, bore enormous ill**-will to the Tudor succession – her support was crucial to the hiring of **German mercenaries for Simnel's** invasion in 1487 - Margaret tutored Warbeck, enabling him to appear plausible in his claim to be Richard of Shrewsbury – her actions led to a damaging trade war with **England's major trading partner, which stoked domestic un**rest and badly **reduced Henry's income from ta**riffs **Margaret's support of Warbeck br**ed treason at Henry's court (the Stanley Plot) and helped to secure Imperial **support for Warbeck's claim** - she financed his renewed attempt to invade England in 1495, and maintained secret support thereafter - Charles VIII of France formally recognised Warbeck as Richard IV in 1492, **following Henry's intervention in Brittany, threatening an invasion from England's most powerful rival and prompting Henry into a risky pre**-emptive invasion of northern France - James IV of Scotland sheltered, then recognised Warbeck in 1495 – in 1496, **James sponsored Warbeck's invasion of northern England that sparked a** serious tax revolt in southern England, with Cornish rebels reaching London in 1497 - Persistently in the years 1485-99, foreign support for the challengers **compromised Henry's attempts to secure his dynasty, e.g. seriously delaying** consummation of his Spanish alliance through the marriage of Prince Arthur and Catherine of Aragon. Arguments and evidence that challenges the accuracy of the statement that the foreign support given to the challengers to Henry VII, in the years 1486-99, greatly threatened **the King's hold on the throne** should be analysed and evaluated. Relevant points may include: - Charles VIII had little real interest in English affairs and was planning a major intervention in Italy – **he quickly abandoned Warbeck following Henry's 1492** invasion, promised to support no more pretenders and renewed payment of the French Pension **Henry's** trade embargo from 1493 encouraged Philip the Fair to limit Burgundian support for Warbeck – Warbeck was expelled permanently from Burgundy and, by the *Magnus Intercursus* (1496), the vastly important trade in cloth resumed - Maximilian, the Holy Roman Emperor, lacked both the resources and inclination to support Warbeck actively – his fear of French gains in Italy encouraged him, and his son Philip, to settle with Henry in 1496 - James IV of Scotland was inexperienced, relatively poor and posed little threat to Henry without French support – he ejected Warbeck in 1497 as the price for the Truce of Ayton with Henry, and the promise of an English royal bride

	• Throughout the years 1485-97, Henry acted quickly and decisively to neutralise foreign support for his rivals, e.g. the diplomatic skills of Bishop Foxe were effectively employed in securing advantageous treaties with France, Burgundy and Scotland. Other relevant material must be credited.

Question	Indicative content
3	**Answers will be credited according to candidates' deployment of material in relation** to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant Candidates are expected to reach a judgement on the extent to which **Henry VIII's** religious changes, in the years 1533-37, were unpopular. Arguments and evidence that support the view that **Henry VIII's religious changes**, in the years 1533-37, were unpopular should be analysed and evaluated. Relevant points may include: • **The actions taken by Henry's government** to enforce his changes suggest that they were unpopular and that firm action was needed to ensure conformity, e.g. the oath sworn to support the Royal Supremacy, the Treason Act (1534) • The strict licensing of preaching, the royal letters issued to stamp out dissent among the clergy and the content of **Cromwell'**s Injunctions (1536) all suggest **that Henry's government** believed that the changes lacked popular support • **Overt opposition to Henry's changes suggests that they were unpopular, with** dissent manifested across society and from within the Church - many were willing to embrace death rather than conform (e.g. More, Fisher, the Carthusians) • The outbreak of rebellion in Lincolnshire in 1536 suggest**s that Henry's** changes were unpopular, e.g. the disturbances in Louth, where locals believed cherished Church property was to be seized, the references to religious reform in the Lincoln Articles • The Pilgrimage of Grace was motivated to a large degree by resistance to **Henry's religious changes, e.g. the religious demands** in the Pontefract

Articles, the banners depicting the Five Wounds of Christ, the forced re-population of monasteries
- By October 1536, there were over 30 000 men in open revolt against the government across the north, one of the most religiously conservative areas of the country, suggesting the unpopularity of the changes
- Action taken in the wake of the 1536 risings, suggests that the unpopularity of religious change was central to the risings, e.g. the executions of 6 abbots, 38 monks and 16 parish priests, the acceleration of the monastic dissolutions.

Arguments and evidence that counter the view that **Henry VIII's religious changes**, in the years 1533-37, were unpopular should be analysed and evaluated. Relevant points may include:
- **Henry's religious changes,** e.g. the assertion of the royal supremacy, were popular among many in England who had argued for Church reform in the years before 1533, notably among the richer and better-educated classes in the south-east
- The religious changes of 1533-37 passed through both the Commons and Lords, indicating that they had significant support in England, especially among the politically represented and even within the Church itself
- The emphasis on the reform of the monastic system, rather than total dissolution, in the first Act of 1536, was welcomed by many and broadly followed similar programmes of improvement undertaken previously in **Henry's reign**
- The risings of 1536-37 were confined to the north and, in spite of the hopes of the rebels, did not gain popular support further south
- The risings of 1536-37 were caused by a multiplicity of factors (e.g. political, economic and personal) and cannot be viewed as solely a reaction to unpopular religious reforms.

Other relevant material must be credited.

Section C: Indicative content

Question	Indicative content

4	**Answers will be credited according to candidates' deployment of material in relation** to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant
	Candidates are expected to reach a judgement on the statement that the role of parliament was no more significant in the government of the country in 1603 despite developments in the years since 1485.
	Arguments and evidence that the role of parliament was no more significant in the government of the country in 1603 despite developments in the years since 1485 should be analysed and evaluated. Relevant points may include:
	• Parliament could be called and dismissed by the monarch at will in 1603, in exactly the same way as it had been in 1485 and the years in between – the royal right to ignore the views of parliament also remained intact throughout
	• Parliamentary sessions under Elizabeth I were called irregularly and, invariably, only in response to the crown's need for money – this was vastly similar to the reign of Henry VII (who called none after 1504) and during most of the intervening years
	• Significant parliamentary criticism of royal policy, or outright refusal to grant the crown what it demanded, was highly unusual **at the end of Elizabeth's** reign just as it had been during the reigns of Henry VII, Henry VIII, Edward VI and Mary
	• Parliament was skilfully **managed by Elizabeth's ministers, through the use of** threats and patronage, in the same manner as it had been managed in the late fifteenth century and during the rest of the sixteenth century, e.g. by Wolsey or Cromwell
	• Parliament had no more right to ini**tiate legislation at the end of Elizabeth's** reign than it had under her predecessors, and the right of free speech in parliament was no more secure than it had been in 1485, e.g. the jailing of Wentworth and Cope in 1587
	• Throughout the years 1485-1603, the royal will, the royal council and leading ministers (e.g. the Lord Chancellor) were all far more significant than parliament in the government of the country.
	Arguments and evidence that counter the view that the role of parliament was no more significant in the government of the country in 1603 despite developments in the years since 1485 should be analysed and evaluated. Relevant points may include:
	• As royal expenditure grew, even during peacetime, control over extraordinary taxation gave parliament greater significance in the government of the country, e.g. the reduction of the requested subsidy in 1523 stymied intervention against France
	• **Henry VIII's d**ecision to introduce his religious reforms by parliamentary statute in the 1530s led to longer sessions of parliament, and gave greater credence to the concept of the sovereignty of statute law (that only parliament could repeal or amend it)
	• The passing of religious reform through statute law enabled parliament in the reigns of Mary and Elizabeth to win significant concessions from royal government, e.g. over the restitution of Church property in 1554, over the nature of the royal supremacy in 1558
	• Thanks to the complexity of the work of the reformation parliaments, the **notion of the 'king**-in-**parliament'** was developed further, suggesting that government had become a partnership between the crown and parliament
	• During this period, parliamentary criticism of royal government became more frequent across more areas of royal policy, e.g. foreign policy, religion and the succession **during Elizabeth's reign**, suggesting a more significant role for parliament
	• The number of MPs in the Commons grew by more than half during the sixteenth century, giving greater legitimacy to their views and demanding more effort by royal ministers to take note of their opinion in the government of the country.

Other relevant material must be credited.

Question	Indicative content
5	**Answers will be credited according to candidates' deployment of material in relation** to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant Candidates are expected to reach a judgement on the importance of increased borough representation in the Commons in improving royal control of the localities in the years 1485-1603. Arguments and evidence that increased borough representation in the Commons was important in improving royal control of the localities in the years 1485-1603 should be analysed and evaluated. Relevant points may include: • The growth of borough representation in the Commons broadened the range of people represented politically in England, giving the Crown a better understanding of the issues (e.g. vagrancy) and interests (e.g. industry and trade) important in urban areas • Increased borough representation, e.g. 141 new borough seats were created in the years 1547-1603, acted as a safety valve, giving those in the localities an alternative to disorder in articulating their grievances • The creation of borough seats was especially important in Wales following the Law in Wales Act (1535) that granted each county town 2 MPs – this helped integrate Wales more fully into the realm and hastened the process of Anglicisation • The growth of borough representation gave greater opportunities for advancement to able men from the fast-growing urban areas, facilitating better government and limiting frustrations that may have prompted them to foster and lead unrest • Increased borough representation allowed the government to claim greater legitimacy in the passing of new laws, e.g. Elizabethan religious reform, and

therefore, to demand compliance from the localities.

Arguments and evidence that counter the view that increased borough representation in the Commons was important in improving royal control of the localities in the years 1485-1603 should be analysed and evaluated. Relevant points may include:

- The new borough seats were increasingly taken by landed families already represented in parliament and so did not newly represent the interests of the urban localities, e.g. in 1601, only 14% of borough MPs were actually townsmen
- Many new boroughs were 'rotten' (with tiny electorates and under the control of powerful landed families) and added little to the government's understanding or control of the localities
- The crown's creation of many new borough seats in the Duchies of Cornwall and Lancaster (e.g. Preston in 1529) was intended not to broaden the numbers and range of interests represented but to cement its control of parliament through 'placemen'
- The use of patronage from Henry VII (e.g. the promotion of the Stanley interest in Lancashire) to the reign of Elizabeth I (e.g. the extension of the Cecil family interests in Lincolnshire) was vital to the crown's control of the localities throughout this period
- The increase in the numbers, and extension of the roles, of Justices of the Peace were vital in improving royal control of the localities, e.g. the laws of 1495, 1552 and 1572
- Royal control of the localities was improved during this period by the strengthening of the Council of the North (1537), the emphasis placed on social order and relief of the poor (e.g. the Act of 1563) and by new offices such as the Lord Lieutenant.

Other relevant material must be credited.