



Mark Scheme

Summer 2017

Pearson Edexcel
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.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:

i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear

ii) select and use a form and style of writing appropriate to purpose and to complex subject matter

iii) organise information clearly and coherently, using specialist vocabulary when appropriate.

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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 enquiries may be uneven. <p>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.</p> <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none">• Interrogates the evidence of the source in relation to both enquiries 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.
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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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none">• 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.
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Section A: indicative content

Question	Indicative content
1	<p>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.</p> <p>Candidates must analyse the source to consider its value for an enquiry into the attitudes of the northern earls towards Queen Elizabeth and the arguments used to justify rebellion in 1569. The northern earls and the rebellion are named in the specification and candidates will be expected to have studied them and be aware of the context.</p> <p>The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences:</p> <ul style="list-style-type: none"> • Northumberland and Westmorland were based in the North of England and issued this proclamation which summoned their tenants to arms • The leaders of the Rising were forced into acting after Elizabeth summoned them to court and this is reflected in the tone of the proclamation • The proclamation was made two days after the mass held in Durham Cathedral, building upon the religious statement made there. <p>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:</p> <p>Attitudes towards the Queen:</p> <ul style="list-style-type: none"> • It claims that the Queen has been badly advised and some members of the nobility have not acted in the best interests of the realm • Factional rivalry influenced the Earls and the proclamation provides evidence that they believed that members of the council were acting contrary to the Queen's needs • Loyalty to the Queen is evident throughout the proclamation and the rebels suggest that their intention is to correct her, rather than replace her. <p>Reasons for rebellion:</p> <ul style="list-style-type: none"> • The proclamation provides evidence that the rebels portrayed themselves as essentially defensive, conservative and loyal in their actions • It provides evidence that loyalty towards Catholicism and the perceived heresy of the Religious Settlement (1559) was the key motive for rebellion • It claims that the rebels perceived a threat of foreign invasion to restore Catholicism • It provides arguments that the rebels wanted to restore ancient customs and traditions and were acting in self-defense. <p>Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include:</p> <ul style="list-style-type: none"> • The arrival of Mary Queen of Scots in England in 1568 meant that there was a potential replacement for Queen Elizabeth present in the country • The roots of the Rising lay with the proposal of the Duke of Norfolk as a potential husband for Mary but Elizabeth heard about the plot and summoned Norfolk to court • Elizabeth also summoned Westmorland and Northumberland to court for their involvement in the marriage plot but they refused to go • The strength and nature of support for the Northern Rising • Westmorland and Northumberland had lost influence that they had held under Mary Tudor which may have influenced their decision to rebel. <p>Other relevant material must be credited</p>

Section B: indicative content

Question	Indicative content
2	<p>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</p> <p>Candidates are expected to reach a judgement on the suggestion that the Yorkist faction undermined Henry VII's attempt to secure and hold onto the throne in the years 1485-99.</p> <p>Arguments and evidence that Yorkist factions severely undermined Henry VII's attempts to secure and hold onto the throne should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Henry distrusted the nobility on both sides throughout his reign; his increasing use of bonds and recognisances as well as his attacks on retaining demonstrated his nervousness• Henry VII assumed the throne through victory in battle which gave hope to the Yorkist pretenders that they could claim the throne in the same way e.g. John de la Pole• The uprising of Lambert Simnel (1486-87) was supported by John de la Pole and Margaret of Burgundy; Simnel was crowned and proclaimed as King in Ireland, a Yorkist stronghold• Henry VII was only able to defeat Simnel following the closely fought Battle of Stoke where 3000 royal troops died• The challenge of Perkin Warbeck (1490-99) demonstrated the severity of the threat posed by the Yorkist faction. <p>Arguments and evidence that Yorkist factions did not severely undermine Henry VII's attempts to secure and hold onto the throne should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Henry's attempt to neutralise the Yorkist threat was partly successful e.g. by marrying Elizabeth of York (1486) and sending the Earl of Warwick to the Tower (1485)• Henry VII's victory at Bosworth and his subsequent coronation appears to demonstrate the triumph of the Lancastrian faction in securing the throne• Henry rewarded his supporters to ensure loyalty among sections of the nobility e.g. Jasper Tudor was made Duke of Bedford and Thomas Stanley, Earl of Derby• Henry managed to successfully contain the aspirations of the nobility through the use of sureties to ensure good behavior and Acts of Attainder as punishments. <p>Other relevant material must be credited</p>

Question	Indicative content
3	<p>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</p> <p>Candidates are expected to reach a judgement on the suggestion that the Kett's rebellion was not a significant threat.</p> <p>Arguments and evidence that Kett's Rebellion was not a significant threat should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The Rebellion was a protest only and was not directed at the King; the demands of the Rebels were mainly focussed against the enclosure of common land • The lack of gentry or nobility involvement meant that the rebellion had economic rather than political motives and was only of minor significance • The rebellion was smaller and less well organized than e.g. the Pilgrimage of Grace (1536) and the leader of the rebellion was only a yeoman farmer • There was no intention to march on London, the seat of government • Warwick's suppression of the rebels was partly driven by his desire to seize power and control of the King rather than a reaction to the nature and threat of the Rebellion. <p>Arguments and evidence that the Kett Rebellion posed a significant threat should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • There was a national context to the Rebellion (the issue of enclosures and inflation sparked widespread discontent and resentment) which meant that a strong reaction was necessary • The rebellion was large, well organised, had popular support and was well led; the rebels seized Norwich, a major trading city and local authority broke down • War with Scotland, the threat of foreign invasion by France and the Western Rebellion in the same year meant that any further rebellion was bound to be a threat • The seriousness of the rebellion was exacerbated by the king, Edward VI, being a minor. <p>Other relevant material must be credited</p>

Section C: indicative content

Question	Indicative content
4	<p>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</p> <p>Candidates are expected to reach a judgement on the suggestion that the reform of the Privy Council in 1540 was the key turning point in the development of the royal government in the years 1485-1603.</p> <p>Arguments and evidence that suggest the reform of the Privy Council (1540) was the key turning point in the development of the royal government should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • An inner ring of councillors who surrounded Henry VIII at court was formalised by Thomas Cromwell into an emergency Privy Council after the Pilgrimage of Grace and a formal Privy Council by 1540 • These reforms meant that the number of members was reduced to 19, with agendas for meetings, which left the Star Chamber free to focus on legal matters • Its reform meant the royal government had a more permanent and centralised administration centered on the Privy Council • Its reform marked a significant shift in the development of royal government away from the personal nature of government e.g. of Henry VII, Wolsey and Cromwell • Its status was confirmed by the use of the Privy Council in Henry VIII's will (1547) to govern during the minority of Edward VI, it had full power and authority in theory • Northumberland's coup d'etat in 1549 saw him take control of the Privy Council and he filled it with 32 supporters, showing that he understood the significance of the Council in establishing and maintaining power • Mary and Elizabeth continued to use the Privy Council, demonstrating institutional stability and administrative continuity. <p>Arguments and evidence that that the reform of the Privy Council (1540) was not the key turning point in the development of the royal government should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Henry VII had governed with councillors and c24 met regularly concerning judicial and administrative matters • Wolsey's earlier work with the Star Chamber had already led to the differentiation between political/ administrative tasks and judicial tasks • Reform of the royal government was not something that happened in a few years; it was not completed until 1603 and key role of Burghley in later developments could be discussed • The use of regional councils e.g. the Council of the North, continued throughout the Tudor period • Somerset was able to bypass the Privy Council when he ruled as Lord Protector 1547-49. <p>Other relevant material must be credited</p>

Question	Indicative content
5	<p>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</p> <p>Candidates are expected to reach a judgement on whether patronage allowed monarchs to retain their control of the kingdom in the years 1485-1603.</p> <p>Arguments and evidence that patronage allowed monarchs to retain their control of the kingdom should be analysed and evaluated.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> • The development of a network of personal relationships by patronage and the granting of lands, titles and positions at court allowed monarchs to retain their control over the kingdom • Creating new nobility was a key development in the use of patronage in the Tudor period e.g. the Dudleys, Russells and the Seymours • Henry VII made use of patronage to control the far reaches of the kingdom e.g. Jasper Tudor in Wales or Thomas Howard in the North of England • Henry VIII and subsequent monarchs were able to control Church patronage following the break with Rome (1536), making extensive use of church land and wealth • In Elizabeth's reign attending court was increasingly appealing for the nobility and gentry with opportunities for financial gain. <p>Arguments and evidence that counter the proposition should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Patronage did not allow a steady increase in control over the kingdom, control fluctuated depending on the power of the individual monarch and could be hindered by over-mighty subjects • The use of patronage by royal favourites led to resentment e.g. of Wolsey in 1520s, and of Cromwell in 1530s, of Robert Cecil in 1590s which could hinder the control by the monarchs of their kingdom • The development of bureaucratic power rather than patronage enabled monarchs to retain their control the kingdom e.g. through the Privy Council, North, Marches of Wales • Parliament and the use of legislation was increasingly used to maintain control of the kingdom, notably from the Reformation Parliament (1536) onwards • Officials were increasingly used to maintain control over the kingdom e.g. the role of the Justices of the Peace and with the appointments of Lord Lieutenants from the 1540s • The use of patronage could lead to personal rivalries and tensions within the Privy Council, hindering the management of the country e.g. between Essex and Cecil from the 1590s. <p>Other relevant material must be credited</p>

