



Pearson

Mark Scheme

Summer 2018

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. • 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	<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 extent of the threat posed by the rebels and the nature of Elizabeth I's response to the Tyrone Rebellion. Elizabeth I is named in the specification and candidates can therefore be expected to know about her and be aware of the context.</p> <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> <ul style="list-style-type: none"> • The source is a proclamation issued on behalf of Elizabeth for her Lord Deputy in Ireland to use • The proclamation was issued after Hugh O'Neill had joined his allies in open rebellion and was a response to this traitorous decision • Elizabeth knew that the proclamation was designed to be published, so it is a public declaration of intent • The covering letter however, may have been private and indicates what the Queen's intentions were. <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> <p>Extent of the threat posed by the rebels:</p> <ul style="list-style-type: none"> • The source states that it was Elizabeth who gave O'Neill the title of Earl and territory and money to accompany the title, so as a man of status the threat was more significant • It claims that he has turned his back on the Queen and has persuaded O'Donnell and other chieftains to join him, so as a number of other nobles were involved the extent of the threat was more significant • It suggests that he intended to invade the area around Dublin, suggesting that the scale of the threat was large • The source claims that O'Neill has worked with the Spanish against Elizabeth, suggesting that there was foreign support for the rebellion, increasing the scale of the threat. <p>Nature of Elizabeth I's response to rebellion:</p> <ul style="list-style-type: none"> • The source labels O'Neill as a traitor and as the ringleader of the rebellion • The source suggests that Elizabeth regards the majority of her subjects as loyal and has targeted her response towards key figures • The source claims that if those who have supported O'Neill end their support for him then they will be pardoned, to limit the scale of the rebellion • The source claims that O'Donnell is not perceived as a traitor in the same way as O'Neill and could be saved or protected, this was an attempt to divide the rebels.

Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include:

- **Tyrone's rebellion broke out in 1594 and lasted until 1603**
- The rebellion was a response to the new English settlers, policies of plantation and the establishment of Protestant churches
- The rebellion grew as Elizabeth had a shortage of men to send to Ireland and she lacked the funds to put the rebellion down
- The rebellion cost the Queen £2 million to put down.

Other relevant material must be credited.

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 Henry VIII's religious changes were not seriously threatened in the years 1533–37.</p> <p>Arguments and evidence Henry VIII's religious changes were not seriously threatened should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Henry became Head of the Church of England in 1534 and this Act of Supremacy faced no serious threat • Parliament acquiesced to Henry's demands and enacted the religious changes, e.g. Act in Restraint of Appeals (1533) • The Pilgrimage of Grace took place far from London and was successfully put down. There was no other popular rebellion against Henry's religious reforms in this period • Any opposition to the religious changes was disparate, disorganised and inconsistent. <p>Arguments and evidence that Henry VIII's religious changes were seriously threatened should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Opposition from the Pope, and from Charles V, were both significant foreign threats • Thomas More and John Fisher were two major figures who both opposed the King's religious changes • The Pilgrimage of Grace was a widespread and popular revolt motivated in part by Henry's religious reforms • Opposition at court was shown by the plot, which brought down Anne Boleyn in 1536. <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 causes of the revolt of the northern earls were primarily political.</p> <p>Arguments and evidence that the causes were primarily political should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The arrival of Mary Queen of Scots in England (1568) created political division as she was placed in the custody of the Earl of Shrewsbury, rather than one of the northern earls and this was a trigger for the northern earls to act• Political faction fighting was a trigger for the revolt with the proposal that the Duke of Norfolk marry Mary Queen of Scots• Resentment of Sir William Cecil at court caused the Earl of Leicester to support the marriage plan in its initial stages• Elizabeth angered the northern earls by placing southern nobles in charge of key institutions, e.g. the Wardenship of the East March was given to Hunsdon rather than Percy as was expected. <p>Arguments and evidence that causes were not primarily political and/or other factors were more significant should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The revolt was a regional, conservative response by those who wanted a return to the previous order• The Earls of Northumberland and Westmorland were supportive of the Catholic faith and the proclamation they issued underlined this• There was a strong religious element to the revolt and the gentry and peasantry who supported the revolt were largely Catholic• Resentment at the appointment of Pilkington as Bishop of Durham, who had an evangelical preaching style, motivated the rebels to act. <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 that the re-establishment of the Council of the North in 1537 was the most significant development in involving the localities in governance in the years 1485–1603.</p> <p>Arguments and evidence that suggest the re-establishment of the Council of the North in 1537 was the most significant development in involving the localities in governance should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The Council was re-established as a court rather than simply a governmental or administrative body and provided supervisory jurisdiction over the North rather than governing the North from the Star Chamber in the South • The Council was popular with those bringing civil cases who wanted local justice to be dispensed • From 1561 the vice president and one legal member had to be based in York, which shows that localities were now permanently involved in governance • Until 1572 the Council was headed by local magnates who were now directly involved in governance. <p>Arguments and evidence that the Council of the North in 1537 was not the most significant development in involving the localities in governance should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Justices of the Peace played a major role in the local government and Henry VII increased their powers in 1487 and 1495 • Cromwell's reform of the Council of the North brought the Council under the orbit of the Privy Council and could be seen as a centralising move • From 1572 until his death, the Council of the North was headed by Huntingdon, a member of the Privy Council, bringing the council back under the control of central government • The role of Lord Lieutenants increased in importance from their first appointment in 1549 and their appointment made permanent after 1585 • Other regional institutions were significant, e.g. the Council in the Marches of Wales. <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 the Crown steadily increased control over the Church throughout the years 1485–1603.</p> <p>Arguments and evidence that the Crown steadily increased control over the Church should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Henry VII and Henry VIII both extracted extensive taxation from the Church. They used churchmen, paid for by Church revenues, as their bureaucrats, e.g. Morton, Fox and Wolsey • Henry VIII became Supreme Head of the Church in 1534, which was a fundamental shift in Crown control of the Church • The dissolution of the monasteries meant that all aspects of the Church now answered to the monarch • Edward continued to reform and increase control of the Church, e.g. Act of Uniformity 1549 and second Prayer Book of 1552 • Elizabeth became Supreme Governor of the Church in 1559 and the Elizabethan Church remained a servant of the state at her death • Elizabeth's suspension of the Archbishop of Canterbury, Grindal, in 1577 demonstrates the control of the Crown over the Church. <p>Arguments and evidence that may contradict the proposition should be analysed and evaluated. Relevant points may include</p> <ul style="list-style-type: none"> • Henry VII had relatively little involvement with the Church, beyond taxation, and felt he had no need to increase control of the Church • Henry VII's right to be King was confirmed by the Papacy in 1486, demonstrating the significance of the Church in state matters • Mary returned the Church to Rome in 1554 and the appointment of Cardinal Pole showed that the state had surrendered some control of the Church • Elizabeth faced opposition and challenges to her control over the Church, e.g. vestments controversy in 1566 and Cope and Wentworth in Parliament in 1587. <p>Other relevant material must be credited.</p>

