



## Mark Scheme (Results)

October 2020

Pearson Edexcel  
in GCE History (9HI0/31)

Paper 3: Themes in breadth with aspects  
in depth

Option 31: Rebellion and disorder under  
the Tudors, 1485-1603

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October 2020

Publications Code 9HI0\_31\_2010\_MS

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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.

## 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"> <li>• 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.</li> <li>• Some relevant contextual knowledge is included, with limited linkage to the source material.</li> <li>• 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.</li> </ul>  |
| 2     | 4-7   | <ul style="list-style-type: none"> <li>• Demonstrates some understanding and attempts analysis of the source material by selecting and summarising information and making undeveloped inferences relevant to the question.</li> <li>• Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail.</li> <li>• 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.</li> </ul>  |
| 3     | 8-12  | <ul style="list-style-type: none"> <li>• 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</li> <li>• Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail.</li> <li>• 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.</li> </ul>   |
| 4     | 13-16 | <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul> |

| Level | Mark  | Descriptor   |
|-------|-------|--|
| 5     | 17-20 | <ul style="list-style-type: none"> <li>• 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,</li> <li>• 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.</li> <li>• 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.</li> </ul> |

### 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"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>   |
| 2     | 4-7  | <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul> |
| 3     | 8-12 | <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> </ul>  |

| Level    | Mark         | Descriptor  |
|----------|--------------|---|
|          |              | <ul style="list-style-type: none"> <li>The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>  |
| <b>4</b> | <b>13-16</b> | <ul style="list-style-type: none"> <li>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.</li> <li>Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>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.</li> <li>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.</li> </ul> |
| <b>5</b> | <b>17-20</b> | <ul style="list-style-type: none"> <li>Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period.</li> <li>Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands.</li> <li>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.</li> <li>The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.</li> </ul>  |

## 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 revealing the extent of religious change in the years 1533-37 and the strength of the opposition to religious change. Though the author is not named in the specification, Henrician religious change is and candidates can be expected to be aware of its impact and the extent to which it was challenged.</p> <p>1. The following points could be made about the origin and nature of the source and applied when giving weight to information and inference:</p> <ul style="list-style-type: none"> <li>• As an MP during the 1530s, Hall is likely to be well informed of events during the crucial years of the Henrician Reformation</li> <li>• As it was published in 1548, during the reign of Henry's radically-protestant son Edward VI, it is unlikely to be critical of the religious changes made during the 1530s</li> <li>• The language of the extract makes it clear that Hall was supportive of the Reformation – this means that he may underplay the extent of opposition to Henry's religious changes</li> <li>• The author seeks to make light of the opposition to Henry's religious changes by the confident tone of his writing which fails to acknowledge the bravery of those who were executed.</li> </ul> <p>2. The following inferences and significant points of information could be drawn and supported from the source:</p> <p><b>The extent of religious change in the years 1533-37:</b></p> <ul style="list-style-type: none"> <li>• The source provides evidence that religious change in the period was far-reaching and fundamental, referring to Henry's new title as 'Supreme Head' of the Church and to the rejection of papal claims of authority</li> <li>• It provides evidence of the dissolution of the smaller monasteries ('the King was granted...and under') indicating that long-standing institutions, central to Catholicism in England, were being undermined</li> <li>• It provides evidence of doctrinal changes to the Church in England ('Ten Articles...seven') and of the assault on other Catholic traditions ('holy days...reduced') both suggesting significant religious change.</li> </ul> <p><b>The strength of opposition to religious change:</b></p> <ul style="list-style-type: none"> <li>• The source suggests that opposition was significant by indicating that prominent and well-regarded individuals were opposed to Henry's changes ('Fisher, Bishop of Rochester...a very good life.', 'More...Lord Chancellor')</li> <li>• It provides evidence of the determination of some to oppose Henry as far as death ('monks...stubbornly...malicious silence', 'Fisher...beheaded', 'More...from his shoulders') suggesting opposition was deep-felt</li> </ul> |

| Question | Indicative content   |
|----------|--|
|          | <ul style="list-style-type: none"> <li>• It indicates that opposition to Henry's religious changes was led from within the Church itself ('monks of the Charterhouse', 'provoked by certain abbots and priests') suggesting it had deep reserves to call upon</li> <li>• The source refers to widespread resistance to Henry's religious changes ('inhabitants of the North...rebellion') indicating that the opposition felt strongly enough to resort to treason despite all its risks.</li> </ul> <p>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source for an enquiry into the extent of religious change in the years 1533-37 and the strength of opposition to it. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Though initiated due to Henry's inability to secure papal support for his 'divorce', the changes that proceeded from the 'Great Matter' undermined over a thousand years of ingrained religious tradition and practice in England</li> <li>• The changes of 1533-37 not only split England from Catholic Europe, they also began to destroy the fabric of English Catholicism, e.g. church ornament, shrines and pilgrimages, and to undermine its basic teachings</li> <li>• There was limited popular support for Henry's Reformation, however because it was done in the name of the king and buttressed by highly-repressive laws, open opposition was sporadic and isolated until 1536</li> <li>• The Pilgrimage of Grace in 1536 was a considerable potential threat to Henry, yet it had little long-term effect on his religious policy, serving only to justify the acceleration of change and a further clampdown on dissent.</li> </ul> <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 statement that the Duke of Somerset's handling of Kett's rebellion increased its threat to royal government.</p> <p>Arguments and evidence supporting the statement that the Duke of Somerset's handling of Kett's rebellion increased its threat to royal government should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• His decision to continue the commissions of enquiry into illegal enclosure convinced many that he sympathised with demands for change thus encouraging the rebels and discouraging the action against them</li> <li>• Somerset's offer of a pardon to those camped on 21 July was a mistake which may have inflamed the situation – at this point, many did not regard themselves as rebels but as supporters of his government</li> <li>• Somerset's delay in dispatching an army against Kett for three weeks gave the rebels time to assemble in greater numbers, to organise and to arm, all of which enabled them to seize Norwich</li> <li>• His decision to exchange letters with the rebels, appearing to concede the justice in many of the points in their petition, emboldened their leaders to continue rather than disband</li> <li>• Having seemingly encouraged a peaceful resolution, and by then sending an army under Northampton, Somerset hardened rebel resolve</li> <li>• Northampton's army was poorly-prepared and led, included unpopular foreign mercenaries, and was easily repulsed.</li> </ul> <p>Arguments and evidence opposing the statement that the Duke of Somerset's handling of Kett's rebellion increased its threat to royal government should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The financial position of the government prevented Somerset from sending a force against Kett immediately – his room for manoeuvre was complicated also by the extent of unrest elsewhere in England at the same time</li> <li>• The delay in dealing effectively with Kett was due, at least partly, to the absence of a strong royal representative in East Anglia - the Duke of Norfolk was still in the Tower following his disgrace at the end of Henry VIII's reign</li> <li>• The rebels were highly motivated and effectively led – Somerset's decision to delay the use of force was therefore understandable and similar to the government's response to previous rebellions like the Pilgrimage of Grace</li> <li>• Economic hardship was a major factor in intensifying Kett's rebellion in the summer of 1549, encouraging the growth of rebel camps – this was not directly the fault of the Duke of Somerset's handling of the affair</li> </ul> |

|  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>Somerset was responsible for sending Warwick's army against Kett in August, which eventually ended the rebellion.</li> </ul> <p>Other relevant material must be credited.</p> |
|--|--|

| Question | Indicative content  |
|----------|---|
| <b>3</b> | <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 statement that the revolt of the northern earls failed largely as a consequence of poor planning and organisation.</p> <p>Arguments and evidence supporting the view that the revolt of the northern earls failed largely as a consequence of poor planning and organisation should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>The confused aims of the plot - a mixture of the personal, political and religious - weakened it from the start and ensured that it lacked a sufficient breadth of noble and common support</li> <li>The lack of cohesion contributed to news of it leaking out and reaching the Queen in July - the Council of the North was put on alert, and importantly, Mary Stuart was removed south, out of the reach of the northern rebels</li> <li>Norfolk's decision to submit to the Queen and confess his role robbed the plot of its major figure - it was a huge gamble for Westmorland and Northumberland to proceed to rebellion without him</li> <li>The decision to launch the rebellion in November was vastly premature - the timing meant that neither vital foreign support nor the papal bull of Elizabeth's excommunication were available before it collapsed</li> <li>The rebellion was launched before the support of key nobles, like the Earl of Derby, had been secured - without this, it was unlikely the rebellion could succeed in counties like Lancashire and would be confined to the far north</li> <li>The rebels badly overestimated the extent to which the appeal of Catholicism would attract support - as a result, they failed to attract more than a small fraction of the numbers who joined the Pilgrimage of Grace.</li> </ul> <p>Arguments and evidence against the view that the revolt of the northern earls failed largely as a consequence of poor planning and organisation should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>Sustained government action since the Pilgrimage of Grace had helped secure royal control in the north, e.g. the strengthening of the Council of the North and extensive use of royal patronage - this robbed the rebels of support</li> </ul> |

- The rebellion failed partly because Elizabeth's position on the throne was far stronger by the late 1560s than it had been ten years before, thus many important figures thought twice before joining it
- The rebellion lacked the backing of the major Catholic power in Europe, Spain – Philip mistrusted Mary due to her French connections and had major, costly difficulties elsewhere in his empire to distract him
- The lack of the papal bull robbed the rebels of legitimacy – though it had been drafted in the summer of 1569, disagreements between Pius V, Philip II and the Emperor meant it wasn't issued until 1570
- The crown's resources meant that it was able to muster a substantial force which reached Durham in December – even news of its preparation forced the earls into retreat and, as a result, their support collapsed.

Other relevant material must be credited.

## 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 about the statement that parliament became considerably more critical of royal government in the years 1485-1603.</p> <p>Arguments and evidence supporting the statement that parliament became considerably more critical of royal government in the years 1485-1603 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The increasing use of parliament by the Tudor monarchs to sanction religious change, combined with its already accepted role in granting taxation, gave MPs increasing scope to criticise royal government during this period</li> <li>• The growing size of the Commons during this period, and the better education of both Lords and MPs, were factors encouraging increased criticism of royal government</li> <li>• Henry VIII faced significant criticism in his early parliaments, the 1515 Parliament (over the Hunne Case) and the 1523 Parliament (which refused to grant him the full amount of taxation he demanded for his war with France)</li> <li>• Mary I was forced to back down over the restoration of monastic lands amid protests from the Parliament of 1554 and her marriage contract had to be negotiated carefully to forestall further parliamentary criticism</li> <li>• Elizabeth I faced repeated criticism over her religious settlement – her Acts of Supremacy and Uniformity in 1559 had to be re-drafted to appease Catholic critics in parliament while her church was continually attacked by puritan MPs</li> <li>• Elizabeth also faced criticism from parliament over her marriage plans, foreign policy and the sale of monopolies, and was threatened with the withholding of taxation in 1566 and 1593.</li> </ul> <p>Arguments and evidence opposing the statement that that parliament became considerably more critical of royal government in the years 1485-1603 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Parliament remained very largely beholden to the royal will throughout these years, which tempered its criticism – it was called irregularly, could be forbidden from discussing sensitive issues and outspoken MPs were jailed</li> <li>• Throughout this period, parliament was skilfully managed by able royal ministers at the head of an increasingly-strengthened council - Wolsey, Cromwell and the Cecils all used a variety of means to manage criticism</li> </ul> |

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>• There were only seven brief, and mostly uncontroversial, parliaments during the entire reign of Henry VII, and even the parliaments of the 1530s and 1540s generally acquiesced with Henry VIII's policy, however radical</li> <li>• Though Mary's parliaments were sometimes critical, they went along with the vast majority of her demands, reversing the religious reforms that many of the same MPs and Lords had voted to approve during the previous 15 years</li> <li>• Elizabeth I's parliaments often made considerable noise but all attempts to influence the Queen over her marriage, religious policy or foreign affairs failed and her demands for taxation, even during peacetime, were all granted.</li> </ul> <p>Other relevant material must be credited.</p> |
|--|---|

| Question | Indicative content  |
|----------|---|
| <b>5</b> | <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 about the significance of royal progresses in maintaining good relations between the crown and the people in the years 1485-1603.</p> <p>Arguments and evidence agreeing with the view that royal progresses were significant in maintaining good relations between the crown and the country in the years 1485-1603 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• In an era before mass travel and communication, progresses were a key means of demonstrating royal power and authority in the localities, especially in regions prone to disobedience or rebellion</li> <li>• At the start of his reign, Henry VII understood the need to be seen by the people in order to help advertise and secure the new dynasty – progresses began as early as 1486 to the Yorkist north, and continued into the 1490s</li> <li>• The need to rebuild relations after his father's reign led Henry VIII to make almost annual progresses until the 1530s – also his visit to the north in 1541 helped address accusations of neglect made during the revolts of 1536-37</li> <li>• The boy-king Edward VI was encouraged to go on progress by Dudley both to increase his knowledge of his realm and as a demonstration of his authority, e.g. his visit to the south in 1552 included a review of the navy at Portsmouth</li> <li>• Elizabeth I revived the regular practice of royal progresses as a means of bolstering her authority during dangerous times and fully understood the propaganda effect of rich display.</li> </ul> <p>Arguments and evidence disagreeing with the view that royal progresses were significant in maintaining good relations between the crown and the people in</p> |

the years 1485-1603 and/or that there were other important factors maintaining the relationship should be analysed and evaluated. Relevant points may include:

- Progresses could cause royal unpopularity in the areas visited – the right of purveyance allowed the crown to offset costs by requisitioning goods or services at greatly-reduced prices, forcing some locals into bankruptcy
- Henry VII abandoned progresses in the later years of his reign due to fears for his personal security, thus they could not have been used to maintain good relations between the crown and the people
- Both Henry VIII and Elizabeth preferred to make progresses in the immediate vicinity of London, either to existing royal palaces or the houses of established supporters, negating their effect as a means of maintaining good relationships
- Edward VI and Mary rarely went on progress due both to its cost and fears for their personal safety – also, bitter factional rivalry under Somerset meant that it was extremely risky to allow Edward to move too freely
- The areas which caused greatest concern to the Tudors, the north and the far west, were rarely visited on progress - the visits of 1486 and 1541 were exceptions
- Other ways of maintaining relationships between the crown and the people developed throughout the sixteenth century, e.g. the use of Councils in the north and Wales, patronage, the developing roles of JPs and lord lieutenants.

Other relevant material must be credited.

