



Mark Scheme (Results)

Summer 2022

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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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"> • 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.

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

Level	Mark	Descriptor
		<ul style="list-style-type: none">• 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	<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 reasons for the appointment of the Earl of Essex as Lord Lieutenant in Ireland and the way he conducted the 1599 campaign against Tyrone's rebellion. Tyrone's rebellion and the Earl of Essex are in the specification and candidates can therefore be expected to know about them and be aware of the context of the source.</p> <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • As the personal secretary of Lord Mountjoy, Essex's successor in Ireland, and having been present in Ireland in the years after Essex's dismissal, Moryson is likely to be well informed on Irish matters • As Mountjoy's personal secretary, there may be a tendency to amplify Essex's errors to make his successor's later victory over Tyrone appear greater • Though relatively neutral in tone and language, the source makes clear the author's view of Essex and his mistakes. 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: <p>The reasons for the appointment of the Earl of Essex as Lord Lieutenant in Ireland:</p> <ul style="list-style-type: none"> • The source indicates that Essex was appointed because of the seriousness of the rebellion in Ireland ('disorderly state') and because of his military and leadership abilities ('powerful hand', 'involved...greatest importance', 'won much honour...land and sea.') • It provides evidence that Essex was appointed as Lord Lieutenant because of the personal support of the Queen ('dear favourite...who believed him fit for this service') • It suggests that Essex was appointed because he had popular support in England ('generally loved... nobility and gentry.', 'with great approval') • It indicates that Essex had opponents who wanted to distance him from the Queen ('His enemies...absent from court.') <p>The way Essex conducted the 1599 campaign against Tyrone's rebellion:</p> <ul style="list-style-type: none"> • The source provides evidence that Essex did not carry out the instructions given to him once he had arrived in Ireland ('did not seek out Tyrone as the Queen had ordered him.') and suggests he was easily side-tracked by others ('persuaded by some...gain') • The source implies that Essex's conduct of the 1599 campaign was a massive failure ('His soldiers were weary...diminished in number.', 'a single castle...fell to the rebels again.', 'had achieved nothing in six months...that year.') • The source indicates that Essex later made excuses for his conduct ('blamed the Irish Council', 'he explained...unable to accomplish more...') and suggests that these failed to satisfy the Queen ('upset by his actions', 'Her Majesty was greatly offended'). 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: <ul style="list-style-type: none"> • Essex achieved a reputation as a military commander during the 1590s, e.g. his 'capture'

of Cadiz in 1596, though his conduct also made him enemies at court, notably Robert Cecil, who may have set him up to fail in Ireland

- Essex was a long-standing favourite of the Queen but had flouted her instructions on more than one occasion in the 1590s - vain and arrogant, he pressed for his own appointment as Lord Lieutenant in 1599
- At 16 000 men, the army sent to Ireland in 1599 was the largest ever, and cost £1000 a day, but Essex's strategic errors made it impossible to defeat Tyrone as hoped, e.g. dividing his forces into small garrisons, the fruitless campaign in Munster
- Though the failure of the 1599 campaign was not solely due to Essex, e.g. the lack of ships and gun carriages to support his forces, the Queen held him responsible - his decision to agree a truce with Tyrone was viewed by many as treasonous and hastened his fall.

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 accuracy of the statement that by 1487, Henry VII had fully secured his position on the throne of England.</p> <p>Arguments and evidence that that by 1487, Henry VII had fully secured his position on the throne of England should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • In his parliaments of 1485 and 1487, large numbers of Yorkists were attainted, their titles and lands reverting to the crown – this, and the Act of Resumption in 1486, provided Henry with the financial means to secure the throne • By 1487, Henry had secured the throne by marriage to Elizabeth of York, so further dividing the Yorkist opposition and uniting the Tudor claim with a legitimate line that could trace its ancestry back directly to Edward III • The birth of Prince Arthur in 1486 provided Henry with a male heir, which enormously boosted his position on the throne • In 1486, Henry easily overcame the Stafford-Lovell rebellion and, in 1487, he comfortably defeated Simnel's invading army at Stoke, in the process permanently removing the two leading Ricardians, Lovell and Lincoln • Henry's political abilities helped secure his throne by 1487, e.g. his skilful handling of the Howards that won their loyalty, his calling of a Great Council to build noble support before the Battle of Stoke • Henry had secured the throne by 1487 due to the widespread desire for peace and stability following 30 years of civil war – for this reason, most landed families were willing to support him against the minority of Yorkist troublemakers. <p>Arguments and evidence that counter the statement that by 1487, Henry VII had fully secured his position on the throne of England should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Henry was a usurper and his dubious claim to the throne was still at issue after 1487 – the naming of his son, Arthur, betrayed his vulnerability by seeking to emphasise the ancient 'British' origins of the Tudors • Henry had not eliminated the Yorkist threat in England by 1487, e.g. the fate of the 'Princes in the Tower' was still unknown, while two de la Pole brothers and the Earl of Warwick were certainly alive and could, and did, act as focuses of renewed opposition • Henry's security on the throne remained shaky while Margaret of Burgundy was still able to succour and fund opposition from beyond Henry's reach, e.g. Warbeck, and while France was still eager to destabilise the new dynasty in England • Henry's parsimonious dispersal of patronage following Bosworth helped store up long-term disaffection, e.g. the failure to reward William Stanley more generously led to the later 'plot' • Henry made errors that weakened his security in the years 1485-87, e.g. his trust in the loyalty of the de la Poles backfired. <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 extent to which the unrest in Lincolnshire and the north, in the years 1536-37, was caused by religious change.</p> <p>Arguments and evidence that the unrest in Lincolnshire and the north, during the years 1536-37, was caused by religious change should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The unrest of 1536-37 came after several years of fundamental religious change in England and directly after the first Act for the dissolution of the monasteries, the Act of Ten Articles and the issuing of Cromwell's Injunctions (all in 1536) • The Lincolnshire Rising began in Louth in October 1536 in direct response to a visitation undertaken by the Bishop's men in line with Cromwell's orders – locals believed that precious church property was about to be seized by the government and sold • The written demands made by the rebels in Lincolnshire and during the Pilgrimage of Grace made clear that religious change was a major cause of the unrest, e.g. both prominently mentioned the dissolution of the monasteries • During the Pilgrimage of Grace, rebels marched behind banners depicting the Five Wounds of Christ, demanded 'the restitution of Christ's Church and the suppression of heretics', and directly restored two recently-dissolved houses in York • Many noble and gentry supporters of the Pilgrimage of Grace were aligned with the conservative faction at court, which was opposed to the religious changes undertaken since 1533, e.g. Darcy, Hussey and the two Percy brothers • The numerous executions of abbots, monks and parish priests for their parts in stoking the unrest suggest that religious change was a major cause of the rebellions. <p>Arguments and evidence that oppose the view that the unrest in Lincolnshire and the north, during the years 1536-37, was caused by religious change should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Not all those involved in leading the unrest in 1536-37 were opposed to religious change, e.g. Francis Bigod was an evangelical who had supported and introduced some of Henry's reforms in the north • That only a fraction of the demands of the rebels concerned religion change suggests that it was by no means the only cause of the unrest, e.g. of the 24 demands in the Pontefract Articles, only a minority directly concerned the recent Church reforms • The vast majority of northern landed families did not support the unrest despite their likely sympathies for the religious demands of the rebels and opposition to Henry's changes, e.g. the Stanleys, Lord Dacre • The social and economic grievances of ordinary people were central to the unrest of 1536-37, e.g. the impact of the 1534 subsidy in a traditionally poor area, concerns about enclosure and tenancy agreements • Resentment of the growing influence of Henry's newer, and 'low born', advisers, e.g. Cromwell and Rich, and the consequent decline in influence of the north's traditional ruling families, e.g. the Percys, was a factor fuelling the unrest. <p>Other relevant material must be credited.</p>

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 statement that the role of Secretary was central to Tudor government throughout the years 1485-1603.</p> <p>Arguments and evidence that the role of Secretary was central to Tudor government throughout the years 1485-1603 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The position of Secretary in the Tudor period was a role considered inferior only to that of Lord Chancellor in government and it was held by a series of educated, accomplished advisors who were highly trusted by the monarch • The Secretary personally conducted the King's official correspondence, controlled the privy seal and the office afforded the holder significant access and influence – holders of the office were routinely appointed to important diplomatic missions abroad • The office was often occupied by leading Councillors who played prominent roles in governmental affairs, e.g. Richard Foxe (1485-87) and William Paget (1543-48) • Appointed Secretary in 1534, Thomas Cromwell was the central figure in Henry VIII's government – he reformed the Privy Council and conducted its meetings, organised parliamentary business, dispensed patronage, and far eclipsed Lord Chancellor Audley • After 1558, the position was occupied by a succession of highly-trusted confidants (William Cecil, Walsingham and Robert Cecil) who each were appointed personally by the Queen and played the leading role in the conduct of royal government • The Cecils and Walsingham expanded the role of Secretary, making it central to the security network thought necessary to protect the Queen, e.g. in intelligence-gathering – Elizabeth later enhanced the role by naming Robert Cecil 'Secretary of State' in 1596. <p>Arguments and evidence that the role of Secretary was not central to Tudor government throughout the years 1485-1603 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • In the reign of Henry VII, the position of Secretary was overwhelmingly administrative in function rather than central to Tudor government and was mostly held by less important bishops like Oliver King • The figure central to government in Henry VIII's early reign, Thomas Wolsey, never held the office of Secretary, it being occupied instead by hard-working administrators like Thomas Routhall ('Wolsey's drudge') and Richard Pace • Thomas Cromwell's influence in government predated his appointment as Secretary and derived more from his holding of other positions, e.g. Vicegerent in Spirituals, Master of the Rolls and Chancellor of the Exchequer • From 1540, the duties of Secretary were usually divided between two men to avoid the concentration in power seen under Cromwell; many of these men played only minor roles in the government, e.g. Sir John Bourne (1553-58) or Thomas Wilson (1577-81) • William Petre (1544-57) held the office of Secretary continuously during the contrasting reigns of Henry VIII, Edward VI and Mary I, suggesting that the role was more administrative than central to the conduct of government policy • The offices of Lord Chancellor and Lord Treasurer were commonly more central to Tudor government than that of the Secretary, and often held by more important

	<p>men, e.g. John Morton, Wolsey, Wriothesely, Gardiner and Burghley.</p>
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Other relevant material must be credited.

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 statement that the Law in Wales Acts (1535 and 1542) were of minor significance in the maintenance of royal control of the localities in the years 1485-1603.</p> <p>Arguments and evidence that, in the years 1485-1603, the Law in Wales Acts (1535 and 1542) were of minor significance in the maintenance of royal control of the localities should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • By 1535, most major Marcher Lordships had reverted to the crown and were no longer bases for disaffection, e.g. Glamorgan, Chester and Hereford, while many great landowners in Wales were closely linked to the Tudors (e.g. the Stanleys) • Wales had presented little threat to royal control in the years before the Acts – it was highly supportive of Henry VII in his rise to power and had remained loyal while other areas of the country had rebelled, e.g. Yorkshire, Cornwall, East Anglia • The Acts only applied to a minor and sparsely-populated area of the realm and were mostly administrative in content, aimed more at removing obvious legal anomalies than strengthening royal power, e.g. the introduction of counties and hundreds • The re-establishment of the Council of the North was of much greater significance in the maintenance of royal control of the localities, given the North's proximity to Scotland, its residual Catholicism and record of rebellion (1489, 1536-37, 1569) • The justices of the peace were significant in the maintenance of royal control of the localities and operated throughout the realm, e.g. in helping to re-impose royal authority under Henry VII, in policing religious disaffection during the 1580s and 1590s • The use of royal patronage and royal progresses throughout this period were of greater significance in maintaining royal control in the localities than the Law in Wales Acts, especially during the reign of Elizabeth I. <p>Arguments and evidence that, in the years 1485-1603, the Law in Wales Acts (1535 and 1542) were not of minor significance in the maintenance of royal control of the localities should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Before the Law in Wales Acts, royal authority in Wales and the Marcher Lordships was greatly limited and the area offered significant possibilities for powerful figures to challenge royal control, e.g. the prevalence of heavily-fortified settlements • Both Henry VII and Henry VIII acknowledged the threat to royal control from Wales by maintaining the Council of Wales and the Marches, and sending prominent figures to Ludlow to lead it, e.g. Prince Arthur, Princess Mary and Rowland Lee • The Duke of Buckingham, executed for treason in 1521, illustrated the potential threat to royal control from Wales and the March before the Acts – Buckingham was the Marcher Lord of Brecon with several strongholds in the area • The Acts were of significance in maintaining royal control over the localities for the rest of the Tudor period by successfully tackling crime and disorder in the west, e.g. making uniform the application of English law, ending blood feuds • The introduction of justices of the peace and other county officials to Wales, also the strengthening of the status of the Council, were crucial in maintaining royal control in an area that remained predominantly Catholic throughout the Tudor period • The Acts helped reconcile the Welsh gentry to English rule and discouraged them from disaffection, e.g. granting them legal equality and the right to send MPs to parliament – the Acts also started a process of Anglicisation by discouraging the use of Welsh.

	Other relevant material must be credited.
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