

Mark scheme

Sample assessment materials for  
first teaching September 2015

GCE History (9HI0/31)  
Advanced

Paper 3: Themes in breadth with  
aspects in depth

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

## 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>
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> <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>
4	13–16	<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>
5	17–20	<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 and evaluate the source to consider its value in revealing the reasons for the Pilgrimage of Grace and the reasons why the smaller religious houses were so important in the north of England before their suppression in 1536. Aske is named in the specification; candidates can therefore be expected to know about him and be aware of the context.</p> <ol style="list-style-type: none"> <li>The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences: <ul style="list-style-type: none"> <li>The position of Robert Aske as accepted leader of the Yorkshire rebels meant he was in a position to understand the reasons for their rebellion</li> <li>Robert Aske, a lawyer coming from a landed Yorkshire family, understood the importance of monasteries and abbeys to society in the north of England</li> <li>Aske's answers have been mediated by being recorded by others</li> <li>The answers were recorded over an extended period of time and therefore presumably represent a summary of his views.</li> </ul> </li> <li>The following inferences and significant points of information could be drawn and supported from the source: <p><b>Reasons for the Pilgrimage of Grace:</b></p> <ul style="list-style-type: none"> <li>It claims there has been a loss of spiritual guidance for the people of the north</li> <li>It provides evidence that hospitality for travellers and the needy has been lost and the destitute have nowhere to go for assistance</li> <li>It provides evidence there has been a drain of money from the north into the royal treasury</li> <li>It provides evidence for the distress caused by the destruction of religious houses and the sale of their stone as building material for secular buildings.</li> </ul> <p><b>Reasons why the smaller religious houses were so important in the north of England:</b></p> <ul style="list-style-type: none"> <li>It provides evidence that religious houses gave spiritual and temporal support to all-comers in a remote area with travellers and inhabitants far from urban centres</li> <li>It provides evidence that religious houses maintained the fabric of the geographical area surrounding them, which would be particularly relevant to those houses on, or close to, the east coast and to those more remote houses in maintaining roadways for travellers</li> <li>It provides evidence that religious houses provided training for the sons and daughters of gentlemen</li> <li>It provides evidence that rents and taxes paid to the northern religious houses stayed in the north and were used locally to maintain the religious houses and those dependent on them.</li> </ul> </li> <li>Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source in revealing the reasons for the Pilgrimage of Grace and the reasons why the smaller religious houses were so important in the north of England before their suppression. Relevant points may include: <ul style="list-style-type: none"> <li>The impact on the north of England of the 1536 Act for the Suppression of the Lesser Monasteries</li> </ul> </li> </ol>

Question	Indicative content
	<ul style="list-style-type: none"> <li>• The role of religious houses in Tudor society</li> <li>• Linkages between the Lincolnshire Rising and the Pilgrimage of Grace</li> <li>• The strength and nature of support for the Pilgrimage of Grace in the north</li> <li>• The extent of the threat the 'pilgrims' posed to the governance of Henry VIII.</li> </ul>

## 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 how far Perkin Warbeck's challenge was responsible for Henry VII's insecurity.</p> <p>Arguments and evidence that Perkin Warbeck's challenge was responsible for Henry VII's insecurity should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Support was given to Warbeck by Margaret of Burgundy, who declared him to be her nephew and funded his attempted invasion of England</li> <li>• Charles VIII welcomed Warbeck to Paris</li> <li>• Warbeck had connections with Ireland, the Yorkist base</li> <li>• James IV of Scotland gave support to Warbeck by giving him refuge and a pension.</li> </ul> <p>Arguments and evidence for the role of other factors in Henry VII's insecurity should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Henry VII's assumed the throne by victory in battle, but had a very weak claim via succession; in 1485, there were many potential claimants, e.g. Earl of Warwick and John de la Pole, with a better dynastic claim than Henry</li> <li>• There was another uprising led by the pretender Lambert Simnel 1486–87, ending at the Battle of Stoke</li> <li>• There were also other rebellions, e.g. the Northern Rebellion (1489) and the Cornish Rebellion (1497) against perceived injustices in taxation</li> <li>• The death of Prince Arthur in 1502 created succession problems.</li> </ul> <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 arrival of England of Mary Queen of Scots in 1568, not the rebellion of the northern earls, that posed the greater problem for Elizabeth and her government at the end of the 1560s.</p> <p>Arguments and evidence that the arrival of Mary Queen of Scots in 1568 posed the greater problem should be analysed and evaluated. Relevant points include:</p> <ul style="list-style-type: none"> <li>• Mary's arrival in England provided the spark for the rebellion of the northern earls. Northern England had not abandoned Catholicism, and nor had the two great northern families, the Percies and the Nevilles</li> <li>• As the natural leader of the English Catholics, she was a threat to national security and regarded as such by the Privy Council, if not by Elizabeth</li> <li>• During her captivity in England, Mary became the focus of potential Catholic plots to overthrow Elizabeth, yet Elizabeth was loath to agree to pressure from advisers to have Mary executed</li> <li>• Mary had the support of the Guise family in France and, eventually, Philip II of Spain, complicating English foreign policy and enhancing the danger to Elizabeth after Philip and Guise became allies in the early 1580s.</li> </ul> <p>Arguments and evidence that the rebellion of the northern earls posed the greater problem should be analysed and evaluated. Relevant points include:</p> <ul style="list-style-type: none"> <li>• Mary Queen of Scots provided only the spark for rebellion – she was already a threat to the position of Elizabeth as queen</li> <li>• The rebellion took on greater significance because it tapped into Catholic discontent – Catholic services were restored and in Durham Cathedral, English bibles were destroyed</li> <li>• It was linked to court intrigue to remove Cecil</li> <li>• English relationships with Spain deteriorated during this period – the rebels seized Hartlepool, intending to use it as a base for the landing of Alba's troops</li> <li>• The power of the great northern families, the Percies and the Nevilles, necessitated swift action on the part of Elizabeth and the eventual execution of Northumberland</li> <li>• The issuing of the Papal Bull <i>Regnans in Excelsis</i> (1570) excommunicated Elizabeth, potentially encouraging her Catholic subjects to rebel.</li> </ul> <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 as to how far the key turning point in relationships between church and state in the sixteenth century was the Act of Supremacy of 1534.</p> <p>Arguments and evidence that the key turning point was the Act of Supremacy of 1534 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The monarch was declared supreme head of the church in England, replacing the Pope, and giving him complete power over the church</li> <li>• The church was now subject to lay control, which enabled the appointment of Thomas Cromwell as the king's vicegerent in spiritual matters</li> <li>• The Act made clear that parliament was not giving Henry the title (which would thereby suggest that parliament could take it away) but, rather, acknowledged it as an established fact</li> <li>• The Oath of Supremacy was administered to all religious houses, and Henry was given the right to order the visitation of monasteries</li> <li>• Benefit of the clergy and sanctuary were abolished.</li> </ul> <p>Arguments and evidence that the Act of Supremacy of 1534 was <i>not</i> the key turning point should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Act simply confirmed the way things were by 1534; of itself it was not a turning point</li> <li>• The impact of the dissolution of the monasteries in 1536 and 1539, which removed all religious houses from England, and their extensive lands passed to the crown</li> <li>• The significance of the Act of Supremacy 1559, which was necessary because Mary I had repealed her father's Act of 1534 – this proved a much longer-lasting Act than that of 1534</li> <li>• The emergence of the English Prayer Book via the Acts of 1549/1552 and 1559 shaped the nature of the Church of England more than the Act of 1534.</li> </ul> <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 the suggestion that the Act for the Relief of the Poor (1598) was the most significant action on the part of Tudor governments to gain the cooperation of the localities in the years 1485–1603.</p> <p>Arguments and evidence that the Act for the Relief of the Poor (1598) was the most significant action should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The system of poor relief was based in the parishes and not administered centrally: four overseers were appointed in each parish to supervise the administration of poor relief</li> <li>• Overseers were responsible for finding apprenticeships for parish children and employment for adults</li> <li>• Parishes were empowered to build hospitals for the old and the sick</li> <li>• Each parish was to pay a compulsory poor rate; poorer parishes with a large number of paupers could be subsidised by richer parishes – the state was not involved in any funding.</li> </ul> <p>Arguments and evidence that the Act for the Relief of the Poor (1598) was <i>not</i> the most significant action should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The system of poor relief had been developing gradually since the first act in Edward's reign</li> <li>• The introduction of the Tudor subsidy in 1513, which combined a tax on rank for the nobility with an income tax on property and income for commoners in the localities, was seen to be a fairer way of raising money than blanket subsidies</li> <li>• The impact of the Statute of Artificers in 1563 on the localities, whereby local magistrates had the responsibility of fixing prices and imposing maximum wages</li> <li>• The increasing importance of the role of justices of the peace throughout the whole period, dating back to the reign of Henry VII</li> <li>• The boroughs were increasingly represented by gentlemen, who were seen as having greater weight to represent borough interests.</li> </ul> <p>Other relevant material must be credited.</p>