Mark Scheme (Results)

Summer 2023

Pearson Edexcel GCE
In 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.

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**	• 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**	• 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**	• 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**	• 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 sources 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**	• 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**	• 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**	• 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**	• 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**	• 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**	• 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.

Section A: Indicative Content

Question	Indicative content
1	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. Candidates must analyse the source to consider its value for an enquiry into the causes of Kett's rebellion and the extent of the threat that the rebellion posed to the government. Though the author is not named in the specification, Kett's Rebellion is, and candidates can be expected to know about its causes and the challenge it posed. 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: • It was written by an ambassador at the English court whose job it was to inform Charles V of events in England as fully and accurately as he was able • The letters were despatched at the time of the events they describe and can provide an immediate and vivid perspective on the rebellion, and on the reaction to the rebellion at the English court • Though the ambassador was present in England, and was clearly privy to information that came from senior figures in government, he was not a first-hand witness to Kett's rebellion. 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: **The causes of Kett's rebellion:** • The source suggests that poverty and hunger were major causes of the rebellion ('forced to live on bread and water', 'also complaining about the high price of food', 'demanding that all food be sold at reasonable prices') • It provides evidence that enclosure was a focus for the unrest ('risen…to pull down enclosures', 'destroying enclosures', 'nowhere to graze their animals') • It suggests resentment with the rich was a cause of rebellion ('complaining about the destruction of people's rights by the nobles', 'fish-ponds constructed by the noblemen', 'common land…the rich should not seize…their possessions.'). **The extent of the threat that the rebellion posed to the government:** • It suggests that Kett's rebellion was a threat because it broke out at a time of a more general unrest during the summer of 1549 ('June…risen in various places', 'revolt…has increased and spread') and had significant support ('over 8000 rebels') • It indicates that there was a real fear in government of unrest spreading from the rural to the urban poor during Kett's rebellion ('unless…the townspeople will rise in revolt'), which would amplify the threat • The source suggests that Kett's rebellion was a threat because it put considerable pressure on the government ('The Royal Council is in great confusion. Things are in a very bad way here.', 'The Council meets often…evil rebellion of the peasants.') • It provides evidence that the rebels were a significant threat as they were able to repulse a royal army, had seized both artillery and 'gentlemen prisoners', and were 'holding out obstinately.'. 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: • Kett's rebellion was the most serious episode among widespread agrarian discontent in England in the summer of 1549, which spread through the south and Midlands. At the same time, the government faced the 'Prayer Book Rebellion' in Cornwall and Devon • As well as economic causes, the rebellion was caused by a feeling of injustice among the politically-excluded - the belief that the poor were suffering for the interests of the rich was encapsulated by the Commonwealth-men, who wrote that that 'sheep eat men'

	• The Privy Council was divided and slow to construct an effective strategy to combat Kett, partly because of money-difficulties and the extent of the problems it faced elsewhere, but also because of Somerset's apparent sympathy for the rebel demands • Though it took over six weeks, and two royal armies, to defeat Kett's rebellion, the scale of the threat it posed was slight – its demands were moderate and respectful, it did not threaten the King or his religious settlement, and Kett never marched on London.

Section B: Indicative content

Question	Indicative content
2	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 Candidates are expected to reach a judgement on the accuracy of the statement that the revolt of the northern earls was caused more by personal ambition than by religious conviction. Arguments and evidence that supports the statement that the revolt of the northern earls was caused more by personal ambition than by religious conviction should be analysed and evaluated. Relevant points may include: • Both Westmorland and Northumberland deeply resented the marginalisation of their personal interests by Elizabeth – the earls were ambitious to restore the traditional dominance of the Neville and Percy families in the north • The earls were drawn to revolt by personal debt and the ambition of replacing Elizabethan appointees in profitable positions in the north, e.g. Northumberland was especially angered by the appointment of Henry Carey as Governor of Berwick in 1568 • As one whose father had been executed for treason after the Pilgrimage of Grace, and whose lands and titles had only recently been restored by Mary, Northumberland knew that he would be frozen from influence at court unless Elizabeth was removed • Through revolt, the northern earls and other leading families sought to lessen the intrusion of the Council of the North into their affairs, and to remove the string of centrally-appointed outsiders who led it, e.g. Archbishop Young, the Earl of Sussex • The Duke of Norfolk plotted revolt in the north both to remove his major rival at court, William Cecil, and to contract a highly-advantageous marriage to Mary Queen of Scots • Lord Dacre (whose tenants fought royal forces at the battle of Gelt Bridge in February 1570) deserted the Queen's cause to secure possession of his nephew's title and lands, after failing to gain them through loyalty. Arguments and evidence that counter the statement that the revolt of the northern earls was caused more by personal ambition than by religious conviction should be analysed and evaluated. Relevant points may include: • The revolt, centred on an area of the country still largely Catholic in allegiance, called for the reversal of Elizabeth's religious reforms and attracted considerable popular support – this suggests that religious conviction was the central cause • The revolt was triggered by the arrival of Mary Stuart in England in 1568 – as a Catholic with a legitimate claim to the English throne, she was able to act as the focus of internal and international efforts to restore Catholicism in England • The revolt was in response to the realisation by the earls that Protestantism was likely both to endure and strengthen still further, as Elizabeth's position on the throne entered its second decade • The revolt was caused by the Privy Council's attempts to enforce Protestantism in the north through appointments to key roles (e.g. Pilkington as Bishop of Durham, Scrope as Warden of the Western March) prompted by England's deepening rivalry with Spain • After the seizure of Durham, the rebels restored the Mass and conspicuously destroyed vestiges of Protestantism, e.g. prayer books in English, indicating that the restoration of Catholicism was the focus of their efforts • The leaders of the revolt were sincere Catholics who harboured principled objections to Protestantism, e.g. after he fled, and was made penniless, Westmorland continued to agitate for the restoration of Catholicism in England until his death. Other relevant material must be credited.

Question	Indicative content
3	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 Candidates are expected to reach a judgement on the extent to which the duration of Tyrone's Rebellion was a consequence of English weaknesses and mistakes. Arguments and evidence that the duration of Tyrone's Rebellion was a consequence of English weaknesses and mistakes should be analysed and evaluated. Relevant points may include: • The duration of the Nine Years' War was a consequence of England's economic weakness – with a relatively small population and at a time of economic decline, England lacked the resources to crush the rebellion any sooner • As a consequence of the crown's financial weakness, the Englsh armies sent to fight in Ireland were repeatedly too small and poorly equipped and trained, and prone to indiscipline, e.g. at Clontibret, Bagenal was short of supplies including ammunition • The length of the rebellion was a consequence of England having major commitments in addition to those in Ireland, e.g. maintaining English forces in the Netherlands and the necessity of defending England itself from a potential Spanish invasion • The war's duration was a consequence of English mistakes in the treatment of the Irish chieftains, e.g. preferring minor English officials for positions of influence in Ireland fired the revolt, declaring Tyrone to be a traitor in 1595 prolonged it • The duration of the war was a consequence of the crown's repeated mistakes in sending unsuitable men to lead its efforts against the Irish, e.g. Bagenal was a divisive figure and poor tactician, while Essex proved vain, naive and difficult to control • The war lasted as long as it did because English tactics were ineffective and expensive - the maintenance of small, isolated garrisons, which were difficult to supply, led to the humiliation at Yellow Ford in 1598 and the collapse of the Munster Plantation. Arguments and evidence that the duration of Tyrone's Rebellion was not a consequence of English weaknesses and mistakes should be analysed and evaluated. Relevant points may include: • The duration of the rebellion was a consequence of Tyrone's leadership - from a leading Irish family, he was able to overcome traditional tribal rivalries and inspired sustained support from the Gaelic population across Ireland • The length of the revolt was a consequence of religion and culture – the Irish feared the impact of Elizabeth's plantation policy in Ireland both on Catholicism and on Gaelic customs, law and language, and they fought accordingly • The duration of the fighting was a consequence of Tyrone's military tactics against the English forces – guerrilla attacks, with well-drilled musket-men and pike-men, were key to the Irish victories at Clontibret, Yellow Ford and Curlew Pass • The rebellion lasted as long as it did as a consequence of the rebels' familiarity with Ireland's geography and their ability to use it to their advantage, e.g. at Yellow Ford and Curlew Pass • The rebellion lasted nine years as a consequence of its support from powerful Irish chieftains outside Ulster, notably James FitzThomas and Florence MacCarthy, who extended the threat to English forces to Leinster and Munster • The duration of the war was a consequence of Spanish support for Tyrone – the threat of a Spanish invasion of Ireland in the late 1590s both energised the rebels and stretched English resources still further. Other relevant material must be credited.

Question	Indicative content
4	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 Candidates are expected to reach a judgement on the statement that the Elizabethan religious settlement (1559-63) was the most important development in church-state relationships in the years 1485-1603. Arguments and evidence that the Elizabethan religious settlement (1559-63) was the most important development in church-state relationships in the years 1485-1603 should be analysed and evaluated. Relevant points may include: • The Act of Supremacy (1559) was important because it cemented the royal supremacy over the English Church after the toing and froing of the mid-Tudor years, so bringing greater stability to church-state relationships • The Act of Uniformity (1559) was important because it confirmed the primacy of Protestantism in England for the rest of the Tudor period, so ending the fluctuations of the reigns of Henry VIII, Edward and Mary • The Thirty-Nine Articles (drafted in 1563 and approved by parliament in 1571) gave a sound and lasting theological basis for church-state relationships after the failure of numerous previous attempts since 1536, e.g. the Ten Articles, Six Articles • The religious settlement was important because it ensured that the crown would control episcopal appointments and that these bishops would be Protestants, responsible for visitations that would enforce Protestantism in every community • It was important because its skilful balance, the 'via media', ensured broad acceptance in a country that still had a Catholic majority – by retaining the 'look' of the Catholic church, the settlement bought vital time for Protestantism to take hold. Arguments and evidence that opposes the statement that the Elizabethan religious settlement (1559-63) was the most important development in church-state relationships in the years 1485-1603, and/or that other developments were more important, should be analysed and evaluated. Relevant points may include: • Elizabeth's religious settlement did not bring peace to church-state relations, e.g. challenges to its essentials from the puritans were a constant irritant, some even supported by one of her own Archbishops of Canterbury, Edmund Grindal • The settlement had to be strengthened as a result of challenges throughout Elizabeth's reign both from Catholics and from separatists, e.g. the Religion Act (1592) was passed to punish those who questioned Elizabeth's authority in religious matters • Henry VII's attacks on the use of sanctuary and on benefit of clergy (e.g. at the parliaments of 1489 and 1491) were important developments, as they sought to delineate more clearly the relationship between the crown and the church in England • The Hunne Case (1511-15) was an important development in church-state relationships because it led to parliament openly attacking the church's powers to try and imprison individuals • The many Acts of Parliament passed by the Reformation Parliament were important developments, notably the Act of Supremacy (1534), as they overthrew papal authority and confirmed Henry VIII as Supreme Head of the Church in England • Important developments in church-state relations occurred under both Edward IV (e.g. the institution of the state-sanctioned Book of Common Prayer in 1549) and Mary I (e.g. the Statute of Repeal of 1555, which abolished all religious laws passed after 1529). Other relevant material must be credited.

Question	Indicative content
5	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 Candidates are expected to reach a judgement on statement that, in the years 1485-1603, the most successful use of patronage to support royal government came in the reign of Henry VIII. Arguments and evidence that, in the years 1485-1603, the most successful use of patronage to support royal government came in the reign of Henry VIII should be analysed and evaluated. Relevant points may include: • Henry VIII successfully expanded royal patronage following his accession in order to distance himself from the unpopularity of his father, who had been notoriously parsimonious, e.g. the number of peerages granted rose sharply in the 1510s • Henry VIII successfully used patronage to boost the quality of the nobility, essential in times of difficulty, e.g. the pacification of East Anglia following the Amicable Grant fiasco was undertaken by the Dukes of Suffolk and Norfolk, both elevated under Henry • Henry VIII ensured efficient royal government through patronage by promoting able and loyal advisers, e.g. Thomas Cromwell and Thomas Wriothesley, the Clerk of the Signet, who was knighted in 1540 and granted substantial property rights in Hampshire • Henry successfully used the benefits of the Break with Rome to ensure the cooperation of parliament throughout his later reign, e.g. Sir Thomas Denys, MP for Devon, was granted land from three dissolved monasteries in Devon and Dorset from 1539 • Henry used royal patronage successfully to help secure royal control of troublesome areas of the realm, e.g. John Russell, who became the key figure in the West Country following the fall of Henry Courtenay, was made a Knight of the Garter in 1539. Arguments and evidence that counter the statement that, in the years 1485-1603, the most successful use of patronage to support royal government came in the reign of Henry VIII should be analysed and evaluated. Relevant points may include: • Henry VIII's use of patronage was unable to prevent the emergence of serious factional rivalries at court during the 1540s, e.g. his promotion of Cromwell and the Seymours created friction with more established families like the Howards • Henry VII successfully used patronage to reward those who had supported him in exile before 1485, so creating a close and loyal following as the dynasty established itself, e.g. the promotions of John Morton, Giles Daubeney • Henry VII made a successful use of patronage after 1485 by demonstrating that rewards followed loyalty rather than being given in hope of loyalty, e.g. the gradual restoration of the Howard family fortunes for support against the Yorkist pretenders • Under Edward VI, both Somerset and Northumberland successfully used patronage to bolster their control of royal government, e.g. Privy Councillor William Herbert was made Earl of Pembroke in 1551 after supporting Northumberland's assumption of power • Elizabeth I successfully used patronage to help secure her position in the 1560s, e.g. her use of patronage ensured the loyalty of councillors like William Cecil, who was made Master of the Court of Wards in 1563 and ennobled as Lord Burghley in 1571 • Elizabeth successfully used patronage to ensure the service of able men, e.g. the second Earl of Bedford, made a Knight of the Garter in 1564 • By skilful use of patronage, Elizabeth's ministers successfully ensured the co-operation of parliament throughout Elizabeth's reign, e.g. as a JP in 5 counties, William Cecil was able to nominate 26 loyal MPs to the parliament of 1584. Other relevant material must be credited.

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