



## Mark Scheme (Results)

Summer 2019

Pearson Edexcel GCE  
History (9HI0/31)  
Advanced

Paper 3: Themes in breadth with  
aspects in depth

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

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

## 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 the source to consider its value for an enquiry into the seriousness of opposition towards Henry VII and the extent of Henry VII's power. Henry VII and the events referred to in the extract are named in the specification, and candidates can therefore be expected to know about them and be aware of the context.</p> <ol style="list-style-type: none"><li>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"><li>• It was written in July 1495 following Warbeck's landing in Kent</li><li>• The King has written a private letter to a trusted councillor</li><li>• The letter was written by the King commanding his councillor, so Talbot would have had no choice in how to respond; it is an authoritative letter</li><li>• The purpose of the letter is to instruct Talbot, however the tone of the letter attempts to be persuasive.</li></ul></li><li>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><b>The seriousness of opposition to Henry VII:</b></p><ul style="list-style-type: none"><li>• The source implies that pretenders (Warbeck and Simnel) have seriously threatened the throne</li><li>• It provides evidence that Margaret of Burgundy continued to oppose the King and remained a significant threat</li><li>• It suggests that she has a number of foreign supporters, which increased the seriousness of the opposition to Henry</li><li>• It claims that there is a military threat to the King who considers such opposition as an act of war.</li></ul><p><b>The extent of Henry VII's power:</b></p><ul style="list-style-type: none"><li>• The source provides evidence that the King was able to command assistance (although dressed as a request)</li><li>• It suggests that Henry's hold on the throne was not absolutely secure and that his power was threatened by the arrival of pretenders in the kingdom</li><li>• It indicates that the King required frequent armed assistance in order to deal with the pretenders</li><li>• It suggests that Henry had the financial resources to reward supporters in order to enhance the King's power.</li></ul></li><li>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"><li>• The nature of Henry's acquisition of the throne, e.g. obtaining the crown at the Battle of Bosworth</li><li>• The threat that the pretenders posed to the crown, e.g. the support gained by Simnel and Warbeck</li><li>• The nature of support for Simnel and his defeat at the Battle of Stoke</li><li>• The nature and method of Henry's efforts to maintain his hold on the throne, e.g. Acts of Attainder.</li></ul></li></ol>

## Section B: indicative content

Question	Indicative content
2	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on the suggestion that the causes of Kett's Rebellion were chiefly economic.</p> <p>Arguments and evidence that the causes of Kett's Rebellion were chiefly economic should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• 18 out of 29 of the rebels' articles (which survive) concern economic grievances</li><li>• Enclosures made earlier in the century had caused ongoing hardship</li><li>• Rent inflation had taken place and landlords passed on financial obligations to tenants, grievances were raised to this end in the rebels' demands</li><li>• The demands of the rebels were particularly focused on sheep farming, which arose from enclosures and brought significant profits at the expense of tenant rights</li><li>• The failures of the 1548 commissions to halt enclosures triggered the rebellion.</li></ul> <p>Arguments and evidence that contradict the proposition should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Religion (Protestantism) was a significant cause that featured in several demands made by the rebels, e.g. complaints were made about the quality of the clergy, with a demand for better preaching in article 8</li><li>• There was a breakdown of trust between the governed and those governing; many demands were aimed against local gentry and expressed a desire for better local government</li><li>• The fall of the Howards in 1547 left the area without a local dominant lord, which enabled the rebellion to develop</li><li>• Social tension was a key cause; in Norwich a very small percentage of the population owned the majority of land and goods, increasing the power of the local gentry.</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 severity of the threat to the authority of the Crown in Ireland was due to the actions of the rebels in the years 1594-1603.</p> <p>Arguments and evidence that the severity of the threat to the authority of the Crown in Ireland was due to the actions of the rebels should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The significant role of Hugh O'Neill in creating a cohesive, well-organised rebellion that crossed the four regions of the island</li> <li>• Tyrone's success as a military commander, e.g. victory at the Battle of Yellow Ford, maintained popular support for the rebellion</li> <li>• Tyrone skillfully made a unilateral peace with Essex</li> <li>• The local knowledge of the key rebels was utilised through guerilla warfare with ambush and sieges rather than pitched battles, which added to the duration of the war.</li> </ul> <p>Arguments and evidence that the severity of the threat to the authority of the Crown in Ireland was due to other factors should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The lack of communication between the English authorities in Dublin and those in London hindered attempts to defeat the Irish</li> <li>• Support from Spain, both money and munitions, greatly helped the Irish rebels</li> <li>• There was a religious angle to the war that increased both popular and Spanish support, and this made the war in Ireland more of a threat</li> <li>• The failure of the English to respond effectively increased the severity of the threat - they provided only small armies, which were poorly equipped and trained</li> <li>• Only after Mountjoy replaced the Earl of Essex and a change in tactics, e.g. scorched earth in Ulster, was the war brought to an end.</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 on the suggestion that there was a steady decline in the role of the royal household in government in the years 1485-1603.</p> <p>Arguments and evidence that there was a steady decline in the role of the royal household in government in the years 1485-1603 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Financial control moved in the reign of Henry VIII from the chamber to the Exchequer</li><li>• The reform of the Privy Council in 1540 marked a shift in the nature of government and a move away from government based on the royal household</li><li>• The declining importance of the Privy Chamber under Mary and Elizabeth, as female monarchs</li><li>• There was a strengthening of the local institutions of government, e.g. the Council of the North and Lord Lieutenants</li><li>• Cecil strengthened the institutions of royal government and the role of secretary was made permanent.</li></ul> <p>Arguments and evidence modifying the position that there was a steady decline in the role of the royal household in government in the years 1485-1603 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Henry VII's rule remained largely personal</li><li>• Henry VIII continued to work with one or two key advisers rather than relying solely on the institutions of central government</li><li>• Somerset when ruling as Lord Protector 1547-49 returned to a personal nature of government</li><li>• During Elizabeth's reign the Privy Council remained under her control and travelled with her on progresses rather than remaining in Whitehall.</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 as to how far the Tudor subsidy of 1513 was the most significant development in increasing royal control of the localities in the years 1485-1603.</p> <p>Arguments and evidence that the Tudor subsidy of 1513 was the most significant development in increasing royal control of the localities should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Local officials were appointed to assess each person's wealth, which meant that the crown had a greater awareness of the finances of their subjects</li> <li>• The significantly increased revenue raised by the subsidy also enabled the crown to fund armies to put down local rebellions</li> <li>• The subsidy was used by subsequent Tudor monarchs to the end of the period and became the main method of extraordinary taxation for the monarchs. It increased the reach of the crown over the localities.</li> </ul> <p>Arguments and evidence that the Tudor subsidy of 1513 was not the most significant development in increasing royal control of the localities should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The importance and role of Justices of the Peace from the reign of Henry VII onwards in upholding law and order in the localities</li> <li>• The re-establishment of the Council of the North in 1537 ensured that the crown increased control over the North of the kingdom</li> <li>• The Law in Wales Acts (1535 and 1542), whereby the government and laws of Wales were brought into line with England</li> <li>• The Statute of Artificers in 1563 was an attempt by the crown to manage and mitigate social and economic problems in the localities and also to increase royal control</li> <li>• The Acts for the Relief of the Poor (1598 and 1601), whereby contributions to poor relief were made compulsory and a national standard imposed, meant royal control extended across the whole of the country.</li> </ul> <p>Other relevant material must be credited.</p>