



Mark Scheme (Results)

November 2021

Pearson Edexcel GCE
In History (9HI0)

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 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.

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. • 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 role played by religion in the revolt of the northern Earls and the threat that the revolt posed to the government. The causes and development of the revolt of the northern Earls are named 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"> 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 a letter issued by the Queen, and drafted by her leading Privy Councillor, it will give an accurate picture of the position of the government at the highest level It was part of a correspondence which took place in the early stages of the rising as the government was struggling to evaluate its causes and the extent of its threat The tone and language of the letter are anxious and urgent but also business-like. 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 role played by religion in the revolt of the northern Earls:</p> <ul style="list-style-type: none"> The source indicates that the Earls placed religious matters at the heart of their revolt ('claim that religion is the motivation of their actions') It provides evidence that the Earls are clearly opposed to the Elizabethan religious settlement and suggests that they sought a return to Catholicism ('tearing the English Bible into pieces, overthrowing the communion table') It indicates that the government firmly rejected the idea that religion was a cause of the revolt ('I order...untrue this pretence') and saw other political and personal motives for the actions of the Earls ('under the rule of foreign princes', 'little to lose'). <p>The threat that the revolt posed to the government:</p> <ul style="list-style-type: none"> The source provides evidence that the government believed the revolt to be a real threat by its actions in recruiting men across a wide geographical area ('Commissions are being sent out...') and by raising money ('the sums') to combat the revolt The source indicates that the revolt was a significant threat by the potential of foreign support for the Earls ('we will prepare for foreign intervention by sea or land') and in its suggestion that the Earls were acting in concert with 'foreign princes' The source suggests that the revolt was a threat because Sussex questions that he has the full support of the people of the north ('you doubt the loyalty of Our subjects') The source suggests that the revolt may have been a threat because the Queen appeared to lack full confidence in Sussex - her letter urges him to action, questions his assessment of the situation, also she sends Sadler 'to help you understand Our instructions'. <p>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:</p> <ul style="list-style-type: none"> The revolt had a number of different economic and political causes, however a rejection of Elizabeth's protestant religious settlement was a major unifying factor for many taking part The rebel Earls were Catholics who had sought support from both the Papacy and Habsburg Spain for their actions - amongst their objections to Elizabeth's Church were the contents of the Act of Uniformity of 1559 and the draft Thirty-Nine Articles of 1563 The government acted swiftly due to the north's residual Catholicism and recent history of rebellion, the resentment of many of its leading families towards government attempts to

assert its control in the area, and the threat posed by the proximity of Mary Stuart

- Though the revolt had the potential to threaten the government, a series of errors and miscalculations, e.g. the confession of Norfolk and the decision to initiate revolt without the papal bull condemning Elizabeth, meant that it collapsed quickly and easily.

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 Lambert Simnel was a far greater threat than Perkin Warbeck to Henry VII's hold on the throne.</p> <p>Arguments and evidence that Lambert Simnel was a greater threat to Henry VII's hold on the throne should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Simnel emerged as a potential threat in 1487, less than two years after Henry's coronation and while the Tudor dynasty was still exposed and vulnerable to overthrow • Simnel's claim to be the Earl of Warwick gave him, theoretically, a much stronger claim to the throne than Henry - because Warwick had been held in the Tower of London for many years, it proved difficult to prove that Simnel was an imposter • Simnel had firm support from many of the leading Ricardian Yorkists, e.g. Lovell and John de la Pole, and was crowned Edward VI in Dublin by the Earl of Kildare, Ireland's leading aristocrat • Simnel's challenge was bankrolled generously by Margaret, the Dowager Duchess of Burgundy, who paid for 2000 Flemish mercenaries to accompany an invasion of England • Simnel's backers managed to put an army into the field to challenge Henry, at Stoke in 1487 - though defeated, the force was larger than that which Henry possessed in overthrowing Richard III at Bosworth two years earlier. <p>Arguments and evidence that Perkin Warbeck was a greater threat to Henry VII's hold on the throne should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Warbeck claimed to be Richard of Shrewsbury whose whereabouts were unknown following his disappearance from the Tower in 1483 - potentially he could have re-united the Yorkist cause and destroyed the coalition which brought Henry to the throne • Warbeck's manner and knowledge of the Yorkist court were so convincing that many accepted him as Edward IV's son, even those very close to Henry such as William Stanley, his Chamberlain, hence the stern measures taken against the 'plot' of 1495 • Warbeck had the support, at various times, of several foreign princes, so pushing Henry into potentially dangerous diplomatic waters and even war - these included Charles VIII of France, Philip the Bold of Burgundy and James IV of Scotland • Warbeck seriously threatened Henry's alliance with Spain, which had been specifically designed to bolster his hold on the throne - while Warbeck remained on the loose, Prince Arthur's engagement to Katherine of Aragon hung by a thread • Warbeck twice attempted to invade England, on the second occasion attempting to take advantage of significant domestic unrest emanating from Cornwall and a simultaneous threat from Scotland. <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 statement that the failure of the risings of 1536-37 was due to the highly effective response of Henry VIII and his government.</p> <p>Arguments and evidence that the failure of the risings of 1536-37 was due to the highly effective response of Henry VIII and his government should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Henry VIII maintained a hard line at the start of the Lincolnshire Rising, refusing to negotiate upon receipt of their petition and sending a large force to Stamford under Suffolk, which deterred further gentry support for the rebels • The King's promises made to delay the escalation of the Pilgrimage of Grace, urged upon him by Norfolk, were deliberately vague and verbal - this enabled him to go back on his word and arrest the ringleaders when in a stronger position • Cromwell co-ordinated the government response to the risings through daily meetings of the Privy Council - along with the King, he strongly supported the execution of their leading figures as deterrents to future unrest • Norfolk played the leading military role in the government's response to the Pilgrimage of Grace and Bigod's Rising - as the leading conservative at Court, he commanded a degree of trust from the rebels, which he skilfully used to help suppress them • Henry's government re-organised the Council of the North in 1537 to help ensure no such risings were repeated - peopled by loyalists like Tunstall, it was given extensive powers to enforce obedience to the royal will. <p>Arguments and evidence that the failure of the risings of 1536-37 was not due to the highly effective response of Henry VIII and his government and/or that the failure was due to other factors should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Initially, Henry badly miscalculated the threat of the Pilgrimage of Grace - believing he could issue threats in the same manner that had worked against the Lincolnshire rebels, he was forced to back down when the size of the rebel force became apparent • By seemingly negotiating with the Pilgrims, and apparently acceding to some of their demands, Henry's government risked encouraging continued rebellion - by then going back on his word, he risked losing the trust and loyalty of many in the north • Henry's government risked stoking the unrest by allowing the religious reforms which had, at least partially caused the risings, to continue, notably the dissolution of the smaller monasteries • The success of the risings was hampered by the differing motivation of the rebels - for many of their ordinary supporters, economic grievances were key, while for many of the leaders, personal grievances against a centralising royal government prevailed • The rebel leaders played a major part in the failure, e.g. Aske's naivety contributed to the division and dispersal of the Pilgrimage, while Bigod's Rising was poorly judged and easily put down, giving the government ample excuse for heavy suppression. <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 relations between the church and crown were mostly harmonious throughout the years 1485-1603.</p> <p>Arguments and evidence that relations between the church and crown were mostly harmonious throughout the years 1485-1603 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The relationship between Henry VII and the church was mostly harmonious and leading churchmen were prominent on his Council - he was fully conscious of the need for papal support for the dynasty and acted accordingly • For the first 20 years of his reign, Henry VIII had a very good relationship with the church as evidenced by his leading role in papal initiatives, e.g. the Treaty of London (1518), and his initial condemnation of Lutheranism • Following the Break with Rome, the bishops of the new church depended on royal patronage for their positions and the majority publicly supported Henry's position whatever their reservations, even Tunstall and Gardiner • Most of the hierarchy of the Church of England co-operated enthusiastically with the government of Edward VI in the radicalisation of the English Reformation in the years 1549-53, led by Cranmer and Ridley • Following her appointment of Whitgift as Archbishop of Canterbury in 1583 as the 'hammer of the puritans', Elizabeth maintained a harmonious relationship with the church for the rest of her reign. <p>Arguments and evidence that relations between the church and crown were not mostly harmonious throughout the years 1485-1603 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • There were tensions with the church in the early Tudor years over the issues of sanctuary for rebels and benefit of clergy - Henry VII's foreign policy also led him into conflict with the papacy, e.g. with regard to his trade in Turkish alum and his activities in the Americas • Relationships between the church and the crown collapsed as Henry VIII pursued his 'Great Matter' after 1529, seen most notably in the bullying of the clergy and anti-papal legislation of the years 1531-34 • A significant proportion of the bishops and clergy of the church remained unreconciled to the changes introduced by Henry and Edward as evidenced by a lack of co-operation or even acts of disobedience, both overt and otherwise • There was often a lack of harmony in the relationship between the church and the crown during the reign of Mary I, e.g. the execution of leading bishops and the papal refusal to confirm Pole as Archbishop of Canterbury • Elizabeth's church settlement was vehemently opposed by the hierarchy and a significant proportion of the clergy - also puritan activity led to difficulties and she fell out spectacularly with Grindal, her own appointment to Canterbury. <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 significance of the justices of the peace in maintaining royal control of the localities in the years 1485-1603.</p> <p>Arguments and evidence that the justices of the peace were significant in maintaining royal control of the localities in the years 1485-1603 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The JPs were already essential at the start of this period in the administration and enforcement of royal justice in the localities and in the supervision of other vital matters, e.g. the regulation of markets and of prices and wages • Under Henry VII, JPs were given new powers to root out corruption in the operation of royal justice in the localities, e.g. by investigating and reporting suspect officials, and to supervise retaining, which was widely believed to be a threat to the crown • JPs were essential to the enforcement of religious change at parish level, e.g. ensuring compliance with the introduction of the English Bible and Book of Common Prayer, also by reporting recusants to the Privy Council • By the reign of Elizabeth I, JPs had been charged with the supervision of a number of vital social reforms (e.g. control of vagrancy, regulating alehouses and the introduction of the Poor Law) and with dealing with the effects of economic change, e.g. riot • The number of JPs increased significantly during this period which reflected their importance to the maintenance of royal control in the localities, from around 20 per county in 1485 to as many 90 by 1603. <p>Arguments and evidence that the justices of the peace were not significant in maintaining royal control of the localities in the years 1485-1603 and/or that there were other significant aspects should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The office of JP was time-consuming and unpaid and many sought the office as a means of social and political advancement - therefore, their quality and diligence could vary widely, especially as their numbers grew • The introduction of Lord Lieutenants and their deputies in Elizabeth's reign was, in part, a response to doubts about the effectiveness of some county benches • The reformed Councils of the North and of Wales were hugely significant in maintaining royal control of vital localities previously troublesome to the crown • The monarchy continued to rely on the aristocracy and gentry, also increasingly the yeomanry, in the localities to maintain their control - this was lubricated by the extensive use of patronage • Royal progresses were used to bolster royal authority in the localities, especially by Henry VIII and Elizabeth I. <p>Other relevant material must be credited.</p>