



## Examiners' Report

### Principal Examiner Feedback

History

Pearson Edexcel Advanced

Paper 3: Themes in breadth with aspects in depth

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

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## Introduction

It is recommended that centres should refer to previous Principal Examiner reports to achieve a more rounded view of what is typical performance in this paper. This examination series has taken place under exceptional circumstances and the comments in this report are based on a significantly smaller entry than is usual.

A Level paper 9HI0.31 deals with Rebellion and disorder under the Tudors, 1485-1603.

The paper is divided into three sections. Section A contains a compulsory question which is based on two enquiries linked to one source. It assesses source analysis and evaluation skills (AO2). Section B comprises a choice of essays that assess understanding of the period in depth (AO1) by targeting five second order concepts - cause, consequence, change and continuity, similarity and difference, and significance. Section C comprises a choice of essays that relate to aspects of the process of change over a period of at least 100 years (AO1). Most candidates appeared to organise their time effectively and there was little evidence of candidates being unable to attempt all three sections of the paper within the time allocated.

The candidates' performance on individual questions is considered in the next section.

Section A Q1 This question saw response from across the ability range. Stronger candidates were able to draw inferences from the source with reference to both enquiries. For example, with regard to the extent of religious change in the 1530s, several commented on the size of the breach suggested by the new royal supremacy and upon the doctrinal changes contained in the Ten Articles. With regard to the strength of opposition to these changes, candidates commonly noted that the prominence of figures like More and Fisher indicated significant feeling against Henry's alterations, whilst also noting the references to the northern rebellions. When considering the weight of the source to the enquiry, there were some insightful comments made about Hall's dismissal of the motivations of the rebels and his possible reasons for failing to acknowledge their threat to royal government. On the other hand, weaker responses wrote extensively about religious change in the period with scant attention to the content of the source. Often, one of the enquiries was neglected. Comments on the nature, origin or purpose of the source were often generic and not applied in coming to a judgement on its use to the enquiries specified in the question, or were omitted entirely.

Section B Q2 Candidates who attempted this question were able, mostly, to discuss Somerset's handling of the Kett Rebellion and consider whether or not this amplified the threat of the rebellion to royal government. Several candidates noted Somerset's actions before the rebellion broke out as being significant, for example the enquiries into illegal enclosure and how they impacted on the support of the gentry and nobility during the revolt. Others quite rightly raised the widespread socio-economic difficulties which prevented Somerset from

acting quickly or effectively. However, some candidates confused the focus of the question, either attempting to evaluate the scale of the threat of Kett's rebellion to royal government or by weighing the contribution of other figures, notably Kett himself, to the scale of the threat. As a result, they were unable to score much beyond low L4.

Section B Q3 Candidates who attempted this question were usually able to consider different reasons for the failure of the revolt of the northern earls. Several discussed the failures in planning and organisation by the rebels themselves in some range and depth, whilst balancing these against other factors, for example, the lack of support from Spain and the papacy. Weaker answers clearly wanted for specific knowledge of the revolt and resorted to generalisations about Tudor rebellions which could not score highly.

Section C Q4 Responses to this question covered the full chronological range but knowledge of specific instances of parliamentary criticism of royal policy was frequently lacking. Consequently, assertions in favour of the statement in the question, or indeed to the contrary, often lacked conviction. Candidates who chose this option, often argued that parliament became more critical of royal policy, often referring to issues of taxation or religious change, but few were able to score in the highest levels.

Section C Q5 Stronger answers to this question were able both to discuss the purposes of royal progresses in the process of bettering relations between the crown and the localities in this period, and to refer to specific instances of this, for example Henry VIII's visit to the north in the wake of the Pilgrimage of Grace. This allowed them to evaluate just how effective progresses were with some conviction. Less strong answers tended simply to assert that progresses were, or were not, significant with reference to the prevalence of rebellion in different reigns before weighing them against the significance of other factors, notably, the increasing use of JPs or social legislation.

## **Paper Summary**

Based on their performance on this paper, candidates are offered the following advice:

### Section A

- Candidates should aim to draw out reasoned and developed inferences that go beyond comprehension of the sources.
- Contextual knowledge should be used to illuminate and discuss what is in the source, rather than provide an answer to the enquiry. Material that is clearly beyond the scope of the enquiries is unlikely to be credited.
- Evaluation of the source should be linked to the enquiries and should amount to more than merely repeating what is in the caption.

### Sections B and C

- Candidates should identify the correct conceptual focus of the question.

- Candidates should avoid a narrative/descriptive approach; this undermines the analysis that is required for the higher levels.
- Candidates must be aware of key dates, as identified in the specification, so that they can address questions with chronological precision.