

Edexcel – A2 GCE Unit 3: Depth Studies and Associated Historical Controversies Option A	A1 Protest, Crisis and Rebellion in England, 1536–88	SOURCES ACCOMPANYING SECTION B
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SOURCE 1	<p>The Wyatt Rebellion came as close as any to overthrowing the monarchy. He benefitted from the proximity of Kent to the capital and from his own work in improving the muster in the country. A rapid advance on London might have met with success, but hesitation and delay gave Mary and the government vital time to prepare. Frustrated and increasingly desperate, men like Wyatt felt compelled to act in a way calculated to end in their deaths unless they succeeded in overthrowing the monarch.</p> <p><i>Roger Turvey and Nigel Heard, Change and Protest 1536–88: Mid-Tudor Crises?, published 2009</i></p>
SOURCE 2	<p>The Wyatt Rebellion gave the government a fright. A conspiracy, forced into the open almost two months too soon, had failed by a very narrow margin. London itself had been in danger and the temper of its citizens uncertain. The queen’s Catholic friends had been ineffectual in the crisis and the battle had been won for her by men like Pembroke who had deserted Northumberland only at the last moment.</p> <p><i>John Duncan Mackie, The Earlier Tudors, 1485–1588, published 1952</i></p>

SOURCE 3

The Wyatt Rebellion failed. Anti-Spanish rumours did not bring about widespread support. The Spanish were not yet the national enemy they would become by 1588 when Philip II sent the great Spanish Armada to invade England. Away from the south coast, the Spaniards excited very little hostility. Three of the four prongs of the rebellion were complete fiascos and Wyatt's march on London was little better. News of the conspiracy leaked out in January 1554, so the conspirators had to act before they were ready and in the middle of winter. Croft failed to raise any troops in Herefordshire. The Duke of Suffolk found little support in Leicester, encountered outright hostility in Coventry and gave up without a fight. Carew in Devon soon realised he had no hope of taking Exeter and fled to Normandy. Wyatt alone managed to raise some troops in Kent and began a threatening march on London.

Colin Pendrill, The English Reformation: Crown, Power and Religious Change, 1485–1558, published 2000

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Examiner's Specific Advice

Unit 3 essays require a series of skills. These include focusing on the specific requirements of the question, selecting appropriate and detailed historical knowledge, and analysis and evaluation.

First, it is important to understand what the question is asking. For example, does the question implicitly or explicitly refer to a specific time period? You should also consider the topic that the question is addressing as well as the 'key concept' raised by the question. The key concept could be causation, consequence, continuity, change or significance.

Secondly, you will need to make a series of points supported by detailed historical knowledge. It is also important that this knowledge is relevant to the question.

Thirdly, you must avoid telling the story of the events you are covering. A better approach is to break down, or analyse, the events. This could be done by arranging your information thematically rather than chronologically.

Finally, it is important to deal correctly with the 'key concept'. For example, in a question addressing causation, you must explain explicitly how the factors you have discussed caused the event in question. Whereas in a question regarding significance, you must weigh the different factors and reach an overall judgement.

Exemplar Question

How far do you agree that the last decade of Henry VIII's rule witnessed a decline in royal authority? **[30 marks]**

Planning Your Response

In order to evaluate how far the last decade of Henry VIII's rule witnessed a decline in royal authority, it is necessary to consider the ways in which royal authority declined, but also the ways in which Henry maintained control. At the end of the essay, you must reach a judgement about how far royal authority declined in this period. It is important that this judgement considers the extent of the change in royal authority, rather than concluding only that it declined. In addition, you may consider whether the decline in royal authority was uniform across the period, or whether authority was weaker at some times than others.

One possible way of structuring an answer to this question would be:

Plan

- Introduction: list the factors you are going to discuss and provide a brief answer to the question
- The factionalism of Henry's court in the 1530s
- The Privy Council
- The issue of succession
- Conclusion

Examiner's Exemplar Answer 1

Henry VIII, who was the second son of Henry VII, came to the throne in 1509, after the death of his older brother Arthur. Henry VII had done much to increase the power of the monarchy by abolishing livery and implementing financial reforms. But how far did the last decade of Henry VIII's rule witness a decline in royal authority? Historians have debated this issue (1).

One way in which Henry's power declined was his health. Historians used to argue that Henry VIII had a sexually transmitted disease. However, now historians think that he had diabetes. Either way, as an old man, he was very sick. Even as a young man he was very fat. He once said to an ambassador 'Look at this, the fattest thigh in England.' One example of Henry's physical decline is his hunting. As a young man he had enjoyed going hunting. As an old man, he was so unfit that his servants used to drive animals out of the woods to Henry's porch where he would be sitting in waiting for them. Because Henry was so unfit when he was old, he could not assert his authority over his kingdom (2).

Another way in which Henry's power declined was that he failed to produce a male heir until he was very old. Then, when he did produce a male heir, the child was only young when Henry started to get ill. This meant that Henry was afraid that he would die and leave his kingdom to a baby. Henry's inability to produce a male heir when he was younger is one sign that he was losing his power. Though, of course, Henry blamed his wives for the lack of a male heir (3).

Thomas Cromwell was one of Henry's most trusted advisors. He was a bureaucrat and was very loyal to Henry. When he was young,

(1) This introduction sets out the background to Henry's reign, and poses the question rather than answering it.

(2) This paragraph correctly asserts that Henry's health declined in his final years. However, until the final sentence, the candidate focuses on Henry's personal physical power rather than his authority as king of England. In this way, they miss the focus of the question.

(3) Again, this paragraph makes a point that is of some relevance, but fails to provide examples or explanation that links this to his authority as king.

Cromwell was of great help to Henry in the Reformation of the English church. He was a good administrator. However, at the end of Henry's life Cromwell was imprisoned in the Tower of London and executed for treason after his trial. After Cromwell's death, he was no longer able to control Henry's court because he was dead. Cromwell had done a lot of work for Henry while he was alive, and so once he was dead, there was no one to do this work (4).

On the other hand, Henry never lost the title of king and therefore he remained the most powerful man in England. He also had a lot of wives, which is evidence that he was very powerful as people wanted to marry their daughters to him. He also went to war in 1542 and again in 1544 indicating how powerful he was (5).

Overall, Henry VIII was still king when he died and in the decade before he died he did pass a number of laws which shows that he had power. Henry did not lose power even though he was a sick old man.

Examiner's Assessment

This candidate does understand the focus of the question. However, the material used in this essay is of limited relevance and does not really support the points that are made. In addition, the candidate draws conclusions which are highly generalised, indicating a simplistic understanding of the period. The essay gets a mark at the bottom of Level 3.

Examiner's Exemplar Answer 2

The final decade of Henry VIII's rule undoubtedly witnessed a decline in royal authority. The increasing factionalism of Henry's court and the monarch's inability to control faction-fighting following Cromwell's fall provides the clearest example of the diminution of royal authority in this period. Nonetheless, the creation of the Privy Council during the 1530s slowed down the decline in Henry's authority and Henry's final concern, ensuring a smooth succession to Edward, shows that when it mattered, Henry VIII was still able to ensure that his will was done (6).

(4) This paragraph contains some detailed information about the career of Thomas Cromwell. It is made relevant by the final sentence which, rather simplistically, links Cromwell's career to Henry's power within his government.

(5) In this paragraph the candidate is attempting to provide balance by looking at the alternative point of view. However, the analysis presented is extremely simplistic.

(6) This is a focused introduction. It makes a clear judgement which directly addresses the question, and sets out three key areas that it will address. It would be good to see a wider range of factors discussed, such as a reference to the Church and Henry's authority over the regions.

Faction-fighting was an ongoing problem in Henry's court, and threatened to undermine Henry's power. In the years 1532-1540, Thomas Cromwell, Henry's most trusted advisor, was able to control the faction-fighting by making and breaking alliances. For example, Cromwell played an important part in promoting the Boleyn faction against Catherine of Aragon, and later an important part in Henry's rejection of Anne Boleyn. Nonetheless, in 1540, Cromwell fell from power and as a result, Henry lost control of the factions in his court. Rival factions, such as the reformists led by Archbishop Cranmer and Edward Seymour, wanted political and religious reform, whereas conservatives, headed by Thomas Howard, Duke of Norfolk and Stephen Gardiner, Bishop of Winchester, wanted to retain Anglo-Catholicism rather than adopt a radical form of Protestantism. Disputes between these two factions have been interpreted in different ways. Some argue that they indicate Henry's increasing weakness. Other historians suggest that factional rivalry was a healthy part of Henry's government. Clearly, factionalism was an important feature of Henry's government. But, under Cromwell, Henry was able to control the factions, whereas, following Cromwell's trial and execution in 1540, this was no longer the case, indicating that Henry's power declined in the years 1540-1547 (7).

On the other hand, the Privy Council, which was reformed around 1536, gave Henry much greater formal control of his government. The Privy Council replaced the medieval council system, significantly reducing the number of nobles involved in the day-to-day running of government. The medieval council system tended to allow one or two councillors to gain substantial control over the government, so weakening the king. By contrast, the Privy Council allowed no one minister to dominate. The Council, which comprised 19 members, sat on a daily basis, offering advice and help to Henry. The Council streamlined government, making it more efficient and in so doing centralised the power of the monarch (8).

The final indication that Henry was still a force to be reckoned with within the royal court was his management of the issue of succession from 1544-1547. Succession had been Henry's prime concern since 1527. In fact, a key aspect of his

(7) This paragraph demonstrates a clear command of detail. It is focused on the question and at the end it evaluates two alternative schools of thought regarding the importance of factionalism at Henry's court.

(8) This paragraph effectively contrasts the medieval council system with Henry's more modern Privy Council. Nonetheless, it could develop this more by adding specific examples. Indeed, it could contrast the Privy Council under Cromwell's leadership with the Council after his fall in 1540.

reign was his determination to ensure the survival of the Tudor dynasty by providing a male heir. Edward was born in 1537 and on Edward's birth it seemed that the dynasty was safe. However, Henry's declining health indicated that Edward would become king as a child, and in so doing endanger the Tudor dynasty and the power of the monarchy itself. Henry acted to ensure a smooth succession to safeguard both the dynasty and the throne. To this end, he passed the Succession Act of 1544 and produced a will in 1546. These documents nominated Edward as heir. On Edward's death, power would pass to Mary, and on Mary's death, to Elizabeth. To ensure a peaceful succession, Henry sided with Seymour's supporters in 1546, removing Gardiner from the Privy Council in 1547. Clearly, when it came to the succession, Henry was able to assert his authority over his government (9).

In conclusion, the last ten years of Henry's life did witness a decline in royal authority due to a rise in factionalism in Henry's court. As a result of disputes between reformers and conservatives, Henry was never again able to achieve anything as dramatic as the split from Rome. Nonetheless, Henry's power was never wholly destroyed as the Privy Council streamlined government and when it mattered to Henry, such as with the issue of succession, Henry was still able to deal with opposing factions and assert control.

Examiner's Assessment

This is an analytical response, which clearly focuses on the question and presents a well-argued evaluation of royal power in Henry's last years. Therefore it gets a mark in Level 4. There is a good level of detail and it deserves a mark in the top band of the level, but the lack of range indicates that it should not get the highest mark in the level.

(9) This paragraph makes a good argument that when Henry wanted to act, he was still able to ensure he got his way. It contains a good level of detail and continues the essay's excellent focus on the question.

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How far do you agree that the last decade of Henry VIII’s rule witnessed a decline in royal authority? **[30 marks]**

AO1a and AO1b (13%) (30 marks)

The essay questions in Part (a) will have an analytical focus, requiring candidates to reach a substantiated judgement on a historical issue or problem.

<p>Level 1</p>	<p>Candidates will produce a series of statements, some of which may be simplified. The statements will be supported by factual material which has some accuracy and relevance although not directed at the focus of the question. The material will be mostly generalised. The writing may have some coherence and it will be generally comprehensible, but passages will lack clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.</p> <p>Low Level 1: 1–2 marks The qualities of Level 1 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 1: 3–4 marks The qualities of Level 1 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 1: 5–6 marks The qualities of Level 1 are securely displayed.</p>	<p>(1–6)</p>
<p>Level 2</p>	<p>Candidates will produce statements with some development in the form of mostly accurate and relevant factual material. There will be some analysis, but focus on the analytical demands of the question will be largely implicit. Candidates will attempt to make links between the statements and the material is unlikely to be developed very far. The writing will show elements of coherence but there are likely to be passages which lack clarity and/or proper organisation. The range of skills needed to produce a convincing essay is likely to be limited. Frequent syntactical and/or spelling errors are likely to be present.</p>	<p>(7–12)</p>

	<p>Low Level 2: 7–8 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 2: 9–10 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 2: 11–12 marks The qualities of Level 2 are securely displayed.</p>	
Level 3	<p>Candidates' answers will be broadly analytical and will show some understanding of the focus of the question. They may, however, include material which is either descriptive, and thus only implicitly relevant to the question's focus, or which strays from that focus in places. Factual material will be accurate, but it may not consistently display depth and/or relevance. The answer will show some degree of direction and control but these attributes will not normally be sustained throughout the answer. The candidate will demonstrate some of the skills needed to produce a convincing essay, but there may be passages which show deficiencies in organisation. The answer is likely to include some syntactical and/or spelling errors.</p> <p>Low Level 3: 13–14 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 3: 15–16 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 3: 17–18 marks The qualities of Level 3 are securely displayed.</p>	(13–18)
Level 4	<p>Candidates offer an analytical response which relates well to the focus of the question and which shows some understanding of the key issues contained in it, with some evaluation of argument. The analysis will be supported by accurate factual material, which will be mostly relevant to the question asked. The selection of material may lack balance in places. The exposition will be controlled and the deployment logical. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce a convincing and cogent essay will be mostly in place.</p>	(19–24)

	<p>Low Level 4: 19–20 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 4: 21–22 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 4: 23–24 marks The qualities of Level 4 are securely displayed.</p>	
Level 5	<p>Candidates offer a sustained analysis which directly addresses the focus of the question. They demonstrate explicit understanding of the key issues raised by the question, evaluating arguments and – as appropriate – interpretations. The analysis will be supported by an appropriate range and depth of accurate and well-selected factual material. The answer will be cogent and lucid in exposition. Occasional syntactical and/or spelling errors may be found but they will not impede coherent deployment of the material and argument. Overall, the answer will show mastery of essay writing skills.</p> <p>Low Level 5: 25–26 marks The qualities of Level 5 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 5: 27–28 marks The qualities of Level 5 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 5: 29–30 marks The qualities of Level 5 are securely displayed.</p>	(25–30)

Edexcel – A2 GCE Unit 3: Depth Studies and Associated Historical Controversies Option A	A1 Protest, Crisis and Rebellion in England, 1536-88	SECTION B
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Examiner's Specific Advice

The Unit 3 part (b) essay requires the following skills. First, candidates need to comprehend the sources and understand the ways in which they support or challenge the view advanced in the question. Secondly, candidates must evaluate the interpretations of the sources in the light of their own knowledge. Thirdly, candidates are expected to select information from the sources in order to make an argument that addresses the question. Fourthly, candidates must use their own knowledge to either develop or contradict the interpretations offered by the sources. Finally, candidates should treat the sources as a package rather than as separate entities. In practice, this means cross-referencing.

When approaching a part (b) question, it is important to identify the debate that the question is concerned with. In this option, there are two possible debates. The first concerns the origins and nature of the Great Depression, and the reasons why it continued in the period 1929–33. The second debate concerns the economic successes and failures of the New Deal, and the extent to which economic recovery can be attributed not to the New Deal, but to World War Two.

Having recognised the debate, read the sources and identify which source(s) support(s) the proposition in the question, and which source(s) challenge(s) it. Note that some sources will not have a marked opinion and could be used to support either side of the debate.

Exemplar Question

How far do you agree with the view that the Wyatt Rebellion of 1554 posed a serious threat to the authority of Mary Tudor? **[40 marks]**

Planning Your Response

This question relates to the first debate concerning the impact of rebellions on royal authority. The question focuses on the Wyatt Rebellion of 1554, and its impact on the reign of Mary Tudor. Sources 1 and 2 agree that the Wyatt Rebellion posed a serious threat to Mary's government, whereas Source 3 details the failings of the rebellion. However, Sources 1 and 2 also deal with the reasons why Wyatt eventually failed and Source 3 acknowledges that Wyatt himself did pose a threat, albeit briefly, to Mary's authority.

Plan

One possible way of structuring an answer to this question would be to evaluate the strengths and weaknesses of the conspiracy from its inception in November 1553 to the March on London in January the following year:

- Introduction: addresses the view stated in the question and sets out the different factors the essay will consider
- The unmasking of the plan
- The failure of Wyatt's co-conspirators
- The lack of popular support
- Wyatt's indecision
- Conclusion

Examiner's Exemplar Answer 1

Sir Thomas Wyatt was a noble from Kent. He was a Protestant, but in spite of this, supported Mary in the early years of her reign. A problem came when Mary decided to marry Philip from Spain. Wyatt used his influence in Parliament to persuade Mary not to marry Philip, but when this failed he started a plot against her. In this essay I will use sources 1, 2 and 3 and my own knowledge to decide how far I agree with the view that the Wyatt Rebellion of 1554 posed a serious threat to the authority of Mary Tudor (1).

Source 1 is a factual source by historians Roger Turvey and Nigel Heard. They say that the Wyatt Rebellion 'came as close as any to overthrowing the monarchy'. This shows that the Wyatt Rebellion was as dangerous as any other rebellion when it came to threatening the queen. However, Turvey and Heard were writing in 2009 and were not there at the time. Because of this we cannot trust their interpretation. The source goes on to say that Wyatt benefited from being in Kent. I know from my own knowledge that he was in Kent and that the people of Kent were concerned about the possibility of a Spanish invasion which would have affected Kent more than other counties such as Yorkshire which was further north. However, I also know that riots broke out in Kent in 1549 against Edward VI which indicates that the people of Kent were not strong Protestants and therefore that they were not working to overthrow Mary (2).

Source 2 says that 'the Wyatt rebellion gave the government a fright'. This suggests that the rebellion did not overthrow the government, but it did make them nervous. The source also says that

(1) The introduction gives the background to the rebellion with a particular focus on Thomas Wyatt's personal history. It does not, however, answer the question.

(2) The main body of the essay consists of paraphrases and direct quotes from the sources. In this sense they demonstrate fairly low-level skills. However, there is also some selection, and the candidate does give both sides of the argument. Additionally there is some integration of sources and own knowledge.

the rebellion was a 'conspiracy' and that it happened 'too soon'. This suggests that if it had happened later it might have been successful. However, this is not true as I know that some historians say Wyatt took too long to launch his rebellion. Finally, the Source tells us that a man called Pembroke deserted the Queen and fled to Northumberland. This shows that the rebellion was a threat because the Queen's friends did not stick by her. This is backed up by my own knowledge as I know that the government were scared after the rebellion. In fact they were so scared that they executed some of the rebels (3).

In Source 3 Colin Pendrill tell us what he thinks about the Wyatt rebellion. However, this Source comes from a textbook, not a proper historical book, and so was written to make money and is therefore biased. At the beginning of the Source Colin Pendrill does not talk about the Wyatt Rebellion. Instead, he talks about Spain. But later in the Source he says 'Wyatt's march on London was little better'. This shows that Wyatt's Rebellion was not as successful as it could have been. In fact, it posed no threat whatsoever to Mary Tudor. This is because Mary had soldiers in London ready to meet Wyatt and they attacked his rebellion and stopped him capturing Mary. Colin Pendrill says that Wyatt was not the only person who failed. He also says that 'Croft', 'the Duke of Suffolk', and 'Carew' gave up. Carew went to France because he had no hope of taking Exeter. From my own knowledge I know that Wyatt failed because he was too cautious.

Overall, the Wyatt rebellion of 1554 did not pose a serious threat to the authority of Mary Tudor. This is because Wyatt was too cautious and Mary had soldiers who could capture the rebels and check that they were executed. At one point, however, it looked like the Wyatt Rebellion might overthrow the monarchy and at this point the government were scared (Source 2).

Examiner's Assessment

There is some own knowledge here, and the beginnings of an analytical response. Therefore, in AO1, this essay gets the bottom mark in Level 3. In terms of source skills, the answer tends to present paraphrases of the sources. What is more, the comments on reliability are appropriate to AO2a, while Unit 3 tests AO2b – the ability to test interpretations and synthesise an overall answer

(3) There is also a misunderstanding: the candidate misunderstands the reference to Northumberland in Source 2.

from a group of sources. As a result, the student gets the highest mark in Level 2 for AO2.

Examiner's Exemplar Answer 2

The Wyatt rebellion of 1554 clearly posed a serious threat to the authority of Mary Tudor, but due to the unmasking of the plan, the failure of Wyatt's co-conspirators, the lack of popular support, and Wyatt's caution prior to the march on London, the rebellion ultimately failed in its objective of overthrowing Mary and placing Elizabeth on the throne (4).

Source 1 indicates that Wyatt's strongest card was his geographical position in Kent. Wyatt raised an army of around 3,000 Kentish men. Source 3 indicates that anti-Spanish hostility was at its highest in Kent due to its position on the south coast and Source 1 reminds us of Kent's proximity to London. Wyatt called on to the patriotism of the Kentish folk, appealing to them as 'Englishmen' and demanding that there should be no union between Mary Tudor and Philip of Spain (5).

Source 2 points to an important reason why the rebellion failed. The 'conspiracy', it claims, was 'forced into the open ... two months too soon'. Source 3 backs this up, noting that the details of the conspiracy 'leaked out in January 1554'. The plan came to light due to the stupidity of the Earl of Devon, a man who had hoped to be Mary's husband. The Earl of Devon told his patron about the conspiracy and as a result the conspirators were unmasked. The consequence of this is explained in Source 3, which highlights two problems: first, the conspirators had to act before they were ready, and secondly, they were forced to act in the middle of winter. As a result, the effectiveness of the rebellion was seriously damaged.

In spite of the leak, the conspiracy, unlike previous Tudor uprisings, was primarily a conspiracy amongst the elite, and therefore it was still possible for the small band of conspirators to act decisively against the monarch. Even so, as Source 3 states, there were disasters all round. Croft failed in Herefordshire. The Duke of Suffolk failed in Leicester, and Carew 'realised he had no hope ... and fled to Normandy'. Additionally, Source 2 notes that the Earl of Pembroke defected from the rebellion and remained loyal to Mary. The rebellion's

(4) This introduction focuses on the question, gives a brief argument and then outlines four reasons why the conspiracy, which looked so promising, in the end failed to overthrow Mary.

(5) The main body of the essay skilfully uses the sources in combination with each other and own knowledge to establish the potential threat posed by the conspirators, as well as the failure of the conspirators to achieve their aims. In this sense, it selects information from the sources and own knowledge to develop a balanced argument which directly answers the question.

strength lay in a series of attacks across the country launched simultaneously. This aspect of the plan failed, and therefore Wyatt's most effective weapon was rendered useless.

As Source 3 states, outside Kent there was little anti-Spanish feeling. Conspirators in more northern parts of the country, whether they appealed to patriotism or to religion, were unable to inspire popular support. For example, the Duke of Suffolk could only raise an army of 140 men to support the rebellion. In London too, there was little support for the rebellion, and the lack of popular support explains, in part, Wyatt's final defeat and capture at Ludgate. The lack of popular support, coupled with the failure of action across the country, indicates that Wyatt's rebellion posed little threat to Mary's power.

Source 1 suggests that Wyatt and his Kentish force were the rebellion's best hope. Wyatt was a skilled military leader in command of a considerable force close to the country's capital. What is more, Source 2 claims that 'the queen's catholic friends had been ineffectual in the crisis', indicating that Wyatt had the military advantage. Nonetheless, Wyatt's 'hesitation and delay' cost him dearly. Wyatt wasted time besieging Cooling Castle and, whilst on the outskirts of London, delayed his attack further by agreeing to negotiate with Mary. His indecision gave Mary and her allies time to prepare (Source 1) and allowed the Earl of Pembroke to desert Wyatt and join the Queen's side (Source 2).

In conclusion, the Wyatt Rebellion did pose a serious threat to Mary's authority. His conspiracy had considerable support among the elite, and their plan to launch simultaneous attacks across the country 'came as close as any to overthrowing the monarchy' (Source 1). What is more, Wyatt was a skilled military leader who, by appealing to patriotism and anti-Catholic feeling, assembled a sizeable army in Kent. Nonetheless, while the plan was theoretically dangerous, in practice, events favoured the Queen. The leaking of the plan (Source 2 and Source 3), the lack of popular support, and his hesitation (Source 1) gave the Queen time to prepare (Source 2) and therefore Wyatt's audacious plan came to nothing. Wyatt failed to put Elizabeth on the throne and failed to stop the alliance between England and Spain (6).

(6) The conclusion summarises the essay, giving both sides of the argument, and uses all three sources. It builds on the distinction set up in the introduction between the theoretical danger and the practical result of the conspiracy.

<p>Examiner’s Assessment</p> <p>A01: The essay presents a sustained analysis which directly answers the question. It integrates sources and own knowledge to produce a balanced answer with a reasoned conclusion – high Level 5.</p> <p>A02: The essay integrates the sources with confidence. It reaches a substantiated conclusion and also deserves a mark at the top of Level 5.</p>	
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How far do you agree with the view that the Wyatt Rebellion of 1554 posed a serious threat to the authority of Mary Tudor? **[40 marks]**

Target: AO1a and AO1b (16 marks), AO2b (24 marks) (40 marks)

The question will require candidates to compare the source material provided while exploring an issue of historical debate and reaching substantiated judgements in the light of their own knowledge and understanding of the issues of interpretation and controversy. Students must attempt the controversy question that is embedded within the period context.

AO1a and AO1b (16 marks)

<p>Level 1</p> <p>Candidates will produce a series of statements, some of which may be simplified, on the basis of factual material which has some accuracy and relevance although not directed at the focus of the question. Links with the presented source material will be implicit at best. The factual material will be mostly generalised and there will be few, if any, links between the statements. The writing may have some coherence and it will be generally comprehensible but passages will lack clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.</p> <p>Low Level 1: 1 mark The qualities of Level 1 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p>	<p>(1–3)</p>
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	<p>Mid Level 1: 2 marks The qualities of Level 1 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 1: 3 marks The qualities of Level 1 are securely displayed.</p>	
Level 2	<p>Candidates will produce statements deriving from their own knowledge and may attempt to link this with the presented source material. Knowledge will have some accuracy and relevance. There may be some analysis, but focus on the analytical demand of the question will be largely implicit. Candidates will attempt to make links between the statements and the material is unlikely to be developed very far. The writing will show elements of coherence but there are likely to be passages which lack clarity and/or proper organisation. The range of skills needed to produce a convincing essay is likely to be limited. Frequent syntactical and/or spelling errors are likely to be present.</p> <p>Low Level 2: 4 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 2: 5 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 2: 6 marks The qualities of Level 2 are securely displayed.</p>	(4–6)
Level 3	<p>Candidates attempt a broadly analytical response from their own knowledge, which offers some support for the presented source material. Knowledge will be generally accurate and relevant. The answer will show some understanding of the focus of the question but may include material which is either descriptive, and thus only implicitly relevant to the question's focus, or which strays from that focus in places. Attempts at analysis will be supported by generally accurate factual material which will lack balance in places. The answer will show some degree of direction and control but these attributes will not normally be sustained throughout the answer. The candidate will demonstrate some of the skills needed to produce a convincing essay, but there may be passages which show deficiencies in organisation. The answer is likely to include some syntactical and/or spelling errors.</p>	(7–10)

	<p>Low Level 3: 7 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 3: 8–9 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 3: 10 marks The qualities of Level 3 are securely displayed.</p>	
Level 4	<p>Candidates offer an analytical response from their own knowledge which supports analysis of presented source material and which attempts integration with it. Knowledge will be generally well selected and accurate and will have some range and depth. The selected material will address the focus of the question and show some understanding of the key issues contained in it with some evaluation of argument and – as appropriate – interpretation. The analysis will be supported by accurate factual material which will be mostly relevant to the question asked although the selection of material may lack balance in places. The exposition will be controlled and the deployment logical. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce a convincing and cogent essay will be mostly in place.</p> <p>Low Level 4: 11 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 4: 12 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 4: 13 marks The qualities of Level 4 are securely displayed.</p>	(11–13)
Level 5	<p>Candidates offer a sustained analysis from their own knowledge which both supports, and is integrated with, analysis of the presented source material. Knowledge will be well selected, accurate and of appropriate range and depth. The selected material directly addresses the focus of the question. Candidates demonstrate explicit understanding of the key issues raised by the question, evaluating arguments and – as appropriate – interpretations. The analysis will be supported by an appropriate range and depth of accurate and well-selected factual material. The answer will be cogent and lucid in exposition. Occasional syntactical and/or spelling errors may be</p>	(14–16)

	<p>found but they will not impede coherent deployment of the material and argument. Overall, the answer will show mastery of essay-writing skills.</p> <p>Low Level 5: 14 marks The qualities of Level 5 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 5: 15 marks The qualities of Level 5 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 5: 16 marks The qualities of Level 5 are securely displayed.</p>	
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A02b (24 marks)

<p>Level 1</p>	<p>Comprehends the surface features of sources and selects from them in order to identify points which support or differ from the view posed in the question. When reaching a decision in relation to the question the sources will be used singly and in the form of a summary of their information. Own knowledge of the issue under debate will be presented as information but not integrated with the provided material.</p> <p>Low Level 1: 1–2 marks The qualities of Level 1 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 1: 3–4 marks The qualities of Level 1 are securely displayed.</p>	<p>(1–4)</p>
<p>Level 2</p>	<p>Comprehends the sources and notes points of challenge and support for the stated claim. Combines the information from the sources to illustrate points linked to the question. When supporting judgements are made in relation to the question, relevant source content will be selected and summarised and relevant own knowledge of the issue will be added. The answer may lack balance but one aspect will be developed from the sources. Reaches an overall decision but with limited support.</p> <p>Low Level 2: 5–6 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 2: 7–9 marks The qualities of Level 2 are securely displayed.</p>	<p>(5–9)</p>

Access to History Online Edexcel Unit 3 – A1 Protest, Crisis and Rebellion in England, 1536–88

<p>Level 3</p>	<p>Interprets the sources with confidence, showing the ability to analyse some key points of the arguments offered and to reason from the evidence of the sources. Develops points of challenge and support for the stated claim from the provided source material and deploys material gained from relevant reading and knowledge of the issues under discussion. Shows clear understanding that the issue is one of interpretation. Focuses directly on the question when structuring the response, although, in addressing the specific enquiry, there may be some lack of balance. Reaches a judgement in relation to the claim, supported by information and argument from the sources and from own knowledge of the issues under debate.</p> <p>Low Level 3: 10–11 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 3: 12–14 marks The qualities of Level 3 are securely displayed.</p>	<p>(10–14)</p>
<p>Level 4</p>	<p>Interprets the sources with confidence, showing the ability to understand the basis of the arguments offered by the authors and to relate these to wider knowledge of the issues under discussion. Discussion of the claim in the question proceeds from an exploration of the issues raised by the process of analysing the sources and the extension of these issues from other relevant reading and own knowledge of the points under debate. Presents an integrated response with developed reasoning and debating of the evidence in order to create judgements in relation to the stated claim, although not all the issues will be fully developed. Reaches and sustains a conclusion based on the discriminating use of the evidence.</p> <p>Low Level 4: 15–16 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 4: 17–19 marks The qualities of Level 4 are securely displayed.</p>	<p>(15–19)</p>
<p>Level 5</p>	<p>Interprets the sources with confidence and discrimination, assimilating the author’s arguments and displaying independence of thought in the ability to assess the presented views in the light of own knowledge and reading. Treatment of argument and discussion of evidence will show that the full demands of the question have been appreciated and addressed. Presents a sustained evaluative argument and reaches fully substantiated conclusions demonstrating an understanding of the nature of historical debate.</p> <p>Low Level 5: 20–21 marks The qualities of Level 5 are displayed, but material is less convincing in its range/depth.</p>	<p>(20–24)</p>

Access to History Online Edexcel Unit 3 – A1 Protest, Crisis and Rebellion in England, 1536–88

	<p>High Level 5: 22–24 marks The qualities of Level 5 are securely displayed.</p>	
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<p>Edexcel – A2 GCE Unit 3: Depth Studies and Associated Historical Controversies Option A</p>	<p>A1 Protest, Crisis and Rebellion in England, 1536-88</p>	<p>Chronology</p>
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Chronology: Key Events in *Protest, Crisis and Rebellion in England, 1536–88*

Year	Month	Event
1349		Black Death and the beginning of recurrent bubonic plague epidemics
1500		Prices start to rise more quickly than wages
1532		Thomas Cromwell becomes Henry VIII's chief advisor
1534	November	Henry VIII becomes Head of the Church in England
1536	July	The Ten Articles introduced some Lutheran doctrines
	October	Lincolnshire Uprising
	November	Yorkshire Rebellion
1539	June	The Six Articles restore full Catholic doctrine
1540	June	Fall of Thomas Cromwell
1546		Duke of Norfolk (Thomas Howard) imprisoned
1547	January	Henry VIII dies
		Duke of Norfolk released from prison
		Edward VI becomes king
	February	Duke of Somerset (Edward Seymour) becomes Lord Protector
	October	Fall of Somerset
	November	Repeal of the Act of Six Articles
	December	Act for the Dissolution of the Chantries
1548	December	First Book of Common Prayer
1549		Poor harvests – rebellion in East Anglia and the West Country
	January	Act of Uniformity
	June	Western or Prayer Book Rebellion
	July	Kett's Rebellion in East Anglia
	November	Somerset replaced by John Dudley who becomes Lord President of the Council
1551	October	John Dudley created Duke of Northumberland
1552		Plague and sweating sickness check population rise
	January	Execution of the Duke of Somerset
		The Second Book of Common Prayer introduces some Calvinistic doctrines

Access to History Online Edexcel Unit 3 – A1 Protest, Crisis and Rebellion in England, 1536–88

	April	Second Act of Uniformity
1552–53		Trade embargoes mark beginning of decline of Antwerp and beginning of commercial slump
1553	May	Guildford Dudley marries Lady Jane Grey
	July	Edward VI died
		Lady Jane Grey crowned queen and 'reigns' for nine days
		Northumberland's military expedition against Mary Tudor fails
		Mary becomes queen of England
	August	Execution of the Duke of Northumberland
	September	Catholic Mass re-introduced
	December	Marriage proposal between Mary and Philip of Spain presented to the Royal Council
1554	January	Wyatt Rebellion
	February	Wyatt enters London
		Elizabeth arrested for supposedly being involved in the rebellion
		Lady Jane Grey and Guildford Dudley executed
	July	Mary I marries Philip of Spain
	November	England and Rome reconciled
1554–56		Severe harvest failures
1555	October	Bishops Ridley and Latimer burnt at the stake
1556	March	Archbishop Cranmer burnt at the stake
1556–58		Influenza epidemics cause fall in population
1558	January	Loss of Calais
	November	Death of Mary I and Cardinal Pole
1559		Elizabeth crowned queen of England
	May	Act of Supremacy restores Henrician anti-papal laws
	June	Act of Uniformity enforces the use of the Second Book of Common Prayer
1560	July	Treaty of Edinburgh signed between England and France
1562		Succession crisis
1563		Thirty-Nine Articles set out Protestant beliefs
1568	May	Mary, Queen of Scots arrives in England
1569	November–December	Northern Rebellion
1569–70		Dacre Rebellion
1570		Pope excommunicates Elizabeth
1587		Execution of Mary, Queen of Scots
1588		English disperse the Spanish Armada at the Battle of Gravelines

Teaching Activities

1. Make your own exam paper

Students should be shown a range of existing exam papers for this option. They should make a list of the key features of the exam papers. For example, they could note that the paper is divided into two sections, and that the second section has three secondary sources accompanying the question.

Students should then use their own knowledge and a copy of the specification to design their own Part (a) question. This requires no sources, but does require an understanding of the 'question stems' used by Edexcel, and the range of content covered in the specification.

Next, students should create a Part (b) question using either a range of books on the Tudors, or an online library such as Google Books. Students should select three extracts, from three different secondary sources, offering three different interpretations of either the impact of rebellion in Tudor England, or the developments in the role and power of parliaments. Having chosen the sources, students should write an appropriate question to accompany them.

Hints:

- Once the exam papers have been designed, students should swap papers with a partner, and plan their answers to the questions. They should return these to the person who designed the exam paper, who could mark them using the exam board mark scheme.
- Less able students could be given eight or nine sources from which to select their sources for Part (b).

2. Graph of rebellion

In small groups, students should be given a large sheet of paper. They should draw the following axes on the paper:



They should also be given small cards on which are written the key rebellions they have studied. Students should place these small cards along the x-axis according to when the events occurred, and up the y-axis according to the level of threat to the authority of the monarch posed by this rebellion.

Students should then use their graph to plan an answer to the question:

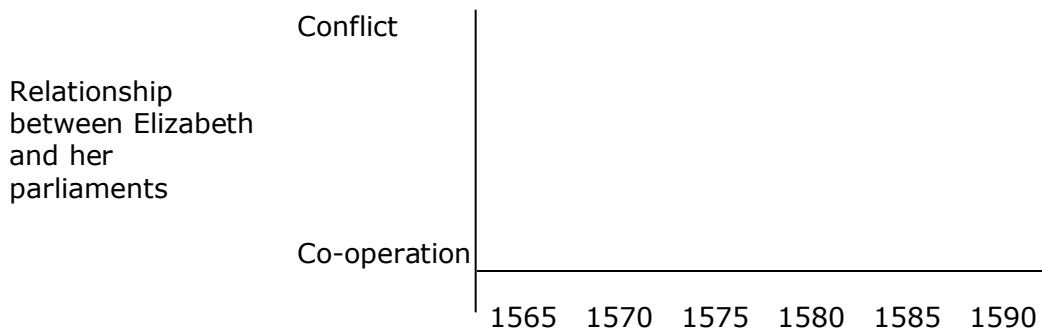
'How far do you agree with the view that the authority of the monarch was never seriously threatened in the years 1536–68?'

Access to History Online Edexcel Unit 3 – A1 Protest, Crisis and Rebellion in England, 1536–88

Hints:

- As an opening activity, students could be given large versions of the small cards. Each student should hold up one card, and should come to the front of the room and arrange themselves in chronological order from memory.
- Following the graph activity, students could bring the large cards to the front again, and could arrange themselves in order of threat to the authority of the monarch. A question-and-answer session could be used to ensure that students can justify their positions.

Now repeat the activity, this time focusing on the relationship between Elizabeth I and her parliaments. Provide students with the graph below, and cards on which to write the key political events of the period.



Students should use this graph to plan an answer to the question:

'How far do you agree with the view that the relationship between Elizabeth I and her parliaments in the period 1566–88 was characterised more by conflict than by co-operation?'

Additional Sample Questions

Part (a)

1. 'In the years 1536–47, Henry VIII was a weak ruler, unable to control the factional disputes within his court.' How far do you agree with this judgement?
2. How accurate is it to say that Thomas Cromwell 'transformed' Tudor government?
3. How far do you agree that Henry VIII's failure to leave an adult male heir led to political crisis?
4. Why did the attempt to establish Lady Jane Grey as queen of England fail?
5. How far was there a religious crisis in the period 1547–69?
6. 'An attempt by the Duke of Northumberland to strengthen his own position.' How far do you accept this judgement of religious reform under Edward VI?
7. How far was the execution of Mary, Queen of Scots, the main reason for the outbreak of war between Spain and England in 1588?
8. How far were economic concerns responsible for the changing relationship between England and Spain during the reign of Elizabeth I?

Access to History Online Edexcel Unit 3 – A1 Protest, Crisis and Rebellion in England, 1536–88

Part (b)

1. '1549 was the only year in which rebellions posed a serious threat to the authority of the Tudor state.' How far do you agree with this view?
2. How far do you agree with the view that the revolt of the northern Earls in 1569 never seriously threatened the authority of the Tudor state?
3. How far do you agree with the view that the relationship between Elizabeth I and her parliaments was characterised by conflict?
4. How far do you agree with the view that there was 'significant disagreement between MPs and the Crown' (Roy Sloan) in the period 1566–88?

Resources

Samantha Ellsmore, David Hudson and David Rogerson, *The Early Tudors: England 1485–1558* (Hodder Education, 2001)

G.R. Elton, *England Under the Tudors* (Routledge, 1991)

Nicholas Fellows, *Disorder and Rebellion in Tudor England* (Hodder Education, 2002)

John Guy, *Tudor England* (Oxford University Press, 1990)

John Lotherington (ed.), *The Tudor Years*, 2nd edition (Hodder Education, 2003)

Paul Thomas, *Authority and Disorder in Tudor Times 1485–1603* (Cambridge University Press, 1999)