



Mark Scheme (Results)

Summer 2024

Pearson Edexcel
in GCE History (8HI0/1B)

Paper 1: Breadth study with interpretations

Option 1B: England, 1509-1603: authority,
nation and religion

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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: sections A and B

Target: A01: 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	1–4	<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	5–10	<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 question. Mostly accurate and relevant knowledge is included, but it 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	11–16	<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	17–20	<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.

Section C

Target: AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<ul style="list-style-type: none"> • Demonstrates only limited comprehension of the extracts, selecting some material relevant to the debate. • Some relevant contextual knowledge is included, with limited linkage to the extracts. • Judgement on the view is assertive, with little or no supporting evidence.
2	5–10	<ul style="list-style-type: none"> • Demonstrates some understanding and attempts analysis of the extracts by describing some points within them that are relevant to the debate. • Contextual knowledge is added to information from the extracts, but only to expand on matters of detail or to note some aspects which are not included. • A judgement on the view is given, but with limited support and related to the extracts overall, rather than specific issues.
3	11–16	<ul style="list-style-type: none"> • Demonstrates understanding of the extracts and shows some analysis by selecting and explaining some key points of interpretation they contain and indicating differences. • Knowledge of some issues related to the debate is included to link to, or expand on, some views given in the extracts. • A judgement is given and related to some key points of view in the extracts and discussion is attempted, albeit with limited substantiation.
4	17–20	<ul style="list-style-type: none"> • Demonstrates understanding of the extracts, analysing the issues of interpretation raised by comparison of them. • Integrates issues raised by the extracts with those from own knowledge to discuss the views. Most of the relevant aspects of the debate will be discussed, although treatment of some aspects may lack depth. • Discusses evidence in order to reach a supported overall judgement. Discussion of points of view in the extracts demonstrates understanding that the issues are matters of interpretation.

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.</p> <p>Candidates are expected to reach a judgement about whether economic factors were the main cause of resistance to Tudor rule in the years 1509-1569.</p> <p>The importance of economic factors in resistance to Tudor rule in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Resistance to taxation demands was evident under Henry VIII, e.g. in 1513 or the protest over the Amicable Grant in 1525 • Concerns over the taxation of livestock and the loss of the charitable role of the closed monasteries were given complaints in the risings of 1536 • Grievances in Kett's Rebellion included issues of rent, enclosure of land and prices • Somerset's sheep tax played a part in the Western Rebellion. <p>The importance of other factors in resistance to Tudor rule in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Resistance to religious change featured in the Pilgrimage of Grace, the Western Rebellion and the Northern Rising (1569) • Kett's Rebellion was in part motivated by a desire to increase the pace of the Protestant reformation • Political factors contributed to resistance, such as Queen Mary's proposed marriage to Phillip or the factional struggle of the Northern Earls • The extent to which motives varied between groups in the same rising, or were even cloaked under different guises. <p>Other relevant material must be credited.</p>

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 how far the personal beliefs of the Tudor monarchs was the main reason for religious change in the years 1529–63.</p> <p>The role of the personal beliefs of the Tudor monarchs in causing religious change in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Henry VIII's theological conservatism may be demonstrated through measures such as the Six Articles (1539) or King's Book (1543) • Edward VI's intense Protestantism and its impact on religious reform during his reign, including his personal influence as Supreme Head of the church • Mary's long-standing loyalty to Catholicism, which influenced her decision to repeal all religious changes since 1529 • Protestant influences on Elizabeth, including her education and the role of Anne Boleyn, which informed her views on the settlement of 1558–63. <p>The role of other factors in causing religious change in the years 1529–63 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The dynastic and diplomatic concerns that led to the initial break with Rome under Henry • The role of Cranmer, Somerset and Northumberland in driving religious change under Edward VI • The influence on Mary of those who wished to promote Catholicism, including Cardinal Pole and Philip II of Spain • The importance of political considerations in shaping Elizabeth's actions, including the Acts of Supremacy and Uniformity and the Thirty Nine Articles of 1563. <p>Other relevant material must be credited.</p>

Section B: indicative content

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 about the extent to which there were significant changes to the role of parliament in the years 1509-88.</p> <p>The extent to which the role of parliament saw significant change in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The increased use of parliament to give force to religious changes, including the royal supremacy and the confiscation of monastic lands • The removal of abbots from the House of Lords and the formation of a more secular assembly • The development of statute law and the decline of royal government by proclamations • The extension of parliamentary authority to encompass social legislation, including the Poor Laws and actions against vagrancy. <p>The extent to which the role of parliament saw continuity in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Parliament was still called, prorogued and dissolved at the monarch's behest • The successful attempts made by monarchs and their ministers to influence the outcome of elections • Parliament's failure to mount any effective opposition to royal policies and its continued willingness to pass statutes at the monarch's request • The prime function of parliament was still to vote subsidies, which was largely done without significant objection. <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 as to whether the migration of foreign workers was the most significant development in the domestic economy in the years 1509-88.</p> <p>The extent to which the migration of foreign workers was significant should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Dutch settlers in places such as London, Kent and the southern ports, brought new skills and techniques to the cloth industry in England, increasing exports • Immigration fuelled the growth of Tudor London, with estimates of 40-50,000 arrivals in the period c1560 to 1585, the bulk of whom were skilled artisans • By the 1580s, Norwich had almost 5,000 foreign-born residents, contributing to the development of the new draperies and their export. <p>The extent to which the migration of foreign workers was limited and/or the significance of other developments should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • In most areas, the migration of foreign cloth workers had little impact, with traditional production methods continuing • The replacement of the debased coinage increased confidence in the currency, with a recoinage from 1560, aiding the development of trade • Government issuing of licences, patents and monopolies brought benefits to licensees, and negatives for other traders and consumers, with complaints against the latter being evident in the 1571 parliament • The growth of London as a population centre increased commerce, with the founding of centres such as the Royal Exchange in 1571. <p>Other relevant material must be credited.</p>

Section C: indicative content

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. Other relevant material not suggested below must also be credited.</p> <p>Candidates are expected to use the extracts and their own knowledge to consider the view that Elizabeth I's government was successful in dealing with the problems that it faced. Reference to the works of named historians is not expected, but candidates may consider historians' viewpoints in framing their argument. Candidates should use their discussion of various views to reach a reasoned conclusion.</p> <p>In considering the given view, the points made by the authors should be analysed and evaluated. Relevant points may include:</p> <p>Extract 1</p> <ul style="list-style-type: none"> • Government orders and the office of JPs were used to deal with socio-economic problems • Legislation helped maintain stability • The members of lower orders who suffered believed the authorities were doing what they could to help • The clash over monopolies needs to be considered in context as an 'expression of concern at the damage done to the financial interests of many MPs'. <p>Extract 2</p> <ul style="list-style-type: none"> • The strain on both economy and society grew due to war • Natural disasters such as plague and bad harvest, exacerbated by war • Disagreement with parliament over issues such as monopolies was significant • Poor relief was insufficient in tackling the extremes of economic and social distress. <p>Candidates should use their own knowledge of the issues to address the view that Elizabeth I's government was successful in dealing with the problems that it faced. Relevant points may include:</p> <ul style="list-style-type: none"> • Despite poor harvests from 1594, there was no widespread famine • The Book of Orders required lord lieutenants and justices of the peace to carry out surveys in times of shortage and ensure that grain supplies were distributed fairly • There was no significant organised rebellion against Elizabeth's rule • The disagreement in 1601 was essentially a spontaneous response to discontent rather than evidence of organised or continued agitation; Parliament assisted the Crown in raising unprecedented sums in taxation. <p>Candidates should use their own knowledge of the issues related to the debate to counter or modify the view that Elizabeth I's government was successful in dealing with the problems that it faced. Relevant points may include:</p> <ul style="list-style-type: none"> • The disruption to overseas trade caused significant distress in areas such as Norfolk, Suffolk and Essex where the cloth trade played a major role in

	<p>the local economy</p> <ul style="list-style-type: none">• In the years 1595–97 there were widespread food riots in Kent, the South West and East Anglia• The government was unable to deal with the inflationary pressures of the 1590s, which reduced the purchasing power of wages and caused real distress to most wage-earning workers• The parliaments of 1593, 1597 and 1601 saw members grumble over high taxation in the context of an impoverished nation. <p>Other relevant material must be credited.</p>
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