



Pearson

Mark scheme

Summer 2018

Pearson Edexcel
GCE History (8HI0/1B)
Advanced Subsidiary

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, 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 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 criticism of the Catholic Church was the main reason for the growth of Protestantism in the years 1509–47.</p> <p>The importance of criticism of the Catholic Church in contributing to the growth of Protestantism in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Criticism of the Catholic Church over issues such as pluralism, the sale of indulgences and the poor standard of clerical education were long-standing • These criticisms were given intellectual weight by humanist writers such as Colet and More (albeit not demanding Protestantism), as well as the influence of the development of Protestantism in Europe in the 1520s • Criticism of monastic orders and superstitious practices can be seen as an influence on policies such as the dissolution and Cromwell's injunctions. <p>The importance of other factors in contributing to the growth of Protestantism in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The continued popularity of the Catholic Church as an institution amongst the English people may be used to counter the view • The role played by Henry's desire for an heir in the initial break from Rome • The role played by influential individuals with reformist sympathies, such as Thomas Cranmer, Thomas Cromwell, Edward Seymour and Anne Boleyn • The impact translated bibles (in both the 1530s and again with the repromulgation of the 1538 injunction in July 1547) and other Protestant aspects of the Church had in furthering the reformation. <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 about the extent to which an increase in poverty in the 1530s and 1540s was the main consequence of the closure of the monasteries.</p> <p>The extent to which an increase in poverty was the main consequence of the closure of the monasteries in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The dissolution removed a safety net provided by the monasteries with regards to the care of the sick and the poor• As many monasteries were significant employers, landlords or contributors to local trade, the dissolution created hardship for those affected• The Pilgrimage of Grace may be seen as evidence of the material loss of ordinary people as a result of the dissolution. <p>The importance of other consequences of the closure of the monasteries in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The dissolution was a significant land transfer from church to crown, enriching the monarch's coffers• The sale of monastic land aided the rise of a landed gentry, who in turn had a vested interest in supporting much of the reformation• The removal of monasteries as centres of learning and tradition undermined the support base of the old faith• The dissolution had significant consequences for the monks and nuns involved, with the latter doing worse as, unlike monks, they could not become parish priests. <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 on the extent to which the methods used by the Tudor state to control the nation changed in the years 1509–88.</p> <p>In considering the extent of change, the significant features of Tudor state control of the nation in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The reconstituted Council of the North (1537), the Act of Union with Wales (1536) and the reorganisation of the Welsh legal system (1543) changed how these regions were controlled • Developments such as the selection of leading councillors to specific regions, such as Elizabeth's appointment of the Earl of Huntingdon as president of the Council of the North • The role of Justices of the Peace expanded from a largely judicial role at the start of the period, to one encompassing wider religious, political and social responsibilities • The development of the role of Lord Lieutenants from the late 1540s. <p>In considering the extent of continuity, the significant features of Tudor state control of the nation should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • There was continuity in the function of the nobility with regards to their position as landowners, maintaining law and order • Due to the authority given by their social status, nobles continued to serve as officers of the monarch, and as leaders of armies raised to suppress rebellion • The mainstay of justice across England was the quarter sessions held by Justices of the Peace. <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 significance of the gender of the monarch during the reigns of Mary and Elizabeth.</p> <p>The extent to which the gender of the monarch during the reigns of Mary and Elizabeth was significant should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Both religious attitudes and historical tradition cast doubt on the ability of women to undertake a role such as that of a monarch, in particular with regards to military leadership • Both Mary and Elizabeth faced pressure regarding the need to take a husband in order to provide a consort who could undertake the 'kingly' duties • Mary's arrangements to marry Philip led to a marriage treaty in order to assuage fears of Philip's dominance and limit his influence over issues such as the succession if Mary died first • The question of Elizabeth's marital status was an issue at various points, e.g. the 1566 Parliament, and gender had significance with regards to relations with courtiers. <p>The extent to which the significance of the gender of the monarch during the reigns of Mary and Elizabeth was limited should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The secure claims to the throne of both monarchs on their succession meant gender was less of an issue than previous precedent may suggest • The issue of the need to produce an heir for both Mary and Elizabeth was largely not an issue of their gender • Disquiet over Mary's marriage was not solely a gender issue; Philip's position as leader of Europe's most powerful empire was also a cause for concern (for some) • Elizabeth was, by and large, able to govern as effectively as a male monarch, without marriage or producing an heir. <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 in the last years of Elizabeth's reign, there was significant tension over faction and succession. 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 extracts, 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"> • The support for the likes of Essex amongst many of the gentry and the 'common people' • The growing and dangerous rivalry between Essex and Cecil • Potential intrigue amongst Elizabeth's advisers over the choice of successor • Dissatisfaction borne out of Elizabeth's failure to satisfy demands for 'favours and rewards'. <p>Extract 2</p> <ul style="list-style-type: none"> • The issue of whether Essex's revolt was intended to be against Elizabeth or in support of her • The brief and limited nature of Essex's revolt • Elizabeth's support for the arrangement made between Cecil and James with regards to the succession issue • England had become a united state 'under a powerful personal sovereign'. <p>Candidates should use their own knowledge of the issues to address ways in which there was significant tension over faction and succession. Relevant points may include:</p> <ul style="list-style-type: none"> • Tensions had grown between the Earl of Essex and the Cecils from 1596, with Robert Cecil's appointment as Secretary of State whilst Essex was in Cadiz, and the promotion of Cecil supporters such as Charles Howard to Earl of Nottingham serving as a source of tension • Tensions escalated further after the death of William Cecil in 1598, culminating in Essex being placed under house arrest until mid-1600 • Elizabeth's failure to name a successor, and the implications of Henry VIII's will and alternative claims to the throne (Arabella Stuart, Infanta Isabella, Edward Seymour), meant James was not an automatic choice • Both Essex and Cecil had corresponded with James; the earlier efforts of Cecil, from 1599, may be argued to have been more dangerous, inciting James to raise troops in support of his claim. <p>Candidates should use their own knowledge of the issues to address points which counter and/or modify the view that there was significant tension over faction</p>

and succession. Relevant points may include:

- Prior to 1595, Essex and the Cecils had managed a degree of cooperation
- James's claim was arguably stronger than those of the other potential successors, and was in effect supported by both of the two rival factions
- The factions themselves were not primarily motivated by the succession issue
- **Although Elizabeth's management of factional issues may be criticised in some respects, the power of patronage placed in the hands of the Cecils limited the threat posed by rival faction.**

Other relevant material must be credited.