



## Mark Scheme (Results)

Summer 2019

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"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>
2	5–10	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>
3	11–16	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>
4	17–20	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• 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.</li> <li>• 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.</li> </ul>

## 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"> <li>• Demonstrates only limited comprehension of the extracts, selecting some material relevant to the debate.</li> <li>• Some relevant contextual knowledge is included, with limited linkage to the extracts.</li> <li>• Judgement on the view is assertive, with little or no supporting evidence.</li> </ul>
2	5–10	<ul style="list-style-type: none"> <li>• Demonstrates some understanding and attempts analysis of the extracts by describing some points within them that are relevant to the debate.</li> <li>• 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.</li> <li>• A judgement on the view is given, but with limited support and related to the extracts overall, rather than specific issues.</li> </ul>
3	11–16	<ul style="list-style-type: none"> <li>• Demonstrates understanding of the extracts and shows some analysis by selecting and explaining some key points of interpretation they contain and indicating differences.</li> <li>• Knowledge of some issues related to the debate is included to link to, or expand, some views given in the extracts.</li> <li>• A judgement is given and related to some key points of view in the extracts and discussion is attempted, albeit with limited substantiation.</li> </ul>
4	17–20	<ul style="list-style-type: none"> <li>• Demonstrates understanding of the extracts, analysing the issues of interpretation raised by comparison of them.</li> <li>• 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.</li> <li>• 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.</li> </ul>

## Section A: indicative content

Question	Indicative content
1	<p><b>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.</b></p> <p>Candidates are expected to reach a judgement about whether population growth was the main reason for the increase in poverty in the years 1509-88.</p> <p>The importance of population growth in the increase in poverty in the years 1509-88 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The population grew from c2.25 million in 1525 to c3.9 million at the end of the period, which placed a strain on resources</li> <li>• Population increases led to inflation, particularly food prices, as landowners were unable to sufficiently increase output to keep up with population rises</li> <li>• Low population in the preceding period had led to a switch from arable to pasture farming, which subsequently meant less food available when the population did increase</li> <li>• The growing population put downward pressure on wages for agricultural labourers</li> <li>• Migration of surplus population from rural areas contributed to the problems of poverty and associated vagrancy in towns.</li> </ul> <p>The importance of other factors behind the increase in poverty in the years 1509-88 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The actions of the authorities contributed to poverty, e.g. the closure of the monasteries removed these from local economies, or the continued restrictions on retaining cut off employment opportunities</li> <li>• The role played by inflation as a result of the influx of bullion, forestalling, the debasement of the coinage and increased government spending</li> <li>• The enclosure of common land, as well as other practices such as rack-renting and forestalling</li> <li>• The impact of bad harvests, particularly such as those seen in the 1520s, late 1540s and 1550s.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
2	<p><b>Answers will be credited according to candidates' deployment of</b> 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 the authority of the Tudor monarchy was the main consequence of <b>Henry's break with Rome</b>.</p> <p>The extent to which an increase in the authority of the Tudor monarchy was the main consequence of <b>Henry's break with Rome</b> should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The break with Rome ended papal power in England, installing Henry as head of the church in England</li> <li>• The Act of Supremacy (1534) and Act of Treason (1534) established sole authority over the church and the authority to punish those who denied or challenged this</li> <li>• The degree of independence from royal authority held by bishops and religious orders was extinguished by measures such as the Ecclesiastical Appeals Act (1532) and the Suppression of Religious Houses Act (1535)</li> <li>• The passing of monastic lands to the crown increased royal authority, both <b>directly as a landowner, and indirectly through the commitment to Henry's Reformation</b> shown by those who later came to own such lands.</li> </ul> <p>The importance of other consequences of <b>Henry's break with Rome</b> should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Reformation brought significant changes to religious practice across the nation, which were never fully <b>settled until Elizabeth's reign</b></li> <li>• 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</li> <li>• The closure of monasteries removed the contribution they had made to local economies and as a source of social help</li> <li>• The reformation began a process of religious change, which caused political, social and diplomatic problems for subsequent monarchs.</li> </ul> <p>Other relevant material must be credited.</p>

## Section B: indicative content

Question	Indicative content
3	<p>Answers will be credited according to <b>candidates' deployment of material</b> 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 domestic trade changed in the years 1509-88.</p> <p>In considering the extent of change, the significant features of domestic trade in the years 1509-88 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The scale of trade grew, e.g. cloth production doubled over the whole period, with fluctuations at times, coal consumption grew, and was increasingly traded outside mining areas from the mid-1500s</li> <li>• The importance of London as a centre for trade and finance grew with the Royal Exchange opening in 1571</li> <li>• The <b>type of cloth produced saw changes, such as the advent of 'new draperies' from the 1560s</b>, with techniques brought by foreign textile workers, through to the revival of industry in individual towns, e.g. Norwich</li> <li>• The establishment of joint-stock companies saw an expansion in the trade of goods within England, increasing <b>merchants' profits</b> and the range of goods available.</li> </ul> <p>In considering the extent of continuity, the significant features of domestic trade in the years 1509-88 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The bulk of industry continued to be centred on the traditional cloth industries</li> <li>• The vast majority of work continued to be agricultural labour</li> <li>• New goods and services (resulting from overseas exploration and trade, but traded domestically) continued to be almost exclusively the preserve of the wealthiest in society</li> <li>• Domestic trade continued to dominate economic activity, despite the picture <b>created by the 'innovations' in overseas trade</b>.</li> </ul> <p>Other relevant material must be credited.</p>



Question	Indicative content
4	<p><b>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.</b></p> <p>Candidates are expected to reach a judgement on how similar the powers and influence exercised by Henry's principal ministers were to those exercised by Elizabeth's principal minister.</p> <p>The extent to which the powers and influence exercised by the principal ministers were similar should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Under both monarchs, the powers and influence the ministers could exercise were essentially dictated by the will and preference of the monarch</li> <li>• All three faced opposition from within the Privy Chamber and Council, albeit for varying reasons</li> <li>• All three held multiple offices to serve the monarch, and were awarded titles that enhanced their position</li> <li>• Similarity may be drawn between the ability of Cromwell and Cecil to work <b>with and within parliament to exercise the monarch's wishes.</b></li> </ul> <p>The extent to which the powers and influence exercised by the principal ministers were different should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• <b>Unlike Henry's ministers, Cecil's relatively higher-ranking background meant he was more at ease with and able to influence members of court</b></li> <li>• Whereas the influence of Wolsey and Cromwell was cut short in difficult <b>circumstances when they lost Henry's favour, Burghley's influence continued</b> through until his death</li> <li>• Burghley was more able to build up and sustain a successful network of patronage than Wolsey and Cromwell, e.g. using his position as master of the Court of Wards and Liveries</li> <li>• As <i>legate a latere</i> (Wolsey), and <i>Vicegerent</i> (Cromwell), the former two may be seen as having a greater religious influence than Cecil</li> <li>• Cecil never had the overt dominance of Wolsey and Cromwell, his influence being balanced by factions around Leicester, and later Essex.</li> </ul> <p>Other relevant material must be credited.</p>

## Section C: indicative content

Question	Indicative content
5	<p><b>Answers will be credited according to candidates' deployment of material</b> 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, <b>during the last years of Elizabeth's reign, her government deserves significant credit</b> for its positive approach in dealing with growing social distress. Reference to the works of named historians is not expected, but candidates may <b>consider historians' viewpoints in framing their argument</b>. 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"> <li>• The government was proactive in monitoring food prices and supplies</li> <li>• Elizabeth and her government took speedy action to ensure affordable grain was available</li> <li>• Elizabeth and the Council sought to ensure profiteers were punished</li> <li>• Social legislation passed in 1601 amounted to a national scheme to tackle the effects of distress.</li> </ul> <p>Extract 2</p> <ul style="list-style-type: none"> <li>• The <b>Privy Council's concern centred</b> on fear of disorder rather than relieving distress</li> <li>• Measures such as the Poor Laws were aimed at social control</li> <li>• <b>The measures enacted were 'very limited' and 'utterly inadequate'</b></li> <li>• <b>Occurrences of 'real distress' were in fact limited.</b></li> </ul> <p>Candidates should use their own knowledge of the issues to address the view that <b>Elizabeth's</b> government deserves significant credit for its positive approach in dealing with growing social distress. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Earlier Poor Laws had been used to deal with shortages and the problem of poverty with some success; the reforms from 1601 can be seen to have been an effort to coordinate efforts nationally</li> <li>• <b>Elizabeth's government ordered the gentry to return to their estates and offer support</b>, and ordered church sermons to encourage assistance to the poor, and against engrossers and other profiteers</li> <li>• The Book of Orders required Lords Lieutenant and Justices of the Peace to carry out surveys in times of shortage and ensure that grain supplies were distributed fairly</li> <li>• Despite poor harvests from 1594, there was no widespread famine and there was no significant organised rebellion against Elizabeth.</li> </ul> <p>Candidates should use their own knowledge of the issues to counter and/or modify the view that <b>Elizabeth's government deserves significant credit for its</b> positive approach in dealing with growing social distress. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Shortages were so great by the late 1590s that the price of less edible</li> </ul>

	<p>grains was rising as well, as people unable to afford wheat bought these. Government attempts to tackle these problems had limited impact</p> <ul style="list-style-type: none"><li>• The government was unable to prevent suffering in outlying regions, including famine and starvation in Cumbria in 1596–97</li><li>• Food riots were seen in London, Kent, East Anglia and the South West in the years 1595-7, prompting government fears of wider rebellion</li><li>• Changes to the system of poor relief were a necessity, as by 1598 the system was under significant strain, with claims coming from whole families rather than just individuals.</li></ul> <p>Other relevant material must be credited.</p>
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