



Mark scheme

Sample assessment materials for  
first teaching September 2015

GCE History (8HI0/1B)  
Advanced Subsidiary

Paper 1: Breadth study with  
interpretations

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

## 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 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>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 whether Henry VIII's lack of a male heir was the main reason for reforms to the English church in the years 1529–40.</p> <p>The role of the lack of a male heir in the reforms to the English church in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Henry's concerns over the lawfulness of his marriage to his brother's wife</li> <li>• Henry's intention to divorce Catherine of Aragon and marry Anne Boleyn</li> <li>• The king's decision to take control of the church through the legislation of 1533–34, which gave him the power to divorce and remarry.</li> </ul> <p>The role of other factors in the reforms to the English church in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Criticisms of the church by humanists and Protestants, including Coverdale and Tyndale</li> <li>• The role of reforming figures in the church, including Cranmer</li> <li>• The role of Cromwell, including the dissolution of the monasteries and the religious laws of 1536–38</li> <li>• Henry's need for money and Cromwell's establishment of the Court of Augmentation.</li> </ul> <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 whether the role of the gentry and nobility in controlling the regions was the main reason for the lack of popular rebellions in the years 1570–88.</p> <p>The role of noble/gentry control of the regions in explaining the lack of popular rebellions in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The growing power of the Elizabethan state in the late sixteenth century, including the power of the Marcher Council and the Council of the North</li> <li>• The increasing power of the nobles in the counties including the office of lord lieutenant</li> <li>• The increased involvement of the gentry in local administration and control, including their powers as justices of the peace, and social issues, including vagrancy.</li> </ul> <p>The role of other factors in explaining the lack of popular rebellions in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The growing significance of parliament as a forum for the expression of grievances, which ended gentry involvement in popular rebellions</li> <li>• Increasing confidence in the Elizabethan religious settlement and the use of clergy and preachers to maintain social control</li> <li>• The absence of significant economic issues in the years 1570–88.</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 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 royal power grew in the years 1514–40.</p> <p>The extent of change in royal power in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Wolsey's attempts to strengthen royal power through improved systems of taxation</li> <li>• The growing power of the Privy Council under both Wolsey and Cromwell</li> <li>• The extension of royal power to the regions through Cromwell's reforms of the Councils of the North and of Wales</li> <li>• The growth of royal power over the church, e.g. the Court of Augmentation.</li> </ul> <p>The extent of continuity of royal power in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Wolsey made very few changes to the structure of government</li> <li>• Wolsey used royal powers on the king's behalf only and Henry reclaimed these on Wolsey's fall</li> <li>• Cromwell was concerned to extend royal authority throughout the kingdom rather than increasing royal power itself.</li> </ul> <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 extent of changes in English culture in the years 1547–88.</p> <p>The changes in English culture in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The growth of European, especially Italian, influences on royal and noble houses and the development in Elizabeth's reign of a distinctively English style</li> <li>• The extent to which the 'cult of Gloriana' influenced cultural change, including developments in literature and poetry</li> <li>• The development of London as an artistic centre, including the growing number of playhouses and the work of Shakespeare and Marlowe</li> <li>• Spanish and Flemish influences on music during the reign of Mary, and Italian influences on English composers, including Thomas Tallis.</li> </ul> <p>The continuity in English culture in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• There was no significant change in the style of English painting, which was largely limited to producing portraits of the queen and the nobility</li> <li>• There was little change in popular culture in rural areas where traditional pastimes remained strongly supported, and beliefs in magic and witchcraft remained strong</li> <li>• Many significant changes in cultural life had already been established before 1547, including the influence of the Renaissance and New Learning</li> <li>• Varying levels of literacy hindered the development of national cultural changes in drama and literature.</li> </ul> <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 the demands of war during the last 10 years of Elizabeth's reign brought real suffering for her subjects. 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"> <li>• The impact of over 100,000 men being conscripted for wars overseas</li> <li>• The increase in parliamentary and extra-parliamentary taxation as a result of the deficit between war costs and crown income due to war</li> <li>• The disruption of trade caused by war limited the ability of ordinary people to pay taxes and affected standards of living, particularly in the cloth trade</li> <li>• The negative impact of the war on living standards was exacerbated by the effects of a series of bad harvests.</li> </ul> <p>Extract 2</p> <ul style="list-style-type: none"> <li>• Despite the war, the level of taxation in England remained low, leading to internal stability</li> <li>• Lower taxation and a lack of major periods of famine led to social stability</li> <li>• The system of poor relief in place provided food and limited real suffering during times of hardship, such as war.</li> </ul> <p>Candidates should use their own knowledge of the issues to address ways in which the demands of war brought real suffering. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The multiple subsidies voted by parliament in the 1590s came at a time when inflationary pressures were eroding the value of money wages</li> <li>• 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 the local economy</li> <li>• The death rate from war and disease was high during the 1590s as men were drafted into suppressing the Irish Rebellion.</li> </ul> <p>Candidates should use their own knowledge of the issues to address points which counter and/or modify the view that the demands of war brought real suffering. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• London and many southern areas were shielded from high levels of distress by the importation of food supplies from Europe</li> <li>• There was no widespread famine in the 1590s. The starvation in Cumbria was largely the result of local agricultural conditions</li> <li>• Elizabeth's reforms of local government worked effectively, with local officials charged with tackling food shortages in a fair way</li> <li>• Despite all the hardship and distress caused by war, there was no significant organised rebellion against Elizabeth's rule.</li> </ul>