



Mark Scheme (Results)

Summer 2022

Pearson Edexcel GCE
In History (9HI0/1B)

Paper 1: Breadth study with
interpretations

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

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Summer 2022

Question Paper Log Number P69325A

Publications Code 9HI0_1B_2206_MS

All the material in this publication is copyright

© Pearson Education Ltd 2022

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: AO1: 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	1–3	<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	4–7	<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 focus of the question. Mostly accurate and relevant knowledge is included, but 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	8–12	<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	13–16	<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.

Level	Mark	Descriptor
5	17–20	<ul style="list-style-type: none">• Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period.• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands.• Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement.• The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity 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	1–3	<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	4–7	<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 is given, but with limited support and related to the extracts overall, rather than specific issues.
3	8–12	<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	13–16	<ul style="list-style-type: none"> • Demonstrates understanding of the extracts, analysing the issues of interpretation raised within them and 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 provided in the extracts 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.
5	17–20	<ul style="list-style-type: none"> • Interprets the extracts with confidence and discrimination, analysing the issues raised and demonstrating understanding of the basis of arguments offered by both authors. • Integrates issues raised by extracts with those from own knowledge when discussing the presented evidence and differing arguments. • Presents sustained evaluative argument, reaching fully substantiated judgements on the views given in both extracts and demonstrating understanding of the nature of historical debate.

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 the extent to which resistance to Tudor rule changed in the years 1509-69.</p> <p>The extent to which resistance to Tudor rule changed in the years 1509-69 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The relative importance of religious motivations changed across the period, e.g. it was a limited issue earlier on, featured heavily in 1536-7, and the Western rebellion, but was a lesser motive in Kett's and Wyatt's rebellions • The extent to which the nobility played a role varied over the period, e.g. after the Pilgrimage of Grace, resistance in the 1540s and 1550s saw limited noble involvement, and the Northern Earls lacked support from other nobles • Economic and social issues featured more heavily as a cause in disorder in the early and middle period, e.g. the Pilgrimage of Grace, Kett's and the Western rebellion, and were less evident as a feature after 1549 • Taxation featured as an issue in resistance during Henry's reign, e.g. the tax revolt of 1513 and the Amicable Grant, and in the Western rebellion in 1549, but was not seen as a significant issue in rebellions after this • There was a decline in the frequency and scale of both minor and more serious revolts after the extended disturbances of 1549. <p>The extent to which resistance to Tudor rule stayed the same in the years 1509-69 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • From the Reformation onwards, religion was consistently an issue in resistance, e.g. all major examples of resistance from 1536-69 offer at least face value evidence for religious motivations from those involved • Faction can be seen as a consistent motive across the period, e.g. the conservative faction in the Pilgrimage of Grace, Wyatt's rebellion suggests factional issues, and the Northern Earls desired greater influence • Accusations against the 'evil councillors' rather than the monarch were a consistent feature, e.g. Wolsey in 1525, Cromwell in 1536, Wyatt aimed for 'better counsel' and the Northern Earls held Cecil responsible • Dynastic issues and succession were a factor across the period, e.g. in 1536 rebels wanted Mary legitimised, Wyatt's supporters were concerned over the marriage to Philip, and succession featured in the Northern Earl's Rebellion • Whilst rebellions were problematic for Tudor governments, they were never seriously challenged – e.g. no rebellion really threatened the monarch's security in London - and were able to overcome rebellion • The response of Tudor governments demonstrates some consistent features

	<p>across the period: playing for time, offering pardons to all bar the leaders, and offers to consider complaints once rebels dispersed.</p> <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 the significance of the gender of the monarchs to the reigns of Mary and Elizabeth in the years 1553-88.</p> <p>The extent to which, in the years 1553-88, the gender of the monarchs was significant to the reigns of Mary and Elizabeth should be analysed and evaluated:</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 Gender was significant in terms of how 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 The significance of Mary's gender was evident in how 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 succession 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 or in her own references to herself as prince. <p>The extent to which, in the years 1553-88, the gender of the monarchs was not significant to the reigns of Mary and Elizabeth, and/or other influences were more significant 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 upon 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, i.e. male monarchs such as Henry had faced issues regarding succession 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 Mary faced a range of other issues, e.g. the nature of the imposition of her religious policies, war with France, problems with the coinage she inherited, opposition from parliament over property rights, and the brevity of her reign Elizabeth was able to govern as effectively as a male monarch, without marriage or producing an heir There were a number of issues significant to Elizabeth's reign, including her religious settlement, foreign policy, relations with parliament over issues such as the discussion of prerogatives, and times her Privy Council. <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 England went from being a nation that was Catholic to one that was genuinely Protestant in the years 1509-88.</p> <p>The extent to which England went from being a nation that was Catholic to one that was genuinely Protestant in the years 1509-88 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • England went from being a nation where the authority of the Pope in religion was acknowledged, to one where the monarch was Supreme Head / Governor of the English Church, with the Act of Supremacy in 1534 • The dissolution of the monasteries (from 1536) ended the influence of religious orders whose loyalty lay outside the realm, limiting their ability to resist reform and continue to administer Catholic practices • From Cromwell's Ten Articles (1536) through to the finalisation of the Thirty Nine Articles in 1571, significant changes were made to the beliefs and set forms of worship which all were expected to adhere to • The wholesale removal of shrines, relics, images of saints and other symbols of the Catholic faith amounted to significant changes to the church from the 1530s onwards in terms of appearance and practice • The publication of an authorised English Bible from 1539 and the move to English-speaking services formalised in the 1549 Book of Common Prayer, marked a significant change in the language and nature of worship • Despite the compromises of Elizabeth's Church Settlement from 1558, it was essentially Protestant, with no fundamental changes after her initial settlement, and stricter enforcement against recusants from the 1580s. <p>The extent to which England did not go from being a nation that was Catholic to one that was genuinely Protestant in the years 1509-88 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Embryonic Protestant, or reformist, influences existed and were growing in England before Henry's Reformation, in the form of anti-clericalism, humanist influences and the influence of Lutherans • Changes over the period were not simply linear: Henry paused and reversed some changes, reforms were generally accelerated under Edward, Mary attempted to reverse many of these, and Elizabeth settled on a via media • Henry himself was not a reformer of practice, and Cromwell's downfall and the resurgence of conservative influence at court may be cited as evidence of the limits or reversal of moves to Protestantism • Elizabeth's church was effectively one of compromise – Catholic and reformist; her

	<p>lack of 'desire to make windows into men's souls' was geared towards national loyalty rather than theological purity</p> <ul style="list-style-type: none">• Catholics still existed in England in the 1570s and 1580s and were tolerated to some degree, with Elizabeth only agreeing to stricter measures against Catholics only after increased foreign threat. <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 to which the cultural life of England during the reign of Henry VIII was similar to that during the reign of Elizabeth I.</p> <p>The extent to which the cultural life of England during the reign of Henry VIII was similar to that during the reign of Elizabeth I should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Royal and noble patronage of the arts was dominant in culture across in both reigns, supporting popular artists and sponsoring poets and playwrights to project desired images of the individual monarch or noble • In both reigns, illiteracy was the norm for the vast majority of labourers and the poorest in society, and girls were still unlikely to attend school and receive an education in Elizabeth's reign • Foreign influence was evident in both periods, e.g. the patronage given to Polydore Vergil and Hans Holbein, and Elizabeth's fascination with Italian culture • Both Henry VIII and Elizabeth gave patronage to musicians and to leading poets regardless of their religious convictions • Both reigns saw the establishment of new grammar schools that did not belong to the church establishment, and the consequent spread of literacy and learning among the sons of the gentry • Both reigns saw the importance and development of portraiture as an artistic form, with significant portraits of both Henry VIII and Elizabeth, and its wider adoption by the nobility. <p>The extent to which the cultural life of England during the reign of Henry VIII was different to that during the reign of Elizabeth I should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Elizabeth's reign saw a greater spread of education, e.g. there were more, and more varied, schools and more towns saw schools funded by local subscription, and more petty schools for the children of the poor • Foreign influences had grown significantly by the reign of Elizabeth, e.g. Italian influences on English composers, and the growth of European influences on noble houses • Elizabeth's reign saw the cult of Gloriana, with no direct equivalent in the reign of Henry VIII • Elizabeth's reign saw a much greater sense of English nationalism than Henry's, evident in a range of cultural works, e.g. dictionaries, art and plays, as well as the destruction of traditional works, e.g. miracle and mystery plays • Elizabeth's reign saw developments in drama that were not evident in Henry's reign, e.g. the development of London as a centre of theatre, more complex

	<p>staging, and the emergence of playwrights such as Marlowe, as well as Elizabeth's patronage of the dramatic arts at court</p> <ul style="list-style-type: none">• The role of religion in culture differed across the two reigns, e.g. religious shrines, decorations, rituals and holy days that had a significant influence on culture in Henry's reign had been destroyed or were much reduced in influence in Elizabeth's time. <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 views presented in the extracts. Reference to the works of named historians is not expected, but candidates may consider historians' viewpoints in framing their argument. Candidates should use their understanding of issues of interpretation to reach a reasoned conclusion concerning the view that, in the years 1589-1603, Elizabeth's government was successful in overcoming the difficulties it faced.</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"> Elizabeth's advisors faced significant problems in dealing with the issues the nation faced, but did not resort to debasing the currency The Privy Council took to meeting regularly to deal with the problems faced Elizabeth and her government were successful in defending and governing the country, and maintaining national unity, centred on Elizabeth There were no major revolts. <p>Extract 2</p> <ul style="list-style-type: none"> The cost of war put a great strain on England Elizabeth struggled to cope with the loss of key advisers Trouble in Ireland, including Spanish intervention, was a growing problem from the mid-1590s Essex's attempted coup was linked to factional rivalry. <p>Candidates should relate their own knowledge to the material in the extracts to support the view that in the years 1589-1603, Elizabeth's government was successful in overcoming the difficulties it faced. Relevant points may include:</p> <ul style="list-style-type: none"> Elizabeth was able to act decisively in dealing with issues within council or with parliament when she saw fit, as seen with her management of the 1601 parliament Elizabethan government was effective in passing legislation to tackle problems such as increased poverty, e.g. the Poor Relief Act of 1601 Elizabeth's government continued to effectively oversee local government, e.g. The Book of Orders required surveys in times of shortage and ensured that grain supplies were distributed fairly Elizabeth's strategy can be seen as effective, e.g. involvement in the various theatres served to drain Spain's resources, and thus minimised the invasion threat, with astute use of her own limited resources. <p>Candidates should relate their own knowledge to the material in the extracts to counter or modify the view that in the years 1589-1603, Elizabeth's government</p>

Question	Indicative content
	<p>was successful in overcoming the difficulties it faced. Relevant points may include:</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 total cost to the treasury of involvement in war was an estimated £5.3 million in the years 1588–1603 (inclusive of Ireland), placing a huge drain on the treasury • The parliaments of 1593 and 1597 saw members grumble over high taxation in the context of an impoverished nation • Essex proved a long-standing source of difficulty for Elizabeth, e.g. jealousy over Robert Cecil's appointment as Secretary of State whilst Essex was in Cadiz, and the promotion of Cecil's supporters such as Charles Howard.