

Mark scheme

Sample assessment materials for
first teaching September 2015

GCE History (9HI0/1B)
Advanced

Paper 1: Breadth study with
interpretations

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

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.
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 suggestion that economic problems were primarily responsible for the discontent with Tudor rule in the years 1536–49.</p> <p>The role of economic problems in the discontent with Tudor rule in the years 1536–49 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Poor harvests, including those of 1535, and the consequent high price of food • The prospect of increased taxation in the years 1536–49 • The economic concerns expressed by the northern gentry over Henry VIII's Statute of Uses • The impact of the growth of population in the 1540s, which contributed to the increase in poverty and vagrancy • The extensive debasement of the coinage led to inflation and real hardship among the poor. <p>The role of other factors in the discontent with Tudor rule in the years 1536–49 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Protests against religious changes in 1536, including the lead given by church leaders to the rebels • Rebellions occurred in areas where there was a lack of strong noble families to keep control • Growing fears among the traditional ruling aristocracy that their position was being undermined by the promotion of new men, e.g. Paget and Cromwell • The extent to which religious change weakened traditional views on authority and obedience • The impact of the dissolution of the monasteries in these years on local life and customs. <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 religious change in the years 1547–63 was driven by the personal religious beliefs of successive monarchs.</p> <p>The role of the personal religious beliefs of successive monarchs in driving religious change in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Henry VIII left his heirs an ambivalent religious settlement • 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 driving religious change in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The breaking of conservative forces in the last months of Henry VIII's reign • The role of Cranmer, Somerset and Northumberland in driving religious change under Edward VI • Foreign influences, e.g. the influx of Protestant reformers 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 on the significance of royal and noble patronage in cultural change in the years 1509–88.</p> <p>The significance of royal and noble patronage in cultural change in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The growth of portraiture as an artistic form under Henry VIII and Elizabeth and its adoption by most nobles • The establishment of king's schools under Henry VIII and free grammar schools under Edward VI, and the consequent spread of literacy and learning among the sons of the gentry • Royal and noble patronage of classical architecture and design, including the enhanced luxury of houses and the growth of family privacy • The support given by Henry VIII and Elizabeth to musicians and to leading poets regardless of their religious convictions • Elizabeth's patronage of the dramatic arts at her court. <p>The significance of other factors in cultural change in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The influence of the Renaissance and of 'New Learning' • The expansion of the universities and the introduction of the study of humanities at Oxford and Cambridge • The impact of the printing press on the growth of literacy and the spread of works of poetry and literature • The growth of London as a centre for theatre and the impact of the works of Shakespeare and Marlowe • The role of religious change in influencing popular culture, e.g. the ending of many religious rituals. <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 suggestion that there were major changes in the role of parliament in the years 1529–88.</p> <p>The extent of change in the role of parliament in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The use of parliament made by all the monarchs of the period 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 • The change over time from 'King and Parliament' to 'King in Parliament' • The growing confidence of parliament under Elizabeth, including attempts to discuss the succession. <p>The extent of continuity in the role of parliament in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The infrequent use of parliament after 1536, including Elizabeth's reluctance to call parliaments during her reign • 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 willingness to pass statutes at the monarch's request • Parliament's reluctance to refuse royal requests for taxation • The limited changes to parliamentary personnel in spite of some increase in gentry representation of the boroughs. <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 the last 10 years of Elizabeth's reign were marked by desperate suffering with which the government was unable to deal effectively.</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"> • Social distress derived from plague and poor weather, 1593–98 • Government attempts to buy foreign grain had been made difficult by the lack of an international market • The situation was not helped by the existence of a local, rather than national, grain market in England itself, which led to starvation and food riots • Social protest was directed against those identified with authority, e.g. Oxfordshire attacks on the gentry • There was the possibility of widespread rebellion in 1596 when rural protesters in Oxfordshire threatened to join up with apprentice protestors in London. <p>Extract 2</p> <ul style="list-style-type: none"> • The 1601 parliament directly confronted and passed into law, social legislation on poverty and employment • The actions of the 1601 parliament acknowledged local social and economic problems by creating a national scheme of response to economic disorder and an increasing population • Elizabeth, as monarch, took interest in solving the problems of economic and social distress • Elizabeth's government worked as a partnership between monarch and parliament to attempt to deal with the times of distress • Sir John Croke suggested that, unlike other parts of Europe, England had experienced sustained internal stability. <p>Candidates should relate their own knowledge to the material in the extracts to support the view that the government was unable to deal with the desperate suffering of the last ten years of Elizabeth's reign. Relevant points may include:</p> <ul style="list-style-type: none"> • 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 [relates to Extract 1] • There was desperate suffering but it was localised and prevalent in outlying regions, including famine and starvation in Cumbria in 1596–97 [relates to Extract 1]

Question	Indicative content
	<ul style="list-style-type: none"> • Successive harvest failures in the north had a serious effect on the local population for many years [relates to Extract 1] • In the years 1595–97 there were widespread food riots in Kent, the South West and East Anglia [relates to Extract 1]. <p>Candidates should relate their own knowledge to the material in the extracts to counter or modify the view that the government was unable to deal with the desperate suffering of the last ten years of Elizabeth's reign. Relevant points may include:</p> <ul style="list-style-type: none"> • The Oxfordshire rising of 1596 involved just four men who were unable to gain any local support for their actions [relates to Extract 1] • 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 [relates to Extract 2] • The various Poor Laws operated with some success in the 1590s in tackling poverty and shortages [relates to Extract 2] • Additional factors, e.g. many Puritans, individually and in congregations, saw it as their moral duty to relieve distress.