Mark Scheme (Results)

Summer 2023

Pearson Edexcel in
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: 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	**1–4**	• 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**	• 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**	• 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**	• 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**	• 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**	• 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**	• 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**	• 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	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. Candidates are expected to reach a judgement on the extent to which changes to the use of land were the main reason for the growth of poverty in Tudor England in the years 1509-88. The extent to which changes to the use of land were the main reason for the growth of poverty in Tudor England in the years 1509-88 should be analysed and evaluated. Relevant points may include: • Enclosure of common land was seen to be a cause of poverty at the time, e.g. Wolsey and Somerset acting on enclosure, and action by peasants themselves against the practice in the 1530s • The transition to pastoral use of land from arable farming reduced the amount of food crops grown, adding to inflationary pressure on the nation's ability to feed the population • Changes from arable to pastoral farming reduced the demand for agricultural labour, increasing unemployment and driving agricultural wages down through competition for work • The sale of monastic lands often led to changes in use, which made less of a contribution to local economies and thus offered fewer opportunities for the rural poor. The extent to which other factors were the main reason for the growth of poverty in Tudor England in the years 1509-88 should be analysed and evaluated. Relevant points may include: • The growing population put downward pressure on wages for agricultural labourers • The role played by inflation as a result of the influx of bullion, forestalling, the debasement of the coinage and increased government spending • The impact of bad harvests, particularly such as those seen in the 1520s, late 1540s and 1550s • Migration of surplus population from rural areas contributed to the problems of poverty in towns. Other relevant material must be credited.

Question	Indicative content
2	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. Candidates are expected to reach a judgement about the extent to which Henry's need for a male heir was the main reason for the growth of Protestantism in the years 1509-47. The extent to which Henry's need for a male heir was the main reason for the growth of Protestantism in the years 1509-47 should be analysed and evaluated. Relevant points may include: • Henry's concerns over the lawfulness of his marriage to his brother's wife led to disagreement with Catholic authorities, and drew him closer to reformist scholars, e.g. Cranmer • The role played by Henry's desire for an annulment from Katherine after the failure to produce an heir, led to the escalating disagreement with the Papacy as it failed to offer a solution adequate to Henry's needs • The impact of legislative changes in 1533-34 giving Henry supremacy, and so creating an independent Church of England, which gave him the authority to divorce and remarry. The extent to which other reasons contributed to the growth of Protestantism in the years 1509-47 should be analysed and evaluated. Relevant points may include: • Criticism of the Catholic Church over issues such as pluralism, the sale of indulgences and the poor standard of clerical education were long-standing and fuelled demand for reform • By giving intellectual weight to criticism of the Catholic Church, the work of humanist writers such as Colet and More (albeit not demanding Protestantism themselves) gave support to arguments in favour of reform • The influence of the development of Protestantism in Europe in the 1520s, e.g. Luther's ideas were increasingly influential at the universities, particularly Cambridge • The role played by influential individuals with reformist sympathies, such as Thomas Cranmer, Thomas Cromwell and Edward Seymour • The impact of 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. Other relevant material must be credited.

Section B: indicative content

Question	Indicative content
3	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. Candidates are expected to reach a judgement about the extent to which changes to the role of parliament were the most significant development in government in the years 1509-88. The extent to which changes to the role of parliament were the most significant development in government in the years 1509-88 should be analysed and evaluated. Relevant points may include: • The use of parliament to give force to religious changes, including the royal supremacy and the confiscation of monastic lands was a significant development in the role of parliament • There were significant developments in the role and authority of parliament in the development of statute law, and the decline of royal government by proclamations • There were significant developments in the size and makeup of parliament making government more broadly-based, e.g. the growth in the number, and the increasing proportion of gentry and university-educated MPs • The significance of the growing confidence of parliament under Elizabeth, including attempts to discuss the succession and freedom of speech. The extent to which other developments in government were significant in the years 1509-88 should be analysed and evaluated. Relevant points may include: • The prime function of parliament was still to raise taxation, and was called and dismissed at the monarch's will • Changes to the monarch's council, such as the development of the Privy Council from 1537 and the general trend of a reduction in size of the body (with the exception of Mary's reign) • Changes to the legal system, such as the expansion of the role of the Star Chamber, Wales being brought under the English legal system in 1536, and a decrease in lawlessness in areas such as Lancashire and the Borders • Changes to the government of the regions, such as the restoration of the Council of the North in 1537 or the Laws in Wales Acts of 1535/6 and 1542/3. Other relevant material must be credited.

Question	Indicative content
4	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. Candidates are expected to reach a judgement on the extent to which Tudor England experienced cultural change in the years 1509-88. The extent to which Tudor England experienced cultural change in the years 1509-88 should be analysed and evaluated. Relevant points may include: • Education saw significant change, with the establishment of hundreds of grammar schools across the period, and the expansion of the universities, both in terms of numbers admitted, but also the social rank of students • There were significant developments in drama and music, e.g. the opening of London theatres from 1576, or the development of polyphonal techniques with composers such as William Byrd and Thomas Tallis • The Reformation contributed to the creation of a sense of English nationalism, seen in a range of cultural works, e.g. dictionaries, art, poems and plays, as well as the destruction of traditional works, e.g. miracle plays. The extent to which Tudor England did not experience cultural change in the years 1509-88 should be analysed and evaluated. Relevant points may include: • Illiteracy remained the norm for the poorest in society, and girls were still unlikely to attend school, thus the varying levels of literacy hindered the development of national cultural changes • Royal and noble patronage of the arts continued to dominate in culture across the period, supporting popular artists and sponsoring poets and playwrights to project desired images of the individual monarch or noble • Foreign influence and indeed a cultural cringe towards Italian tastes were evident throughout the period, e.g. the patronage given to Polydore Vergil under Henry VIII, and Elizabeth's fascination with Italian culture • There was no significant change in the style of English painting, which was largely limited to producing portraits of the monarch and the nobility • There was little change in popular culture in rural areas where traditional pastimes remained strongly supported, and beliefs in magic and witchcraft remained strong. Other relevant material must be credited.

Section C: indicative content

Question	Indicative content
5	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. Candidates are expected to use the extracts and their own knowledge to consider the view that during the last years of Elizabeth's reign, 1589-1603, problems in Ireland posed a threat Elizabeth which struggled to deal with. 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. In considering the given view, the points made by the authors should be analysed and evaluated. Relevant points may include: Extract 1 • The uprising came at a time when England was beset by a range of other problems • Elizabeth faced difficulties in raising the manpower and money necessary to deal with the rebellion • Tyrone's rebellion was allowed to grow over the late 1590s, and was bolstered by Spanish support • Tyrone surrendered, but his defeat was qualified. Extract 2 • The initial attempt to deal with the rebellion, under the Earl of Essex, did not succeed • Lord Mountjoy made significant progress in subduing the revolt • By 1602, Mountjoy had inflicted significant defeats on Tyrone's forces, and forced the Spanish troops to surrender • By 1603, England had imposed clear authority on Ireland. Candidates should use their own knowledge of the issues to address the view that during the last years of Elizabeth's reign, 1589-1603, problems in Ireland posed a threat Elizabeth which struggled to deal with. Relevant points may include: • Ireland was a serious issue as Elizabethan government there was an unhappy compromise; the largely Catholic population and quasi-independence of rulers such as Tyrone meant potential for Spanish invasion • Philip II was judicious over his willingness to commit money and troops, and his support for Tyrone was because he viewed him as a challenging opponent for Elizabeth • Tyrone inflicted a significant defeat on a 4,000 strong English army at Yellow Ford in 1598, without the hoped-for support from Philip II which had been hampered by weather • Despite Elizabeth committing 16,000 infantry and 1,300 cavalry under Essex in 1599, Essex was able to achieve little other than the promise of a temporary truce.

	Candidates should use their own knowledge of the issues related to the debate to address points which counter/modify the view that during the last years of Elizabeth's reign, 1589-1603, problems in Ireland posed a threat Elizabeth which struggled to deal with. Relevant points may include: • Problems in Ireland only grew to be serious revolt after 1595 – in part because Elizabeth had neglected the issue – and even then did not directly impinge upon Elizabeth's government at home • The threat from Tyrone was not so great once Elizabeth committed sufficient troops, and could have been dealt with more swiftly had Essex not wasted time, men and money on "petty undertakings" • Once Lord Mountjoy was placed in control, he was able to assert authority over Tyrone, pushing his forces back into Ulster and cutting off his supply lines • Tyrone's ambitions were within Ireland, and even there, did not extend to the complete removal of English rule; the Spanish commitment to support never amounted to anything which genuinely threatened to invade England. Other relevant material must be credited.

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