Pearson Edexcel

Mark Scheme (Results)

Summer 2024

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

Paper 1 Breadth study with interpretations

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	**1–3**	• 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**	• 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**	• 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**	• 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**	• 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**	• 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**	• 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**	• 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**	• 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**	• 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	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, in the years 1529-88, the most significant developments in Protestantism were those seen during the reign of Edward VI. The extent to which the most significant developments in Protestantism in the years 1529-88 were those seen during the reign of Edward VI should be analysed and evaluated. Relevant points may include: • Edward's reign was significant as his accession to the throne saw the first Protestant monarch, and led to the reversal of the conservative Act of Six Articles • The Injunctions of 1547 were significant in ending remaining Catholic practices from parish churches, including the removal of images, restricting the use of candles and benefactions for the saying of mass • Edward's reign was significant in its impact on the liturgy, with the surrender of Catholic service books, and the introduction of the Second Book of Common Prayer (1552), which largely formed Elizabeth's version • Developments under Edward were significant in widening the gulf between Catholicism and Protestantism as a more individualistic religion, e.g. the emphasis on justification by faith, vernacular scripture and preaching • Foreign scholars were significant during the reign of Edward, e.g. the likes of Martin Bucer, and followers of Zwingli such as John Hooper established Protestant doctrines and influenced subsequent generations • The Forty Two Articles, published in 1553, confirmed the essentially Calvinist nature of the Protestant settlement, and were significant in forming the basis for the Thirty Nine Articles issued under Elizabeth I. The extent to which the most significant developments in Protestantism in the years 1529-88 were not those seen during the reign of Edward VI / other developments were more significant should be analysed and evaluated. Relevant points may include: • The Break with Rome with the 1534 Act of Supremacy led to the Ten Articles (1536), Cromwell's Injunctions and the introduction of an English Bible • The Dissolution of the Monasteries began massive changes in land ownership that increased support amongst the political nation for the Reformation • The broad nature of Elizabeth's 'via media' was acceptable to the vast majority of protestants and some Catholics (church papists) establishing Anglicanism that was durable beyond the Tudor period • The Act of Supremacy restored both the legal authority of the crown and the break with Rome after Mary's attempt to reverse the Reformation, carefully formulated with the monarch as the Supreme Governor • The Thirty Nine Articles was significant as it formed a statement of doctrine in relation to both Calvinism and Catholicism. 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 on the extent to which developments in trade in the years c1560-88 were mainly due to the impact of foreign workers. The extent to which developments in trade in the years c1560-88 were mainly due to the impact of foreign workers should be analysed and evaluated. Relevant points may include: • Dutch settlers brought new skills and techniques to the cloth industry in London, Kent and southern ports, increasing exports • Immigration fuelled the growth of Tudor London, with estimates of 40-50,000 arrivals in the period c1560 to 1585, the bulk of whom were skilled artisans • Window glass production spread after the arrival of French glass makers, such as Jean Carre, reducing the need for imports • German miners were invited to work in mines in the Lake District in the 1560s because of the technical expertise they brought, expanding domestic supply and so reducing imports • By the 1580s, Norwich had almost 5,000 foreign-born residents, contributing to the development of the new draperies and their export. The extent to which other factors were more important in bringing about developments in trade in the years c1560-88 should be analysed and evaluated. Relevant points may include: • Attempts to find north-eastern and north-western passages brought increases in trade through the Baltic • John Hawkins' voyages to West Africa in the 1560s led to involvement in the slave trade, and saw goods such as sugar and hides brought back from the Americas • Government actions facilitated trade, such as the granting of the charter to establish the Muscovy Company in 1555, the Turkey Company in 1581 and the Barbary Company in 1585 • The replacement of the debased coinage increased confidence in the currency, with a recoinage from 1560, aiding the development of trade • Government issuing of licences, patents and monopolies, with complaints against the latter being evident in the 1571 parliament • The growth of London as a population centre increased commerce, with the founding of centres such as the Royal Exchange in 1571. 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 whether population growth was the main reason for the increase in poverty in the years 1509-88. The importance of population growth in the increase in poverty in the years 1509-88 should be analysed and evaluated. Relevant points may include: • 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 • Population increases led to inflation, particularly food prices, as landowners were unable to sufficiently increase output to keep up with population rises • 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 • The growing population put downward pressure on wages for agricultural labourers • Migration of surplus population from rural areas contributed to the problems of poverty and associated vagrancy in towns. The importance of other factors behind the increase in poverty 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 acted on enclosure, as well as other practices such as rack-renting and forestalling • Changes from arable to pastoral farming reduced the demand for agricultural labour, increasing unemployment and driving agricultural wages down • 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 • The dissolution removed the safety net provided by the monasteries with regards to the care of the sick and the poor • 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 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. 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 the role of parliament before 1529 was similar to the role of parliament in the years 1529-88. The extent to which the role of parliament before 1529 was similar to the role of parliament in the years 1529-88 should be analysed and evaluated. Relevant points may include: • In both periods, the monarch was pre-eminent, appointing ministers, and calling, proroguing and dismissing parliaments • In both periods, the prime function of Parliament was to vote subsidies • In both periods, parliamentary management through Privy Council members was effective in both houses, e.g. promoting public bills • In both periods, monarchs and their ministers were able to influence the outcome of elections • In both periods, parliament was able to voice some degree of opposition to the executive, e.g. concern over the fiscal demands placed upon the 1523 parliament, and issues such as the Exiles Bill under Mary in 1555. The extent to which the role of parliament before 1529 was different from the role of parliament in the years 1529-88 should be analysed and evaluated. should be analysed and evaluated. Relevant points may include: • Parliament had a more significant role in the latter period, with a shift towards the notion of king-in-parliament, with increased significance of statute law and a decline of royal proclamations, as opposed to the earlier notion of 'king and parliament' • After 1529 parliament played a role in giving force to religious changes, including the royal supremacy and the confiscation of monastic lands, with no similar role in the years before 1529 • The latter period was different as it saw the removal of abbots from the House of Lords and the formation of a more secular assembly than the years before 1529 • In the latter period, parliamentary authority was extended to encompass more social legislation including the passage of various Poor Acts from the 1550s, with no such equivalents before 1529. 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 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, the response of Elizabeth's government to the problems her nation faced was 'remarkable'. In considering the extracts, the points made by the authors should be analysed and evaluated. Relevant points may include: Extract 1 • Elizabeth intervened to limit the impact that the demands of extra burdens, such as wartime taxation, had on the poorest in society • Taxation assessments meant the wealthy often avoided shouldering their true share of the burden • Elizabeth sold crown lands and cut spending to minimise the effects of the burden • Government efforts at Poor Relief were significant in tackling the problem, and entailed significant effort in legislating and administering. Extract 2 • The period saw a severe combination of economic, financial and political problems • The government's response was inconsistent, reactionary and aimed more at concerns over social order than concern for subjects • The poor were hit hardest by economic conditions • The pressure of increased taxation weighed heavily on better off subjects. Candidates should relate their own knowledge to the material in the extracts to support the view that in the years 1589-1603, the response of Elizabeth's government to the problems her nation faced was 'remarkable'. Relevant points may include: • Despite poor harvests from 1594, there was no widespread famine and there was no significant organised revolt against Elizabeth in this time • Elizabeth and her government were successful in defending and governing the country, and maintaining national unity, centred on Elizabeth • 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,

Question	Indicative content
	e.g. The Book of Orders required surveys in times of shortage and ensured that grain supplies were distributed fairly. Candidates should relate their own knowledge to the material in the extracts to counter or modify the view that in the years 1589-1603, the response of Elizabeth's government to the problems her nation faced was 'remarkable'. Relevant points may include: • In the years 1595–97 there were widespread food riots in Kent, the South West and East Anglia • 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 • The use of monopolies and extra taxes caused bitter criticism from successive parliaments, but did not provide sufficient resources for the needs of the war with Spain • 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.

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