



Pearson  
Edexcel

Mark Scheme (Results)

Summer 2019

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

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.
<b>1</b>	<b>1–3</b>	<ul style="list-style-type: none"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>
<b>2</b>	<b>4–7</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>
<b>3</b>	<b>8–12</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>
<b>4</b>	<b>13–16</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• 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.</li> <li>• 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.</li> </ul>
<b>5</b>	<b>17–20</b>	<ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands.</li> <li>• 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.</li> <li>• The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.</li> </ul>

## Section C

**Target:** A03: 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.
<b>1</b>	<b>1–3</b>	<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>
<b>2</b>	<b>4–7</b>	<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 is given, but with limited support and related to the extracts overall, rather than specific issues.</li></ul>
<b>3</b>	<b>8–12</b>	<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>
<b>4</b>	<b>13–16</b>	<ul style="list-style-type: none"><li>• Demonstrates understanding of the extracts, analysing the issues of interpretation raised within them and 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 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.</li></ul>
<b>5</b>	<b>17–20</b>	<ul style="list-style-type: none"><li>• Interprets the extracts with confidence and discrimination, analysing the issues raised and demonstrating understanding of the basis of arguments offered by both authors.</li><li>• Integrates issues raised by extracts with those from own knowledge when discussing the presented evidence and differing arguments.</li><li>• Presents sustained evaluative argument, reaching fully substantiated judgements on the views given in both extracts and demonstrating understanding of the nature of historical debate.</li></ul>

## Section A: Indicative content

Question	Indicative content
<b>1</b>	<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 religion in England significantly changed during the reign of Henry VIII.</p> <p>The extent to which religion in England significantly changed during the reign of Henry VIII should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Religion was no longer overseen by the Pope, with the monarch being installed as Supreme Head of the English Church with the Act of Supremacy in 1534</li><li>• 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</li><li>• Cromwell's Ten Articles (1536), which sought to define the doctrine of the English Church, included reformist beliefs such as a reduction in the number of sacraments</li><li>• Cromwell's injunctions pronounced against pilgrimages and relics (1536) and required the removal of images and the keeping of an English Bible in churches (1538)</li><li>• The publication of an authorised English Bible with royal approval, Coverdale's 'Great Bible' (1539), was significant from the reformist perspective with the emphasis on scripture.</li></ul> <p>The extent to which religion in England went unaltered during the reign of Henry VIII should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Henry himself was not a reformer, and was suspicious of aspects of reformist beliefs, such as those concerning the Eucharist</li><li>• The potential diplomatic implications of Henry's excommunication (1538) contributed to Henry reacting against further reform. Henry personally presided over the trial of the evangelical John Lambert, executed for heresy</li><li>• The Act of Six Articles (1539) reinforced Catholic doctrines such as transubstantiation and the celibacy of the clergy</li><li>• The King's Book (1543) rejected reformist beliefs such as faith only being the path to salvation, and emphasised traditional beliefs such as masses for the dead</li><li>• Cromwell's downfall and the resurgence of conservative influence at court may be cited as evidence of the limits or reversal of reformist influence.</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 the extent to which, in the years 1547 - 88, the personal and political qualities of the monarch were the most significant factor in determining the success of their reigns.</p> <p>The extent to extent to which, in the years 1547 - 88, the personal and political qualities of the monarch were the most significant factor in determining the success of their reigns should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Edward's youth had obvious political implications for his reign, with his reign being influenced by his Protectorate, particularly under Somerset and the unrest of 1549</li> <li>• Edward's intellectual ability, and that he had been raised as a future king, did mean he was capable of attending council and had begun to dictate business to his councillors</li> <li>• Mary's piety and determination to restore Catholicism may be taken as stubbornness that served as a political weakness, creating opposition in the complex task of overturning the reformation</li> <li>• Elizabeth's intelligence and exposure to earlier intrigues during the reign of her siblings made her cautious, at times seemingly indecisive to a fault in dealing with problems such as the threat from Mary Queen of Scots</li> <li>• Elizabeth's diplomacy and ability to manage her advisers, in tandem with her skill in compromising when it suited, may be seen as successful in relation to issues such as religion.</li> </ul> <p>The extent to which, in the years 1547-88, other factors were significant in determining the success of their reigns should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The relative lengths of the three reigns was significant, limiting Edward and Mary's ability to complete their actions, whilst in the main proving a positive for Elizabeth's success</li> <li>• The intervention of foreign powers had an impact, such as the perception of Mary's marriage to Philip II caused opposition, whilst war with Spain caused difficulties during Elizabeth's reign, but also served as a rallying point</li> <li>• The ability of advisers was significant: other issues aside, Northumberland's financial ability served Edward well; Burghley's loyalty and intellect were invaluable across four decades</li> <li>• Economic and social factors had a bearing, e.g. both Edward and Mary faced difficulties related to bad harvests early in their reigns, whereas Elizabeth largely avoided such issues until later on.</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 the increase in poverty in the Tudor period was largely a result of changes in the use of land.</p> <p>The extent to which the increase in poverty in the Tudor period was largely a result of changes in the use of land should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• 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</li><li>• 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</li><li>• Changes from arable to pastoral farming reduced the demand for agricultural labour, increasing unemployment and driving agricultural wages down through competition for work</li><li>• 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.</li></ul> <p>The extent to which other factors led to the increase in poverty in the Tudor period should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Most of the changes from arable to pasture actually took place in the 15th century in response to the collapse in population; the effects were felt as the population began to rise in the 16th</li><li>• The growing population put downward pressure on wages for agricultural labourers</li><li>• The role played by inflation as a result of the influx of bullion, forestalling, the debasement of the coinage and increased government spending</li><li>• The impact of bad harvests, particularly such as those seen in the 1520s, late 1540s and 1550s</li><li>• Migration of surplus population from rural areas contributed to the problems of poverty in towns.</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 to which, in the years 1509 - 88, a cultural transformation took place.</p> <p>The extent to which, in the years 1509 - 88, culture was transformed should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Literacy rates increased amongst the higher social classes, including women</li> <li>• The impact of the printing press expanded the number and range of books and pamphlets published, creating the government response of tightened censorship (e.g.1538) and the licensing of printing presses (1557)</li> <li>• The Reformation contributed to the creation of a sense of English nationalism, seen in a range of cultural works, e.g. dictionaries, art and plays, as well as the destruction of traditional works, e.g. miracle plays</li> <li>• In particular, the Reformation led to the expansion of 'home grown' plays, or secular works of music accompanied by English texts.</li> </ul> <p>The extent to which, in the years 1509-88, culture was not transformed should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Illiteracy remained the norm for the vast majority of labourers and the poorest in society</li> <li>• Girls were still unlikely to attend school and receive education</li> <li>• 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</li> <li>• Foreign influence and indeed a cultural cringe towards Italian tastes were evident throughout the period, e.g. the patronage given to Polydore Vergil and Elizabeth's fascination with Italian culture.</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 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.</p> <p>Candidates should use their understanding of issues of interpretation to reach a reasoned conclusion concerning the view that the last years of Elizabeth's reign were 'years of decline and decay' that her government struggled to deal with.</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 government was struggling in the face of Spanish intervention in Ireland</li><li>• Tyrone's rising was a major defeat, which Essex was unable to avenge successfully</li><li>• Whilst in itself a minor threat, Essex's revolt had repercussions for Elizabeth's government</li><li>• A concatenation of problems such as poor harvests, problems with parliament and the long war made government difficult.</li></ul> <p>Extract 2</p> <ul style="list-style-type: none"><li>• Certainty over her inability to bear children empowered Elizabeth</li><li>• Elizabeth was able to take on both the masculine and feminine aspects of a monarch's role</li><li>• Government did face significant challenges stemming from the conduct and costs of war</li><li>• Elizabeth was more determined, interventionist and harder to handle than previously.</li></ul> <p>Candidates should relate their own knowledge to the material in the extracts to support the view that the last years of Elizabeth's reign were 'years of decline and decay' that her government struggled to deal with. Relevant points may include:</p> <ul style="list-style-type: none"><li>• 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</li><li>• In the years 1595–97 there were widespread food riots in Kent, the South West and East Anglia</li><li>• 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</li><li>• The parliaments of 1593 and 1597 saw members grumble over high taxation in the context of an impoverished nation</li><li>• Tensions had grown between the Earl of Essex and the Cecils from 1596,</li></ul>

Question	Indicative content
	<p data-bbox="384 174 1382 241">with Robert Cecil's appointment as Secretary of State whilst Essex was in Cadiz, and the promotion of Cecil's supporters such as Charles Howard.</p> <p data-bbox="300 264 1374 389">Candidates should relate their own knowledge to the material in the extracts to counter or modify the view the last years of Elizabeth's reign were 'years of decline and decay' that her government struggled to deal with. Relevant points may include:</p> <ul data-bbox="336 412 1401 824" style="list-style-type: none"> <li data-bbox="336 412 1401 501">• 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</li> <li data-bbox="336 524 1401 591">• Elizabethan government was effective in passing legislation to tackle problems such as increased poverty, e.g. the Poor Relief Act of 1601</li> <li data-bbox="336 613 1401 703">• 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</li> <li data-bbox="336 725 1401 824">• 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 throughout the long campaign.</li> </ul> <p data-bbox="300 891 863 925">Other relevant material must be credited.</p>