

# Mark Scheme (Results)

Summer 2022

GCE History (8HI0/1B)  
Advanced Subsidiary

Paper 1: Breadth study with  
interpretations

Option 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](http://www.edexcel.com) or [www.btec.co.uk](http://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](http://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](http://www.pearson.com/uk)

Summer 2022

Question Paper Log Number P66237RA

Publications Code 8HI0\_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	1-4	<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>
2	5-10	<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 question.</li> <li>• 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.</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>
3	11-16	<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>
4	17-20	<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>

## 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	<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>
2	5-10	<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 on the view is given, but with limited support and related to the extracts overall, rather than specific issues</li></ul>
3	11-16	<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>
4	17-20	<ul style="list-style-type: none"><li>• Demonstrates understanding of the extracts, analysing the issues of interpretation raised 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 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>

## 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 about whether the role of the Catholic nobility and gentry was the main reason for the survival of Catholicism in the years 1558-88.</p> <p>The importance of the role of the Catholic nobility and gentry for the survival of Catholicism in the years 1558-88 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Wealthy Catholics were in a position to be able to support English exiles who trained to be seminary priests from the late 1560s</li><li>• In the 1560s, approximately 75% of leading families in Yorkshire were Catholic, providing significant protection to Catholics in the region</li><li>• The status and wealth of the Catholic nobility and gentry meant they were less likely to face pressure or arrest</li><li>• Wealthy Catholics were more able to bear the cost of recusancy fees, particularly as the enforcement and level of fines increased from the late 1570s.</li></ul> <p>The importance of other factors in the survival of Catholicism in the years 1558-88 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The Act of Uniformity 1559 offered a settlement acceptable to most Catholics, e.g. the ambiguous nature of the act of communion, also contributing to worshippers being weaned from their old faith over time</li><li>• Under Elizabeth, recusancy fines were at first relatively low, and the authorities displayed a willingness to turn a blind eye to private masses</li><li>• Catholicism survived under Elizabeth partly because of diplomatic considerations and a desire to avoid the creation of martyrs, as seen as resulting from Mary's persecutions</li><li>• Jesuit missions contributed to the survival of Catholics, and also forced Elizabeth to respond in a tougher manner from the 1570s, testing the limits of any tolerance that existed.</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 about whether the Marcher Council and Council of the North were the main reason why the Tudor government was able to maintain control of the nation in the years 1509-88.</p> <p>The extent to which the Marcher Council and Council of the North were the main reason why the Tudor government was able to maintain control of the nation in the years 1509-88 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• From 1537, the restored Council of the North oversaw matters such as religion and justice, and potential causes of disquiet over tenure and enclosure, improving control over a region that had proven troublesome</li> <li>• The Council of Wales and the Marches saw changes to strengthen authority, with Rowland Lee's undoubtedly brutal crackdown on disorder, and the 1536 Act of Union restructuring the government of Wales</li> <li>• The relative peace within the North in this period, even during 1549, and the limited popular support for the rebellion of 1569</li> <li>• From 1572, the Puritan outsider Henry Hastings, the Earl of Huntingdon, was appointed as President of the Council of the North to strengthen Elizabeth's authority, in response to the Northern Rising of 1569.</li> </ul> <p>The extent to which other factors were the main reason why the Tudor government was able to maintain control of the nation in the years 1509-88 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Council of the North and Marcher Council only held jurisdiction over a minority of the population; throughout the rest of the nation Royal Progresses served to maintain control</li> <li>• The development of the role of Justices of the Peace, whose role was explicitly referenced in over 300 statutes by Elizabeth's reign, albeit under direction from the Privy Council</li> <li>• The continued importance of local magnates and prominent members of the Privy Council, particularly in quelling disorder, e.g. Henry's use of Norfolk and Suffolk, or the service the Earl of Leicester provided to Elizabeth</li> <li>• The creation of the role of Lord Lieutenant from 1549, which came to take on significance beyond the militia, including oversight of Justices of the Peace, and the further expansion of the position from 1585.</li> </ul> <p>Other relevant material must be credited.</p>

## Section B: indicative content

Question	Indicative content
<b>3</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 the government of Tudor England changed in the years 1509-88.</p> <p>In considering the extent to which there was change, the significant features of government in the years 1509-88 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The development of statute law and the decline of royal government by proclamations</li><li>• The increasing role of parliament, particularly the legislative role, with the notion of king-in-parliament, and with the growth of social legislation, e.g. the Poor Laws and actions against vagrancy</li><li>• Changes in the manner in which the government raised finance, such as the introduction of the subsidy under Wolsey</li><li>• Changes to the legal system, such as the expansion of the role of the Star Chamber or Wales being brought under the English legal system in 1536.</li></ul> <p>In considering the extent to which change was limited, the significant features of government in the years 1509-88 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Parliament was still called, prorogued and dissolved at the monarch's behest, and did not sit in many years across the whole period</li><li>• The prime function of Parliament was still to vote subsidies, which was largely done without significant objection</li><li>• Parliament was still limited in mounting effective opposition to royal policies, and its willingness to pass statutes at the monarch's request</li><li>• Throughout the period, ministers and the council continued to be reliant upon the will of the monarch, and their nature continued to reflect the individual monarch's wishes.</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 the most significant feature of cultural change, in the years 1509-88, was the growth of grammar schools and universities.</p> <p>The extent to which the most significant feature of cultural change, in the years 1509-88, was the growth of grammar schools and universities should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• A growing number of grammar schools were established from the start of Henry's reign, increasing the spread of classical ideas through the study of subjects such as Greek and literature, as well as the traditional Latin</li> <li>• As grammar schools tended to be founded by individual patrons, and were not strictly controlled by the crown or Church, some humanist thought encouraged learning beyond the narrower scope of religious teachings</li> <li>• Oxford and Cambridge universities saw expansion, with seven new colleges and an increase in the numbers admitted, including royal foundations such as Christ Church (Oxford) and Trinity College (Cambridge)</li> <li>• 'New Learning', advocated by humanists such as Erasmus, grew in influence through the universities, with subjects such as law, medicine and science, and ultimately protestant ideas being studied.</li> </ul> <p>The extent to which the growth of grammar schools and universities was not the most significant feature of cultural change and/or other features were more significant, in the years 1509-88, was should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Varying levels of literacy still hindered the development of national cultural changes in drama and literature, and girls were still unlikely to attend school and receive education</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>• Spanish and Flemish influences on music during the reign of Mary, and Italian influences on English composers, including Thomas Tallis and the growth of European, especially Italian, influences on royal and noble houses.</li> </ul> <p>Other relevant material must be credited.</p>

## Section C: indicative content

Question	Indicative content
<b>5</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. 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 view that, in the years 1589-1603, Elizabeth's government dealt well with the problems it faced. 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.</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 successfully raised troops and organised supplies</li><li>• Whilst there were complaints from the localities, serious problems were averted</li><li>• Elizabeth was astute in taking a cautious approach to war</li><li>• There was some disagreement in her council over her approach to war.</li></ul> <p>Extract 2</p> <ul style="list-style-type: none"><li>• The burdens of war caused significant resentment and opposition to monopolies was significant enough to lead to parliamentary opposition</li><li>• There were multiple social problems, including harvest failure and disease</li><li>• There was division amongst the Council, with particular resentment from Essex at the favourable treatment of others</li><li>• Support for Elizabeth dropped due to the crisis.</li></ul> <p>Candidates should use their own knowledge of the issues to address ways in which Elizabeth's government dealt well with the problems it faced. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Earlier Poor Laws had been used to deal with shortages and the problem of poverty with some success; the reforms from 1601 can be seen to have been an effort to coordinate efforts nationally</li><li>• 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</li><li>• Despite poor harvests from 1594, there was no widespread famine and there was no significant organised rebellion against Elizabeth</li><li>• Although Elizabeth's management of factional issues may be criticised in some respects, the power of patronage placed in the hands of the Cecils limited the threat posed by rival factions.</li></ul> <p>Candidates should use their own knowledge of the issues to address points which counter and/or modify the view Elizabeth's government dealt well with the problems it</p>

	<p>faced. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The government was unable to prevent suffering in outlying regions, including famine and starvation in Cumbria in 1596–97</li><li>• Food riots were seen in London, Kent, East Anglia and the South West in the years 1595-7, prompting government fears of wider rebellion</li><li>• Tensions between Cecil and Essex escalated further after the death of William Cecil in 1598, culminating in Essex being placed under house arrest until mid-1600</li><li>• Both Essex and Cecil had corresponded with James; the earlier efforts of Cecil, from 1599, may be argued to have been more dangerous, inciting James VI to raise troops in support of his claim.</li></ul> <p>Other relevant material must be credited.</p>
--	---