



Mark Scheme (Results)

October 2020

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

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 or 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.

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

Autumn 2020

Publications Code 9HI0_1B_2010_MS

All the material in this publication is copyright

© Pearson Education Ltd 2020

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	<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.

Level	Mark	Descriptor
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 about whether Henry VIII's need for a male heir was the most significant factor in explaining the growth in the influence of Protestantism in the years to 1547.</p> <p>The significance of Henry's need for a male heir in contributing to the growth in the influence of Protestantism in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Henry's concerns over the lawfulness of his marriage to his brother's wife• The role played by Henry's desire for an annulment from Katherine after the failure to produce an heir, and the escalating disagreement as the Papacy 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 influence of Anne Boleyn and reformers close to her. <p>The significance of other factors in contributing to the growth in the influence of Protestantism in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Criticism of the Catholic Church over issues such as pluralism, the sale of indulgences and the poor standard of clerical education were long-standing• 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• 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. <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 to 1536-69, popular risings were driven by economic grievances.</p> <p>The extent to which popular risings were driven by economic grievances in the years to 1536-69 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Concerns over the taxation of livestock and the loss of the charitable role of the closed monasteries were given complaints in the risings of 1536 • Grievances in Kett's Rebellion included issues of rent, enclosure of land and prices • Somerset's sheep tax played a part in the Western Rebellion • Both the Earl of Northumberland (Percy) and Westmorland (Neville) had suffered a decline in wealth, e.g. Northumberland's claim for compensation for copper mines on his estates had been ignored in 1568. <p>The extent to which popular risings were not driven by economic grievances/were down to other factors in the years 1536-69 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Resistance to religious change featured in the Pilgrimage of Grace, the Western Rebellion and the Northern Rising (1569) • Kett's Rebellion was in part motivated by a desire to increase the pace of the Protestant reformation • Political factors, such as Queen Mary's proposed marriage to Phillip or the factional struggle of the Northern Earls • The loss of effective noble support for Tudor authority also facilitated risings, e.g. the fall of the Courtenays in the South West and the Howards in East Anglia • The Northern Rising can also be seen as the last significant reaction of northern feudalism against the increased political control of Tudor centralisation. <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 changes to the role of parliament were the most significant development in the government of Tudor England in the years 1509-88.</p> <p>The extent to which changes to the role of parliament were the most significant development in the government of Tudor England in the years 1509-88 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The use of parliament to give force to religious changes, including the royal supremacy and the confiscation of monastic lands• 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 growth in the number of MPs, to 462 in 1586, as well as the increasing proportion of country gentry and university educated members• The growing confidence of parliament under Elizabeth, including attempts to discuss the succession and freedom of speech. <p>The extent to which changes to the role of parliament were not the most significant development and/or other developments were more significant in the years 1509-88 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• 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 in finance, such as the introduction of the subsidy under Wolsey• 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 1536 and 1543. <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 foreign influences were the main factor in bringing changes to industry and trade in the Tudor period.</p> <p>The extent to which foreign influences were the main factor in bringing changes to industry and trade in the Tudor period should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Rivalries between the Hanse and Merchant Adventurers saw various changes across the period, e.g. in the changing use of Antwerp, Emden and Hamburg as ports favoured by English merchants • Dutch settlers brought new skills and techniques to the cloth industry in London, Kent and southern ports, increasing exports • From the 1560s, difficulties in trading with Antwerp led to an increased focus on exploration to open up new markets • Immigration fuelled the growth of workers in Tudor towns, e.g. the 40-50,000 arrivals in London in the period c1560 to 1585, or 5,000 foreign-born textile workers in Norwich. <p>The extent to which other factors brought changes to industry and trade in the Tudor period should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The revaluation and replacement of the debased coinage increased confidence in the currency and thus trade, with a revaluation in 1551-52 and a recoinage from 1560 • Improvements and expansion in the traditional domestic cloth trade contributed to an increase in both the production and export of cloth over the period • Government issuing of licences, patents and monopolies, with complaints against the latter being evident in the 1571 parliament • Improvements in the navigation of the Thames in the 1540s increased its significance as a port, undermining to some extent the importance of outports such as Southampton • The growth of London as a population centre increased commerce, with the founding of centres such as the Royal Exchange in 1571. <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 there was growing conflict with parliament that Elizabeth did not deal with successfully.</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">• Parliament had complained of monopolies in 1597; Elizabeth had not made good on her promises to act on these complaints• The 1601 parliament mounted an 'unprecedented challenge' on Elizabeth's prerogative power• Conflict with parliament took place in the context of the threat of the Spanish having landed in Ireland• Parliament was prepared to defy Elizabeth with a bill of its own• Rather than a victory, Elizabeth's resolution of this was to surrender. <p>Extract 2</p> <ul style="list-style-type: none">• The incident over monopolies in 1601 was 'no more than the normal give-and-take'• Elizabeth had not 'heeded... counsel in 1597, and paid the price in 1601'• Relations between the monarch and the governing class were usually harmonious• Elizabeth was able to use/call on 'skilful management'• Factional conflict was a limited feature of Elizabethan parliaments compared to the reigns of previous monarchs. <p>Candidates should relate their own knowledge to the material in the extracts to support the view that there was growing conflict with parliament that Elizabeth did not deal with successfully. Relevant points may include:</p> <ul style="list-style-type: none">• The context of war with Spain meant Elizabeth had no option but to call parliaments• Elizabeth did repeal 12 monopolies immediately, suspend others and placed the rest to be investigated by the courts

Question	Indicative content
	<ul style="list-style-type: none"> • The parliaments of 1593, 1597 and 1601 saw members grumble over high taxation in the context of an impoverished nation • The death of key advisers such as Burghley and Hatton had weakened her ability to manage parliament • Monopolies were a source of unhappiness for both those excluded from trade and the consumers of commodities, e.g. they had doubled the price of steel, tripled that of starch and that of salt elevenfold. <p>Candidates should relate their own knowledge to the material in the extracts to counter or modify the view that there was growing conflict with parliament that Elizabeth did not deal with successfully. Relevant points may include:</p> <ul style="list-style-type: none"> • Parliament had repeatedly voted extraordinary subsidies (e.g. double, triple and quadruple) in the period, assisting the Crown in raising unprecedented sums in taxation • The disagreement in 1601 was essentially a spontaneous response to discontent rather than evidence of organised or continued agitation • The 'golden speech' successfully appeased MPs, with what in reality were minimal concessions • None of the four parliaments of the period sat for longer than four months, and thus had limited wider impact on the government of the realm.

Pearson Education Limited. Registered company number 872828
with its registered office at 80 Strand, London, WC2R 0RL, United Kingdom