



Pearson

Mark scheme

Summer 2018

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

Paper 1: Breadth study with
interpretations

Option 1B: England, 1509 – 1603:
authority, nation and religion

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.
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: 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.
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 on how far the role played by Cardinal Wolsey as Henry's principal servant remained the same when Thomas Cromwell served the king.</p> <p>The extent to which the roles were similar should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Both men served as leading members of the king's council, and faced opposition from members of the nobility who saw the two as usurpers• Both men successfully served to aid Henry in the crucial matter of raising revenue• Both served Henry with regard to religious matters with authority over the whole Church – Wolsey as Archbishop and <i>Legate a latere</i>, Cromwell as <i>Viceregent</i> in relation to the changes to the Church after the break from Rome• Both at least attempted to secure Henry the separation he required from Catherine of Aragon. <p>The extent to which the roles were different should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Cromwell played a more significant role in steering legislation through Parliament, particularly in relation to Henry's supremacy over the Church• Wolsey may be seen as having been more involved in attempts to undertake reform of the administration of government and justice, such as through use of the Star Chamber and Court of Chancery• Cromwell played a greater role in reshaping the Church after the break from Rome• Wolsey may be seen to have been less successful in policies to secure Henry's desired objectives, most obviously the divorce from Catherine, whereas Cromwell was successful• Cromwell also played a greater role in the reorganisation of the government of England and Wales. <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 significance of the impact the closure of the monasteries had on Tudor society in the years to 1547.</p> <p>The extent to which the closure of the monasteries had a significant impact on Tudor society should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • As well as the approximately 10,000 inhabitants of the actual monasteries, the dissolution led to significant unemployment and difficulties for the local economies • The dissolution led to significant gains for those who purchased ex-monastic land, such as merchants and the gentry • The significant loss of the administration to the spiritual and social needs of the localities where religious houses were closed, especially in the North • The loss of the monasteries as centres of cultural and educational value, with monastic libraries and manuscripts • The reaction the dissolution provoked amongst Tudor society, which may be examined with consideration of the Pilgrimage of Grace. <p>The extent to which the closure of the monasteries had a limited impact on Tudor society should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The majority of those in religious orders were given pensions, or found alternative service, e.g. as priests • The loss of spiritual service – which in many cases was exaggerated – was to some extent countered by the admission of many of those leaving religious orders into the clergy • Much of the land sold as a result of the dissolution went into more productive service, offsetting the economic impact of the dissolution • The impact on culture and learning was to some degree offset by the establishment of colleges such as Christ Church and Trinity, and many manuscripts found their way into other libraries • Many monasteries were in decline prior to the enforced closures, and public antipathy towards their existence and function can be seen. <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 Catholicism survived in the reigns of Edward and Elizabeth because of the tolerance shown by government.</p> <p>The extent to which the survival of Catholicism in the reigns of Edward and Elizabeth was because of the tolerance shown by government should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Edward's First Prayer Book retained transubstantiation, and conservative bishops were not fully removed until after 1550• Under Elizabeth, recusancy fines were at first relatively low, and the authorities displayed a willingness to turn a blind eye to private masses• The Act of Uniformity 1559 offered a settlement acceptable to most Catholics, e.g. the ambiguous nature of the act of communion• Elizabeth's settlement sought conformity, but did not persecute Catholics in the manner seen under Mary (towards Protestants). <p>The extent to which the survival of Catholicism in the reigns of Edward and Elizabeth was not because of the tolerance shown by government, or was because of other factors should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Edward's reforms were clearly Protestant, particularly under Northumberland, and ultimately did not accommodate Catholic beliefs within the national Church• The relative brevity of Edward's reign did not give sufficient time for the eradication of Catholic beliefs and practices• Mary's efforts to restore Catholicism contributed to the survival of Catholicism in Elizabeth's time, e.g. through the Marian bishops• 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• 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. <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, Justices of the Peace came to be the most effective means by which Tudor monarchs controlled their kingdom.</p> <p>The extent to which Justices of the Peace came to be the most effective means by which Tudor monarchs controlled their kingdom should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The number of Justices of the Peace increased significantly in the period to the late 1530s as their worth as servants of the king was recognised • Justices of the Peace represented a direct link between the government and the localities, administering and enforcing the increased range of statutes and royal proclamations through practices such as quarter sessions • The position of Justice of the Peace was increasingly desired amongst the gentry and even minor peers, with even the order of commission being seen as a recognition of status in a given county • The reappointment of JPs on an annual basis ensured their efficiency and loyalty to the crown • Despite the desire of officials such as Burghley to reduce the number of Justices, their continued strength was testimony to their effectiveness in preventing disorder in times of hardship, e.g. the 1580s. <p>The extent to which Justices of the Peace did not come to be the most effective means by which Tudor monarchs controlled their kingdom, and/or the significance of other means of control should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The continued significance of the local noble magnates as representatives and defenders of the crown in the shires • The reconstituted Council of the North (1537), the Act of Union with Wales (1536) and the reorganisation of the Welsh legal system (1543) changed how these regions were controlled • Developments such as the selection of leading councillors to specific regions, such as Elizabeth's appointment of the Earl of Huntingdon as president of the Council of the North • 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. <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 in the last years of Elizabeth's reign (1589–1603), war with Spain was not a real threat to England.</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">• The English were largely on the front-foot against the Spanish, undertaking various raids on Spain and Portugal• English harassment of Spanish shipping was largely independent, and thus not a drain on resources• The second and third Armadas were unsuccessful• Elizabeth was required to assist the Protestant cause in France, but was able to prevent this being a significant risk to her own realm, with peace being achieved on this front by 1598. <p>Extract 2</p> <ul style="list-style-type: none">• The war imposed significant financial costs on the realm• England faced risk of invasion after the escalation of war in France and the Spanish occupation of Brittany• The war placed demands on manpower, in terms of troops being sent abroad and militias at home• Further Armadas were sent, for which the English defences were not sufficiently prepared. <p>Candidates should relate their own knowledge to the material in the extracts to support the view that in the last years of Elizabeth's reign (1589–1603), war with Spain was not a real threat to England. Relevant points may include:</p> <ul style="list-style-type: none">• Throughout the latter period of the continental war, particularly after Henry IV of France's conversion, the threat of Spanish domination was greatly reduced• The costs of the war in financial and manpower terms were less than those incurred by Henry VIII's excursions in France• Elizabeth's policy of prioritising protecting England over chasing bounty minimised the invasion threat• Elizabeth's reluctant involvement in the various theatres did serve to drain Spain's resources, and thus effectively limited the threat Philip's forces posed throughout the long campaign. <p>Candidates should relate their own knowledge to the material in the extracts to counter or modify the view that in the last years of Elizabeth's reign (1589–1603), war with Spain was not a real threat to England. Relevant points may include:</p>

Question	Indicative content
	<ul style="list-style-type: none"><li data-bbox="347 174 1396 271">• Spanish troops in Brittany and the Netherlands posed a potential invasion force; Elizabeth thus had little choice but to send 4,000 troops in 1589 as a defensive measure<li data-bbox="347 286 1396 383">• 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 data-bbox="347 398 1396 465">• Around 117,000 men were recruited to the war in some form, at great social and economic cost<li data-bbox="347 481 1396 548">• Even after the peace between France and Spain, England was still at war and thus threatened by Spain. <p data-bbox="300 564 863 593">Other relevant material must be credited.</p>