



# Mark Scheme (Results)

Summer 2016

Pearson Edexcel GCE in History  
(8HI0) Paper 1B

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 last candidate in exactly the same way as they mark the first.
- 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.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- 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.
- For questions targeting AO2, candidates must not be credited for citing information in the preamble.

## How to award marks

### Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use their professional judgement to decide which level is most appropriate.

### Placing a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the uppermiddle mark if there is an even number of marks) and then move the mark up or down to find the best mark.

To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

## 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>1–4</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>5–10</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 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>
<b>3</b>	<b>11–16</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>17–20</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>

## **Section C**

**Target:** AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

<b>Level</b>	<b>Mark</b>	<b>Descriptor</b>
	0	No rewardable material.
<b>1</b>	<b>1–4</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>5–10</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 on the view is given, but with limited support and related to the extracts overall, rather than specific issues</li></ul>
<b>3</b>	<b>11–16</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>17–20</b>	<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
<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 about whether economic factors were the main cause of popular risings in the years 1536-1569.</p> <p>The importance of economic factors in popular risings in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Concerns over the taxation of livestock were a given complaint in the risings of 1536</li><li>• Grievances in Kett's Rebellion included issues of rent, enclosure of land and prices.</li><li>• Somerset's sheep tax played a part in the Western Rebellion.</li></ul> <p>The importance of other factors in popular risings in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Religious issues featured in the Pilgrimage of Grace, The Western Rebellion and the Northern Rising (1569)</li><li>• Political factors, such as Queen Mary's proposed marriage to Phillip or factional struggle of the Northern Earls</li><li>• The extent to which motives varied between groups in the same rising, or were even cloaked under different guises.</li></ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
<b>2</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 about the extent to which the influence of Henry VIII's ministers were the main reason why the English church was reformed in the years 1529-40.</p> <p>The extent to which Henry VIII's ministers were the reason why the English church was reformed should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Cromwell may be seen as the key political actor in the early stages, from the Commons Supplication against the Ordinaries (1532)</li> <li>• Cromwell had effectively gained royal Supremacy via parliament by 1536</li> <li>• The extent to which Cromwell persuaded Henry towards solutions that were suited to his own reformist inclinations, such as the Ten Articles (1536), the injunctions of 1536 and 1538.</li> </ul> <p>The extent to which Henry VIII's ministers were not the main reason and/or importance of other factors in the reform of the church should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Whilst Wolsey attempted (and failed) to obtain a divorce for Henry, he stood against innovation in religion</li> <li>• Archbishop Thomas Cranmer's role, as an undoubted reformist thinker, also drafting the Ten Articles and Bishop's Book (1537)</li> <li>• It may be argued that even in the case of Cromwell, whilst he undoubtedly played a role, this was to satisfy Henry's needs rather than from his own reformative desires</li> <li>• The influence of ideas from the continent and dissatisfaction with aspects of Catholicism may also be considered.</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 role of parliament changed in the years of 1558-88, during the reign of Elizabeth I. In considering the extent of change, the main features of the role of parliament in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The growth of parliament from 400 MPs in 1559 to 462 in 1586, as well as the increasing proportion of country gentry, and university educated members</li><li>• Elizabeth did face challenge over issues such as succession (1566-7) and Mary Queen of Scots (1572 and 1586-7)</li><li>• The growing confidence in Parliament, along with a genuine ability to challenge if in tandem with the Privy Council</li><li>• The extent to which a rise of a puritan parliamentary opposition occurred.</li></ul> <p>In considering the extent of continuity, the main features of the role of parliament 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 Queen's behest</li><li>• The prime function of Parliament was still to vote subsidies, which was largely done without significant objection</li><li>• Parliamentary management through Privy Council members was still effective in both houses, such as promoting public bills</li><li>• The vast majority of private bills failed.</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 Marcher Council and the Council of the North were significant in the control of the regions in the years 1534-88.</p> <p>The extent to which these bodies were significant 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 local government in matters such as religion and justice, as well as addressing potential causes of dissatisfaction over tenure and enclosure</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>• Similarly, the Council of Wales and the Marches had brought the area under English common law by 1543, although Rowland Lee's rule was undoubtedly brutal.</li> </ul> <p>The extent to which the significance of these bodies were limited and/or the significance of other factors should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <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, particularly in quelling disorder</li> <li>• The increased centralisation of the nation with the growing importance of statute law issued by the King-in-Parliament.</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 view that in the years 1589-1603, war undermined the stability of England. 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 financial costs and loss of manpower due to the war</li> <li>• The influx of and difficulties faced by returning soldiers</li> <li>• How war-weariness was made worse by the impact of poor harvests from the mid-1590s.</li> </ul> <p>Extract 2</p> <ul style="list-style-type: none"> <li>• The impact of war on demand for food, clothing, munitions and shipping</li> <li>• The increasing prosperity of the gentry and the wealthier yeomanry and the rebuilding that took place</li> <li>• The development of new industries and the growth of mining and metallurgy.</li> </ul> <p>Candidates should use their own knowledge of the issues to address ways in which war undermined the stability of England. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The cost of the war hit some counties hard, e.g. Kent spent over £10,000 on defensive preparations, alongside raising 6,000 men for service</li> <li>• The disruption to overseas trade caused significant distress in areas such as Norfolk, Suffolk and Essex where the cloth trade played a major role in the local economy</li> <li>• Parliament raised an average of £135,000 per annum in the years 1590-1603, a significant increase in the burden on the population</li> <li>• Rising resentment against the enrichment of favourites with regards to monopolies.</li> </ul> <p>Candidates should use their own knowledge of the issues to address points which counter and/or modify the view that war undermined the stability of England. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• During the war, exports of traditional cloth and new draperies were sustained through Stade</li> <li>• Despite poor harvests from 1594, there was no widespread famine</li> <li>• The profits gained from privateering – between £100,000 to £200,000 per annum – were greater than the loss of trade to Spain itself</li> <li>• There was no significant organised rebellion against Elizabeth's rule.</li> </ul> <p>Other relevant material must be credited.</p>