



# Mark Scheme

Summer 2017

Pearson Edexcel  
GCE In History (8HI01) Paper 1B  
Advanced Subsidiary

Unit 1: Breadth study with interpretations

Paper 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.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:

*i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear*

*ii) select and use a form and style of writing appropriate to purpose and to complex subject matter*

*iii) organise information clearly and coherently, using specialist vocabulary when appropriate.*

## 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.

Level	Mark	Descriptor
	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
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 overseas exploration was the main reason for developments in trade from the 1550s to 1588.</p> <p>The importance of overseas exploration for developments in trade in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Whilst attempts to find the northeast passage from 1553 were not successful in this period, it did lead to the Muscovy Company and the growth of Baltic trade</li><li>• Drake's circumnavigation led to the development of trade in Asia, and returned a profit in itself</li><li>• Exploration to North America may have ultimately led to successful trade, although colonies such as that at Roanoke did not produce trade within the given period.</li></ul> <p>The importance of other factors for developments in trade in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Immigration contributed to the growth of the cloth trade, e.g. flax and linen production by Dutch immigrants in East Anglia</li><li>• Government legislation allowing the creation of joint-stock companies, increasing trade at the expense of the Hanseatic League</li><li>• Enclosure led to increased wool production and thus significant growth of what was still the mainstay of the cloth trade</li><li>• Trade grew in known areas, a charter was granted to the Levant Company in 1581 and the Barbary Company in 1585.</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 the extent to which the survival of Catholicism was the main consequence of the implementation of the Elizabethan Religious Settlement of 1559.</p> <p>The extent to which the survival of Catholicism was the main consequence of the implementation of the Elizabethan Religious Settlement should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• After an act in 1563 expanded the oath of supremacy to a wider range of office holders, Elizabeth took care to ensure those refusing were not asked a second time, which otherwise would have triggered the death penalty</li> <li>• The settlement had not sought to eradicate the conservative clergy; thus catholic influences survived for at least a generation</li> <li>• Recusancy fines were set at a rate easily afforded by Catholics amongst gentry and nobility.</li> </ul> <p>The importance of other consequences of the implementation of the Elizabethan Religious Settlement should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The moderate nature of the settlement led to puritan opposition, such as that over vestments, and puritan attempts to amend the articles at convocation in 1563 which were only narrowly defeated</li> <li>• Longer-term, it may be argued the consequence was broad acceptance, with success in limiting opposition, with puritanism forming a small minority, and Catholicism confined more to the regions</li> <li>• The broad nature of the settlement formed the basis for the secure long-term establishment of the Elizabethan Church of England, with only 300 of the 8,000 clergy in opposition.</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 structure of government changed in the years 1509-88.</p> <p>In considering the extent of change, the significant features of government in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• 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)</li><li>• The increasing role of parliament, particularly the legislative role, with the notion of king-in-parliament from the break with Rome onwards</li><li>• Changes in 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 of continuity, the significant features of government should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The pre-eminence of the monarch, appointing ministers, and calling, proroguing and dismissing parliaments</li><li>• The prime function of Parliament was still to raise taxation</li><li>• Parliamentary management through Privy Council members was still effective in both houses, such as promoting public bills</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 provision of poor relief changed in the years 1509-1588.</p> <p>In considering the extent of change, the significant features of poor relief in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Prior to the dissolution of the monasteries, the church played a major role in poor relief</li> <li>• The 1531 Vagabonds Act gave Justices of the Peace the power to issue licenses to the impotent poor</li> <li>• The 1547 Vagrancy Act introduced a series of measures punishing vagrants, although this was soon repealed, with the 1552 Poor Law requiring the impotent poor to be registered</li> <li>• The Act for the Relief of the Poor (1563) increased the expectations on parishioners to contribute to poor relief and the provision to build 'houses of correction' in the 1572 Act meant parishes were expected to provide work.</li> </ul> <p>In considering the extent of continuity, the significant features of poor relief in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• For the vast majority of the period, the expectation was that the able-bodied poor could find work</li> <li>• Throughout the period, the parish was the focus of dealing with the issue of provision for the poor</li> <li>• The emphasis throughout the period was largely on punishment, with changes to a system based more on correction not occurring until after 1588.</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 last years of her reign, conflict with parliament caused real problems for Elizabeth.</p> <p>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 grievance over monopolies in both 1597-8 and 1601</li><li>• The impact of arguments in delaying the funding necessary for war</li><li>• The challenge to perceived prerogative, and the refusal to follow Cecil's request.</li></ul> <p>Extract 2</p> <ul style="list-style-type: none"><li>• The process of raising of taxes to wage war being delayed due to the argument over monopolies</li><li>• Elizabeth's 'touch' in intervening to win over parliament with promises of reform</li><li>• Elizabeth's successful battles with parliament over succession, marriage and Church reform.</li></ul> <p>Candidates should use their own knowledge of the issues to address ways in which conflict with parliament caused real problems for Elizabeth. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The 1589 parliament saw disagreement, with parliamentary attempts to introduce a bill to limit purveyance</li><li>• The parliaments of 1593, 1597 and 1601 saw members grumble over high taxation in the context of an impoverished nation</li><li>• Elizabeth sent Peter Wentworth to the Tower after he presented a petition on the issue of the royal succession.</li></ul> <p>Candidates should use their own knowledge of the issues to address points which counter and/or modify the view that conflict with parliament caused real problems for Elizabeth. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The disagreement in 1601 was essentially a spontaneous response to discontent rather than evidence of organised or continued agitation</li><li>• The 'golden speech' successfully appeased MPs, with what in reality were minimal concessions</li><li>• Parliament assisted the Crown in raising unprecedented sums in taxation</li><li>• 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.</li></ul>

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|  | <ul style="list-style-type: none"><li>• Other relevant material must be credited.</li></ul> |
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