



# Mark Scheme

Summer 2017

Pearson Edexcel  
GCE In History (9HI01) Paper 1B

Advanced

Unit 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 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>1–3</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>4–7</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 focus of the question.</li> <li>• 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.</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>8–12</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>13–16</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>

Level	Mark	Descriptor
5	17–20	<ul style="list-style-type: none"><li>• Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period.</li><li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands.</li><li>• 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.</li><li>• The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity 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	1–3	<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	4–7	<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 is given, but with limited support and related to the extracts overall, rather than specific issues.</li></ul>
3	8–12	<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	13–16	<ul style="list-style-type: none"><li>• Demonstrates understanding of the extracts, analysing the issues of interpretation raised within them and 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 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.</li></ul>
5	17–20	<ul style="list-style-type: none"><li>• Interprets the extracts with confidence and discrimination, analysing the issues raised and demonstrating understanding of the basis of arguments offered by both authors.</li><li>• Integrates issues raised by extracts with those from own knowledge when discussing the presented evidence and differing arguments.</li><li>• Presents sustained evaluative argument, reaching fully substantiated judgements on the views given in both extracts and demonstrating understanding of the nature of historical debate.</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 on the extent to which popular risings presented a significant problem for Tudor governments in the 1530s and 1540s.</p> <p>The extent to which popular risings presented a significant problem for Tudor governments in the 1530s and 1540s should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The risings of 1536-7 swelled to an army of over 30,000, and included support from the nobility and gentry</li><li>• Centres of importance including York, Pontefract and Hull were taken by rebels from October 1536</li><li>• As well as the Western Rising and Kett's Rebellion, 1549 saw unrest in over twenty counties</li><li>• Kett's Rebellion overran Norwich, raised a force which numbered over 15,000, and held out on Mousehold Heath for over six weeks.</li></ul> <p>The extent to which popular risings did not present a significant problem for Tudor governments in the 1530s and 1540s should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The complainants in 1536-7 saw themselves as pilgrims, expressing concerns for which they sought Henry's help, rather than an attack on his government</li><li>• The pilgrims dispersed at Henry's request in December 1536, and subsequent risings such as Bigod's were smaller and swiftly tackled</li><li>• Once sufficient troops were gathered, the Western Rising was defeated with brute force at Sampford Courtenay in August 1549</li><li>• The majority of the grievances held by those partaking in Kett's Rebellion were against local magnates rather than the reign per se</li><li>• As with the Western Rising, sufficient force and the cutting off of supplies was able to defeat Kett's rebels.</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 on the extent to the influx of foreign workers was the main factor in bringing change to patterns of trade in the years c1560-88.</p> <p>The extent to which the influx of foreign workers was the main factor in bringing change to patterns of trade in the years after c1560 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Dutch settlers brought new skills and techniques to the cloth industry in London, Kent and southern ports, increasing exports</li> <li>• Immigration fuelled the growth of Tudor London, with estimates of 40-50,000 arrivals in the period c1560 to 1585, the bulk of whom were skilled artisans</li> <li>• Window glass production spread after the arrival of French glass makers, such as Jean Carre, reducing the need for imports</li> <li>• German miners were invited to work the Lake District in the 1560s because of the technical expertise they brought, expanding domestic supply and so reducing imports</li> <li>• By the 1580s, Norwich had almost 5,000 foreign-born residents, contributing to the development of the new draperies and their export.</li> </ul> <p>The extent to which other factors were more important in bringing change to patterns of trade in the years c1560-88 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Attempts to find north-eastern and north-western passages brought increases in trade through the Baltic and parts of Asia, alongside government actions which facilitated trade, such as the granting of the charter to establish the Muscovy Company</li> <li>• The growing trade with Venice and the Levant in the 1580s, with the enormous prosperity of the 'Turkey merchants'</li> <li>• The replacement of the debased coinage increased confidence in the currency, with a recoinage from 1560, aiding the development of trade</li> <li>• Government issuing of licences, patents and monopolies, with complaints against the latter being evident in the 1571 parliament</li> <li>• The growth of London as a population centre increased commerce, with the founding of centres such as the Royal Exchange in 1571.</li> </ul> <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 the changes that took place in the role of parliament were very limited in the years 1509-58.</p> <p>The extent to which the changes that took place in the role of parliament were very limited in the years 1509-58 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The relatively infrequent meeting of parliament and short duration of parliaments throughout the whole period with the exception of 1529-36</li><li>• The continued ability of monarchs to influence elections</li><li>• The continued ability of the monarch to manipulate parliamentary proceedings through the speaker, committees and the placement of MPs under the patronage of councillors</li><li>• Supply remained the fundamental reason for calling parliaments</li><li>• The social make-up of parliament remained largely the same, albeit with some increase in gentry representation of the boroughs.</li></ul> <p>The extent to which the changes that took place in the role of parliament were significant in the years 1509-58 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The development of the concept of 'King in Parliament' and statute law</li><li>• The increased frequency of parliaments from 1529 when compared to the mere 5 meetings in the first 20 years of Henry's reign</li><li>• The increase in the membership of the Commons, with 14 new boroughs and representation for Wales and the Marcher territories</li><li>• The extension of parliamentary authority to encompass more social legislation, including the Poor Laws and actions against vagrancy.</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 main turning point in the fortunes of Protestantism in the years 1529-88 was the Elizabethan compromise.</p> <p>The extent to which the main turning point in the fortunes of Protestantism in the years 1529-88 was the Elizabethan compromise should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The broad nature - the 'via media' - was acceptable to the vast majority of protestants and some Catholics (church papists) establishing Anglicanism that was durable beyond the Tudor period</li> <li>• The Act of Supremacy restored both the legal authority of the crown and the break with Rome after Mary's attempt to reverse the English Reformation, carefully formulated with the monarch as the Supreme Governor</li> <li>• The Act of Uniformity and Royal Injunctions of 1559 introduced the Common Book of Prayer and gained widespread acceptance and even affection</li> <li>• The Thirty Nine Articles formed a statement of doctrine in relation to both Calvinism and Catholicism.</li> </ul> <p>The limitations of the Elizabethan compromise and/or significance of other turning points in the fortunes of Protestantism in the years 1529-88 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Break with Rome with the 1534 Act of Supremacy led to the Ten Articles (1536), Cromwell's Injunctions and the introduction of an English Bible</li> <li>• The Dissolution of the Monasteries began massive changes in land ownership that increased support amongst the political nation for the reformation</li> <li>• Edward's accession to the throne saw the first Protestant monarch, reversing the conservative Act of Six Articles, and introducing the Second Book of Common Prayer (1552), which largely formed Elizabeth's later version</li> <li>• The significance of the Geneva Bible, printed from 1560 with its accompanying 'apparatus' as a study aid, proved instantly popular</li> <li>• Elizabeth's response to threats to her settlement from both Catholic and (particularly) Puritan influence, with the vetoing of the 'alphabetical bills' in 1571 and suspension of Grindal in 1576.</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 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, factional struggle did not pose a serious problem for Elizabeth.</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>• A struggle for influence and patronage did exist, but this was not beyond Elizabeth's control</li><li>• Elizabeth had the ability to punish those who offended and possessed wider support for her policies</li><li>• Factional fighting did not undermine political stability, and Elizabeth was able to contain this, with the exception of the Essex revolt</li><li>• Whilst age and succession loomed as an issue, the case was mainly that those courting influence were content to wait.</li></ul> <p>Extract 2</p> <ul style="list-style-type: none"><li>• Burghley's investment of power in his son, Robert Cecil</li><li>• Elizabeth's willingness to support Cecil's growing power to counter Essex's broader popularity</li><li>• Essex's popularity in and outside of the court</li><li>• Essex's concern over the growing power of the Cecils (leading to his rebellion).</li></ul> <p>Candidates should relate their own knowledge to the material in the extracts to support the view in the last years of Elizabeth's reign, factional struggle did not pose a serious problem for Elizabeth. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Essex's Rebellion was an abject failure, and his apparent ability to threaten did not extend to the counties</li><li>• Cecil and Essex were both reliant upon the monarch with regards to patronage; Essex's turning against Elizabeth can be seen as desperation over his failure to deliver on this</li><li>• Elizabeth never gave any individual or faction exclusive power, and competition for her favour enhanced her position</li><li>• Neither faction seriously interfered in the succession itself, seeking more to secure their own position under the new reign.</li></ul> <p>Candidates should relate their own knowledge to the material in the extracts to counter or modify the view in the last years of Elizabeth's reign, factional struggle did not pose a serious problem for Elizabeth. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Essex's challenging the Earl of Nottingham to a duel after his promotion in 1597, and subsequent sulk until he was assuaged with the position of Earl Marshal</li><li>• Resentment at the growth of Robert Cecil's patronage whilst Essex was absent in Ireland in 1599, his subsequent return and house arrest</li><li>• The Earl of Essex pushed for a more aggressive foreign policy, disagreeing with Elizabeth's desire for a peaceful settlement, which Cecil counselled</li></ul>

Question	Indicative content
	<ul style="list-style-type: none"><li data-bbox="370 195 1263 258">• Essex's attempt to engage support, such as from James VI and the London mob.</li></ul>

