



Mark Scheme (Results)

Summer 2023

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

Paper 1: Breadth study with
interpretations

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.

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: 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 on the extent to which the beliefs of individual monarchs were significant in shaping religious change in the years 1529-63.</p> <p>The extent to which the beliefs of individual monarchs were significant in shaping religious change should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The significance of Henry VIII's theological conservatism may be demonstrated through measures such as the Six Articles (1539) or King's Book (1543)• Edward VI's intense Protestantism had a significant impact on religious change, including his personal influence as Supreme Head of the church, the repeal of the Six Articles and the abolition of the chantries• Mary's long-standing loyalty to Catholicism was significant, leading to the reversal of the majority of the religious changes that had taken place since 1529, and the restoration of papal authority• Elizabeth's religious preferences are reflected in her settlement, e.g. an essentially Protestant doctrine, allied to the retention of traditional forms of ceremony, helped shape the 'middle way'. <p>The extent to which the beliefs of individual monarchs were not significant in shaping religious change and/or other factors were more significant should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Dynastic and diplomatic concerns were significant in the initial break with Rome under Henry and the subsequent Reformation• Religious change in the last decade of Henry's reign was shaped by political concerns, e.g. the move away from evangelical reform after the excommunication of 1538 and Cromwell's declining influence• Individuals were significant in shaping religious change under Edward VI, e.g. Somerset and the 1547 injunctions, Cranmer's Book of Homilies, and Cranmer and Northumberland's role in the 1552 Book of Common Prayer• Foreign influences were significant under Edward VI, e.g. the influx of Protestant reformers during his reign• Individuals such as Cardinal Pole and Philip II of Spain played a significant role in promoting Catholicism under Mary• Political considerations were significant in shaping reforms, e.g. Mary's caution and the decision not to reestablish church lands, or Elizabeth's actions, such as the Acts of Supremacy and the Thirty Nine Articles of 1563. <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 the decline in resistance to Tudor rule, in the years 1570-88, was largely due to religious factors.</p> <p>The extent to which the decline in resistance to Tudor rule was largely due to religious factors should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Elizabeth's religious settlement made a significant contribution to reducing popular resistance, by providing a settlement that was acceptable to the vast majority, and thus reducing a potential source of grievance • Parliamentary acts aimed at restricting the threat posed from Catholicism, including sanctions for those holding mass, hiding priests, or owning a copy of the papal bull, served to enforce obedience • The inclusion of <i>A Homily Against Disobedience and Willful Rebellion</i>, added to the Book of Homilies from 1571, served as a clear message from the Church authorities to dissuade worshippers from engaging in resistance • Revulsion at the impact of religious turmoil in Europe contributed to unity amongst religious factions in England, which in turn reduced resistance, e.g. the Protestant unity seen after the St Bartholomew's Massacre in 1572. <p>The extent to which the decline in resistance to Tudor rule was a result of other factors should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Injunctions issued by Elizabeth soon after her accession, and further strengthened during the war against Spain, controlled the printing presses to guard against seditious material • Elizabeth was effective in her use of propaganda to present herself as being central to the defence of the nation, uniting the English against foreign threats, e.g. celebrations such as the Accession Day tilts from the 1570s • The relatively stable economic and social conditions that existed during the 1570s and 1580s reduced one of the main motivations for popular rebellions • The reform of the county militia, seen with the 1572 Militia Act, led to better organised, trained and equipped forces who were able to deter and quell potential risings, with over 26,000 trained bands by 1580s • The likelihood of rebellion over taxation was reduced by the avoidance of warfare, until 1585, and the avoidance of reformation of the assessment • Sir Francis Walsingham's espionage network was effective in uncovering and averting potential plots and rebellions • Social change reduced the likelihood of popular resistance, e.g. the 'middling sort' increasingly came to see themselves more as defenders of society, and there was an increasing recourse to legal avenues to redress grievances. <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 there was a revolution in the way England was governed in the years 1509-47.</p> <p>The extent to which there was a revolution in the way England was governed in the years 1509-47 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • There was a move from household-based government, towards a more modern bureaucratic system, with departments of state working to agreed procedures and rules, and a smaller but more powerful Privy Council • The innovations in finance were significant, e.g. the Court of Augmentations and other courts were legally constituted and audited, with clear sources of revenue and expenditure; the introduction of the parliamentary subsidy • The Reformation Parliament was significant in the development of royal supremacy embedded in parliament, with the development of the notion of the 'king-in-parliament' • The various acts passed during the Reformation, such as the Act of Supremacy (1533) and the Act Extinguishing the Powers of the Bishop of Rome (1536) removed the influence of external authority • There was an expansion of prerogative courts, e.g. the Court of Star Chamber, which had typically heard a dozen cases a year when Henry became king, heard around ten times that yearly under Wolsey • There were significant changes to the government of the regions, e.g. 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>The extent to which there was not a revolution in the way England was governed in the years 1509-47 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The administration was not dramatically changed from the medieval system of government; it was more a 'rejuvenation' of the monarchy, intended towards strengthening its authority to previous levels • There was continuity in most aspects of the legal system, e.g. common law courts and Justices of the Peace remained central, and the extension of the role of the Star Chamber was reversed after Wolsey's demise • Traditional methods of raising finance were still significant, e.g. parliament was still central to raising finance, fifteenths and tenths continued to be used • The enhanced role of parliament of the 1530s was not enduring; parliament was essentially used as a tool to pass the reformatory acts, and did not become powerful in its own right • Changes that did take place were not part of a planned revolutionary programme, e.g. changes to the Privy Council, which saw it slimmed down to a membership Henry could trust, were in response to a period of crisis. <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 there were major changes in the Tudor economy in the years 1509-88.</p> <p>The extent to which there were major changes in the Tudor economy should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Improvements and expansion in the traditional domestic cloth trade contributed to an increase in both the production and export of cloth over the period • The scale of trade grew, e.g. cloth production doubled over the whole period and coal consumption grew, and was increasingly traded outside mining areas from the mid-1500s • The importance of London as a centre for trade and finance grew with the Royal Exchange opening in 1571 • The type of cloth produced saw changes, such as the advent of 'new draperies' from the 1560s, with techniques brought by foreign textile workers, through to the revival of industry in individual towns, e.g. Norwich • The establishment of joint-stock companies such as the Muscovy Company saw an expansion in both domestic and foreign trade, opening up new markets, increasing merchants' profits and the range of goods available • There was an increase in the number of workers in Tudor towns, in part fuelled by immigration, e.g. the 40-50,000 arrivals in London in the period c1560 to 1585, or the c5,000 foreign-born textile workers. <p>The extent to which there was continuity in the Tudor economy should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The bulk of industry continued to be centred on the traditional cloth industries, both in terms of the share of domestic industry, and exports • The vast majority of work continued to be agricultural labour • Industry continued to be centred around rural life, e.g. cloth production took place in labourers' cottages, and heavier industries such as iron production were centred in the woodland areas necessary for charcoal and waterpower • What new goods and services there were resulting from overseas exploration and trade continued to be almost exclusively the preserve of the wealthiest in society • Domestic trade continued to dominate economic activity, despite the picture created by the 'innovations' in overseas trade. <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 years 1589-1603, faction and succession were growing issues which Elizabeth struggled to deal with.</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 issue of succession was a growing concern as Elizabeth aged; Wentworth was sent to the Tower for raising the issue of succession, an issue others shared concern over• James VI was secretly corresponding with courtiers, including Essex• Essex's belief and expectation regarding his importance to Elizabeth was a growing problem• Tension and faction existed within government, and William Cecil's death brought the issue out into the open. <p>Extract 2</p> <ul style="list-style-type: none">• The royal court included a broad range of influential courtiers who offset the factions that had developed• Elizabeth dominated the political scene, and was in control of decision making• Succession was a long-running issue; Essex did seek to curry favour for himself, and against Cecil, with James, but James responded cautiously• The Essex rising was a desperate action, and one which was ultimately doomed. <p>Candidates should relate their own knowledge to the material in the extracts to support the view that, in the years 1589-1603, faction and succession were growing issues which Elizabeth struggled to deal with. Relevant points may include:</p> <ul style="list-style-type: none">• The death of several established and loyal courtiers from the late 1580s prompted the increase in factional rivalry, with division fuelling disagreements over succession, war policy and positions at court• The Earl of Essex pushed for a more aggressive foreign policy, disagreeing with Elizabeth's desire for a peaceful settlement, which Cecil counselled• Whilst both Essex and the Cecils ultimately supported the claim of James VI to the throne, this contributed to intrigue and division, e.g. as both parties sought to improve their relations with James at the expense of the others |

| Question | Indicative content |
|----------|---|
| | <ul style="list-style-type: none"> • Tensions had grown between the Earl of Essex and the Cecils from 1596, with Robert Cecil's appointment as Secretary of State whilst Essex was in Cadiz, and the promotion of Cecil supporters such as Charles Howard • Resentment at the growth of Robert Cecil's patronage whilst Essex was absent in Ireland in 1599, his subsequent return and house arrest. <p>Candidates should relate their own knowledge to the material in the extracts to counter or modify the view that, in the years 1589-1603, faction and succession were growing issues which Elizabeth struggled to deal with. Relevant points may include:</p> <ul style="list-style-type: none"> • Essex's Rebellion was an abject failure, and his apparent ability to threaten did not extend to the counties • 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 • Elizabeth never gave any individual or faction exclusive power, and competition for her favour enhanced her position • The claims of candidates for succession other than James, were all limited when compared to that of James, lacked support, and did not significantly contribute to factional division. <p>Other relevant material should be credited</p> |