



Mark Scheme (Results)

Summer 2025

Pearson Edexcel
In GCE History (8HI0/1B)
Advanced Subsidiary

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 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	1–4	• 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	5–10	• 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. • 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. • 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	11–16	• 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	17–20	• 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.

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	1–4	• 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	5–10	• 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 on the view is given, but with limited support and related to the extracts overall, rather than specific issues
3	11–16	• 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	17–20	• Demonstrates understanding of the extracts, analysing the issues of interpretation raised 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 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.

Section A: indicative content

Question	Indicative content
1	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. Candidates are expected to reach a judgement about the extent to which the main consequences of the closure of monasteries in the years 1536-47 were economic. The extent to which the main consequences of the closure of monasteries in the years 1536-47 were economic should be analysed and evaluated. Relevant points may include: • The closures were significant in economic terms, e.g. economic hardship through loss of employment and the impact on local trade • The dissolution provided around £1.3 million to the monarch's treasury and many of the gentry and nobility made economic gains through the purchase of land that became available at favourable rates • The dissolution had an economic impact on abbots who received pensions which were relatively substantial; monks were also given small pensions, which they received alongside any subsequent employment. The extent to which other consequences of the closure of monasteries were more important in the years 1536-47 should be analysed and evaluated. Relevant points may include: • The dissolution removed the social safety net provided by the monasteries with regards to the care of the sick and the poor • The resulting growth of the landed gentry, who had a vested interest in supporting much of the reformation, contributed to the growing political, social and cultural significance of the gentry • The Pilgrimage of Grace may be seen as evidence of the spiritual loss of ordinary people as a result of the dissolution, and the political opposition the dissolution stimulated • The removal of monasteries as centres of learning and tradition undermined the support base of the old faith • The dissolution had significant consequences for the religious and social position of the monks and nuns involved, although it may be argued the latter did worse (as monks could become parish priests). Other relevant material must be credited.

Question	Indicative content
2	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. Candidates are expected to reach a judgement about whether Henry's personal motives was the main reason for changes to religion in the years 1509-47. The importance of Henry's personal motives in bringing about changes to religion in the years 1509-47 should be analysed and evaluated. Relevant points may include: • Henry's concerns over the lawfulness of his marriage to his brother's wife, Katherine's failure to produce an heir, and the escalating disagreement as the Papacy failed to offer a solution adequate to Henry's needs • Henry made legislative changes in 1533-34 creating an independent Church of England in which he had supremacy, which gave him the authority to annul his marriage and remarry • Financial gain motivated Henry in the dissolution of the monasteries. The importance of other factors in bringing about changes to religion in the years 1509-47 should be analysed and evaluated. Relevant points may include: • Criticism of the Catholic Church over issues such as pluralism, the sale of indulgences and the poor standard of clerical education were long-standing • By giving intellectual weight to criticism of the Catholic Church, the work of humanist writers such as Colet and More (albeit not demanding Protestantism themselves) gave support to arguments in favour of reform • The influence of the development of Protestantism in Europe in the 1520s • The role played by influential individuals with reformist sympathies, such as Thomas Cranmer, Thomas Cromwell and Edward Seymour • The impact that translated bibles (in both the 1530s and again with the repromulgation of the 1538 injunction in July 1547) and other Protestant aspects of the Church had in furthering the reformation. Other relevant material must be credited.

Section B: indicative content

Question	Indicative content
3	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. Candidates are expected to reach a judgement on the extent to which the monarch's principal ministers were the most significant influence on Tudor government in the years 1509-88. The extent to which, in the years 1509-88, the monarch's principal ministers were a significant influence on Tudor government should be analysed and evaluated. Relevant points may include: • Wolsey's attempts to strengthen royal power through improved systems of taxation and to improve justice, with increased use of the civil law, Star Chamber and the Court of Chancery • Cromwell may be seen as the key political actor in the Reformation, increasing both royal authority, and shaping the notion of king-in-parliament • Cromwell played a significant role in the consolidation and centralisation of the state, e.g. bringing Wales and Durham under the English system of administration • During Elizabeth's reign, Burghley's influence can be seen in the shifting significance from the Commons to the Lords after he was ennobled in 1571, and the political reach of his patronage network. The extent to which the monarch's principal ministers were not a significant influence on Tudor government and/or other influences were more significant in the years 1509-88 should be analysed and evaluated. Relevant points may include: • All of the principal ministers were to a large degree doing the monarch's bidding, with the power and personal wishes of the individual monarch remaining supreme throughout the period • Parliament grew increasingly significant with the development of statute law and the decline of royal government by proclamations • Parliament's authority was used to give force to major religious changes, and its remit grew to encompass social legislation, including the Poor Laws and actions against vagrancy • The continued importance of the monarch's council and the noble elite who surrounded and advised the monarch. Other relevant material must be credited.

Question	Indicative content
4	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. Candidates are expected to reach a judgement on the extent to which there was only limited change in the methods used by the Tudor state to control the nation in the years 1509-88. The extent to which there was only limited change in the methods used by the Tudor state to control the nation should be analysed and evaluated. Relevant points may include: • There was continuity in the function of the nobility with regards to their position as landowners, maintaining law and order • Royal progresses were used across the period to assert royal authority and strengthen links with local magnates • Due to the authority given by their social status, nobles continued to serve as officers of the monarch, and as leaders of armies raised to suppress rebellion • The mainstay of justice across England remained the quarter sessions held by Justices of the Peace. The extent to which there was change in the methods used by the Tudor state to control the nation should be analysed and evaluated. Relevant points may include: • 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 outside of their powerbase, such as Elizabeth's appointment of the Earl of Huntingdon as president of the Council of the North • The role of Justices of the Peace expanded from a largely judicial role at the start of the period, to one encompassing wider religious, political and social responsibilities • The development of the role of Lord Lieutenants from the late 1540s. Other relevant material must be credited.

Section C: indicative content

Question	Indicative content
5	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. Candidates are expected to use the extracts and their own knowledge to consider the view that in the years 1588-1603, Elizabeth struggled to deal with problems at her court. 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. In considering the given view, the points made by the authors should be analysed and evaluated. Relevant points may include: Extract 1 • The support for the likes of Essex amongst many of the gentry and the 'common people' • The growing and dangerous rivalry between Essex and Cecil • Potential intrigue amongst Elizabeth's advisers over the choice of successor • Dissatisfaction borne out of Elizabeth's failure to satisfy demands for 'favours and rewards'. Extract 2 • A struggle for influence and patronage did exist, but this was not beyond Elizabeth's control • Elizabeth had the ability to punish those who offended and possessed wider support for her policies • Factional fighting did not undermine political stability, and Elizabeth was able to contain this, with the exception of the Essex revolt • Whilst age and succession loomed as an issue, the case was mainly that those courting influence were content to wait. Candidates should use their own knowledge of the issues to address the view that in the years 1588-1603, Elizabeth struggled to deal with problems at her court. Relevant points may include: • 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 • Resentment at the growth of Robert Cecil's patronage whilst Essex was absent in Ireland in 1599, his subsequent return and house arrest • The Earl of Essex pushed for a more aggressive foreign policy, disagreeing with Elizabeth's desire for a peaceful settlement, which Cecil counselled • Both Essex and Cecil had corresponded with James; the earlier efforts of Cecil, from 1599, may be argued to have been more dangerous, inciting James to raise troops in support of his claim. Candidates should use their own knowledge of the issues related to the debate to counter or modify the view that in the years 1588-1603, Elizabeth struggled to

	deal with problems at her court. Relevant points may include: • 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 • Neither faction seriously interfered in the succession, seeking more to secure their own position under the new reign and, prior to 1595, Essex and the Cecils had managed a degree of cooperation • Although Elizabeth's management of factional issues may be criticised in some respects, the power of patronage placed in the hands of the Cecils limited the threat posed by rival faction • Essex's Rebellion was an abject failure, and his apparent ability to threaten did not extend to the counties. Other relevant material must be credited.
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