



Mark Scheme (Results)

Summer 2025

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

Paper 1: Breadth study with interpretations

Option 1C: Britain, 1625-1701: conflict,
revolution and settlement

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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 on whether the actions of Parliament were the main reason for the failure of Charles I and his opponents to reach a negotiated settlement in the years 1640-49. Arguments and evidence that the actions of Parliament were the main reason for the failure of Charles I and his opponents to reach a negotiated settlement in the years 1640-49 should be analysed and evaluated. Relevant points may include: • Parliamentary attacks on the king's 'evil counsellors' and the royal prerogative in 1640-41 narrowed the scope for compromise, e.g. the Act of Attainder, the Militia Bill and the Grand Remonstrance • The severity of the Nineteen Propositions presented by the Commons in 1642 suggested that parliament was not seriously intending to negotiate with the king • Divisions within Parliament between Political Presbyterians and Political Independents, after the First Civil War, worked against commonly agreed settlement proposals • Parliament's handling of the New Model Army over the issues of arrears and indemnities in 1647 militated against a common approach for a settlement with Charles I. Arguments and evidence that other factors were primarily responsible for the failure of Charles I and his opponents to reach a negotiated settlement in the years 1640-49 should be analysed and evaluated. Relevant points may include: • Charles I's unsuccessful attempt to arrest five opponents in parliament in 1642 led the parliamentary opposition to conclude that the king could not be trusted and he was determined to restore his authority by force • After the First Civil War (1642-46) Charles I attempted to drag out negotiations in the hope that the divisions between his opponents would deepen and put him in a stronger bargaining position • Charles I's Engagement with the Scots (1647) led to the Scottish invasion of England and the Second Civil War of 1648, which hardened opposition to the king within parliament and the wider political nation • The army removed any possibility of a settlement between Charles I and parliament by publishing the Remonstrance and carrying out Pride's Purge (December 1648), which facilitated the trial and execution of the king. 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 on whether anti-Catholic attitudes were the main reason for instability during the reigns of Charles II and James II. Arguments and evidence that anti-Catholic attitudes were the main reason for instability during the reigns of Charles II and James II should be analysed and evaluated. Relevant points may include: • Opposition within the political nation to Charles II's perceived attempts to pursue a pro-Catholic agenda e.g. his attempt to suspend the Act of Uniformity (1662) and introduce the Declaration of Indulgence (1672) • Charles II's pro-French foreign policy in the 1660s and 1670s fuelled parliamentary fears that he was seeking to emulate Louis XIV by creating a Catholic absolute monarchy • The destabilising impact of James's conversion to Catholicism (1668) and the Popish Plot (1678-79); James II's promotion of Catholic interests from 1685, e.g. the Declaration of Indulgence (1687) • The birth of a son to James II, which opened up the prospect of a Catholic succession, prompted members of the political elite to request William of Orange's intervention. Arguments and evidence that other factors were the main reason for instability during the reigns of Charles II and James II should be analysed and evaluated. Relevant points may include: • Charles II's Declaration of Indulgence (1672) led to conflict with parliament partly because it claimed that the monarch had the prerogative powers to 'dispense with' (suspend) the operation of the law • Parliamentary opposition to Charles II over finance and taxation was designed to keep the King short of money in order to compel him to listen to Parliament, e.g. the recall of Parliament in 1673 • Parliamentary and popular discontent over the course and outcome of the Anglo-Dutch wars, e.g. the Dutch raids on the Medway and Felixstowe (1667) • James II's refusal to stand down the army after the defeat of Monmouth (1685) led to political opposition because of fears of arbitrary or absolute rule and James II's steadfast belief in the divine right of kings. 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 about how significant the ideas of Francis Bacon were in promoting a scientific revolution in Britain in the years 1625-88. Arguments and evidence that the ideas of Francis Bacon were significant in promoting a scientific revolution in Britain in the years 1625-88 should be analysed and evaluated. Relevant points may include: • Bacon challenged traditional religiously-influenced approaches to science by championing a new experimental method, based on data accumulation and meticulous observation (empiricism) • Bacon was a prolific writer and publicised his ideas about scientific methods in works such as <i>Novum Organum</i> and <i>The Advancement of Learning</i> • Bacon's contribution to the development of the scientific method influenced leading scientists of the 1650s such as Thomas Browne • Bacon's insistence on collaborative scientific research was instrumental in the establishment of the Royal Society in 1662 and the founders of the institution acknowledged his guiding influence in their early meetings. Arguments and evidence that the ideas of Francis Bacon were not significant/other factors or developments were significant in promoting a scientific revolution in Britain in the years 1625-88 should be analysed and evaluated. Relevant points may include: • Bacon died in 1626 and his ideas about the pursuit of scientific knowledge gained little immediate support and were not widely taken up by others until the 1640s; thus his significance was limited for part of this period • The Royal Society played a significant role, attracting ground-breaking scientists (e.g. Hooke and Newton), producing the first scientific journal (1665) and recruiting a broad landed and professional membership • Notable individuals played a significant role in promoting a scientific revolution, e.g. Newton (gravity and motion), Harvey (blood circulation) and Boyle (gas and pressure) • Forums such as the Gresham College Group, and scientific groups based at Oxford and Cambridge played a significant role in promoting a scientific revolution, notably in the biological and physical sciences. 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 about how accurate it is to say that the cloth trade in Britain remained unchanged in the years 1625-88. Arguments and evidence that the cloth trade in Britain remained unchanged in the years 1625-88 should be analysed and evaluated. Relevant points may include: • The domestic system, based on the subcontracting of small-scale mainly home-based labour, remained the dominant mode of cloth/textile production throughout the 17th century • During this period, domestic cloth and textile production was constrained to a certain extent by the rising imports of Indian cotton and calico textiles, e.g. in 1684 some 1.74 million pieces were imported • In the second half of the 17th century, the British cloth trade stagnated in terms of the proportion of exports sent from London, e.g. 74 per cent of exports in 1660 and 72 per cent of exports by the late 1680s • During these years, the British cloth/textile industry suffered a cycle of economic crises (e.g. 1640-42) and periods where there was little technological innovation in the industry. Arguments and evidence that the cloth trade in Britain did change in the years 1625-88 should be analysed and evaluated. Relevant points may include: • The increased population and the putting-out system led to greater division of labour within the cloth trade which lowered costs, raised productivity and established the textile industry in northern Britain • Driven by Dutch immigration, the introduction of the 'new draperies' in East Anglia led to the production of high-quality, lighter fabrics that appealed to a wider market than traditional English textiles • The influx of skilled textile workers from abroad stimulated expansion of the industry, e.g. in Colchester the proportion of the workforce employed in textile production increased from 26 to 40 per cent during this period • Fuelled by the boom in international markets, the value of British cloth/textile exports out of London increased significantly up to the 1660s when £1.5 million of textiles were exported. 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 to 1701, the Toleration Act of 1689 did not promote religious tolerance. 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 Toleration Act did not end religious intolerance because some Anglican churchmen and politicians were mainly concerned with bringing Protestants outside into the Church of England • Some Anglicans did not want to cooperate with Protestant Dissenters as they felt this would undermine the Anglican supremacy in Church and State • The Toleration Act had a limited impact because, although most Protestants now had legal freedom to worship, demeaning conditions applied and the Test Acts remained in force. Extract 2 • The Toleration Act introduced partial religious toleration by enabling different Protestants to worship in their preferred ways • This toleration was limited since Catholics were excluded completely and Dissenters faced restrictions • However, the Toleration Act marked an important step in the transition to a tolerant and multi-confessional modern society. Candidates should use their own knowledge of the issues to address the view that, in the years to 1701, the Toleration Act of 1689 did not promote religious tolerance. Relevant points may include: • Parliament did not hold a theological debate before the Toleration Act was passed – it was a reactionary attempt to preserve the power and authority of the Anglican Church rather than extend religious toleration • The laws enforcing uniformity (Test Act and Act of Uniformity) were not repealed, which meant that public officials were compelled to swear allegiance to the Anglican Church • Anyone gaining public employment or entering parliament had to swear allegiance to the Crown and take Anglican Communion • Additional Toleration Acts were passed in Scotland and Ireland and these excluded Dissenters from local and national government. Candidates should use their own knowledge of the issues related to the debate to address the view that, in the years to 1701, the Toleration Act of 1689 did

	promote religious tolerance. Relevant points may include: • The Toleration Act was effectively an admission that the Church of England had to accept a degree of religious toleration, e.g. almost eight per cent of the population were Dissenters by the early 1700s • Although excluded from the provisions of the Toleration Act, many Catholics enjoyed a degree of de facto religious toleration and were able to participate in mass without harassment • The power of the Church courts, which had played a vital role in upholding the confessional state earlier in the 17th century, was severely weakened by the Toleration Act. Other relevant material must be credited.
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