



Mark Scheme (Results)

Summer 2025

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

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	1–3	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	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, in the years 1509-47, the religion of England was transformed. The extent to which the religion of England was transformed during the years 1509-47 should be analysed and evaluated. Relevant points may include: • Religion was no longer overseen by the Pope, with the monarch being installed as Supreme Head of the English Church with the Act of Supremacy in 1534 • Cranmer's appointment as Archbishop of Canterbury (1533) marked a significant shift, contributing to many of the changes, e.g. clerical marriage and the Bishop's Book (1537) • The dissolution of the monasteries (from 1536) ended the influence of religious orders whose loyalty lay outside the realm, limiting their ability to resist reform and continue to administer Catholic practices • Cromwell's Ten Articles (1536), which sought to define the doctrine of the English Church, were a significant change, introducing reformist beliefs such as a reduction in the number of sacraments • Cromwell's injunctions pronounced against pilgrimages and relics (1536) and required the removal of images and the keeping of an English Bible in churches (1538) • The publication of an authorised English Bible with royal approval, Coverdale's 'Great Bible' (1539), was significant from the reformist perspective, with an increased emphasis on scripture. The extent to which the religion of England was not transformed during the years 1509-47 should be analysed and evaluated. Relevant points may include: • Henry himself was not a reformer, and was suspicious of aspects of reformist beliefs, such as those concerning the Eucharist, and thus took action that limited the extent of the reforms, e.g. the King's Book (1543) • The potential diplomatic implications of Henry's excommunication saw Henry react against and limit further reform, e.g. he personally presided over the trial of the evangelical John Lambert, executed for heresy • The Act of Six Articles (1539) reinforced Catholic doctrines such as transubstantiation and the celibacy of the clergy • The King's Book (1543) rejected reformist beliefs such as faith alone being the path to salvation, and emphasised traditional beliefs such as masses for the dead • Proto-Protestant ideas had existed in England prior to 1509, and were evident at the start of this period, e.g. the Amersham Martyrs • Cromwell's downfall and the resurgence of conservative influence at court indicates evidence of the limits or reversal of reformist influence. 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 the extent to which the structure of English society changed in the years 1536–88. The extent to which the structure of English society changed in the years 1536–88 should be analysed and evaluated. Relevant points may include: • The population increased from around 3 million to around 3.8 million across the period • The dissolution of the monasteries brought significant changes in land ownership, hardship for some tenants and employees, the loss of assistance for the poor, and around 7,000 monks and nuns who were displaced • Enclosure and other changes to land led to significant changes, e.g. copyhold tenants were vulnerable to being evicted, or the landless who relied on common lands which were enclosed • Urbanisation meant many towns and cities saw significant growth, particularly in the latter half of the period, with subsequent consequences, e.g. the range of trades seen, poverty, and vulnerability to epidemics • Vagrancy and begging were perceived as growing social problems, with various actions by local and government authorities attempting to remedy these • The period saw a growth in, and increasing influence of, the professional classes, particularly the law and medicine, and an increase in the number and significance of yeoman farmers. The extent to which the structure of English society remained the same in the years 1536–88 should be analysed and evaluated. Relevant points may include: • The vast majority of the population still lived in villages, with a traditional rural lifestyle and associated social structure; outside of London, there were still very few towns with populations of even 5–10,000 • The nobility and gentry were still dominant in terms of social status, economic position, and service to government • The majority of those employed or tenanted on monastic lands continued to be so after the dissolution • Land use saw significant continuity, e.g. enclosure and its effects on the rural population was well established in many areas of the country by the start of the period • The professional classes were numerically small, largely limited to major towns and cities, and effectively dependent upon the landed elite in their service to them. 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, in the years 1529–88, the most significant developments in the government of Tudor England were those during the reign of Elizabeth. The extent to which the most significant developments in the government of Tudor England in the years 1529–88 were those during the reign of Elizabeth should be analysed and evaluated. Relevant points may include: • The growth in the number of MPs, to 460 in 1584, was significant during Elizabeth's reign, as well as an increase in the number of members who had attended university or the Inns of Court • The growing confidence of parliament under Elizabeth, including attempts to discuss the succession and freedom of speech • Under Elizabeth, the Privy Council became a smaller body, composed of a more loyal and professional group, reducing from 50 to 19 • Elizabeth's reign saw the development whereby the Privy Council and MPs united to pressure the monarch over certain issues, such as succession, and the exclusion and ultimate execution of Mary Queen of Scots • Parliamentary authority was extended to encompass more social legislation during Elizabeth's reign, including the passage of various Poor Acts from the 1550s. The extent to which developments in the government of Tudor England were not the most significant and/or other developments were more significant in the years 1529–88 should be analysed and evaluated. Relevant points may include: • Innovations in government finance during Henry's reign were significant, e.g. the Court of Augmentations and other courts were legally constituted, and the evolution of the parliamentary subsidy • The Reformation Parliament was significant in the development of royal supremacy embedded in parliament, with the notion of the 'king-in-parliament', and the removal of the influence of external authority • Developments relating to succession were significant, including Henry's Acts of Succession, Edward's 'devise for the succession' and Mary's eventual succession were significant • Parliament's willingness to oppose proposed bills under Mary was significant, e.g. the defeat of the Exiles Bill and the attempts to oppose proposals concerning First Fruits and Tenths • 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. the restoration of the Council of the North in 1537 or the Laws in Wales Acts of 1536 and 1543. 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, in the years 1509–88, the main reason why the Tudors were able to maintain control of the country was the role played by Justices of the Peace. The extent to which the role played by Justices of the Peace was the main reason why the Tudors were able to maintain control of the country during the years 1509–88 should be analysed and evaluated. Relevant points may include: • The number of Justices of the Peace increased significantly in the period to the late 1530s as their worth as servants of the king was recognised • JPs represented a direct link between the government and the localities, administering and enforcing the increased range of statutes and royal proclamations through practices such as quarter sessions • The position of JP was increasingly desired amongst the gentry and even minor peers, with even the order of commission being seen as a recognition of status, incentivising the effective performance of their duties • The reappointment of JPs on an annual basis ensured their efficiency and loyalty to the crown, and thus acted as a check and incentive with regards to their contribution to control • Despite the desire of officials such as Burghley to reduce the number of Justices, their continued strength was testimony to their effectiveness in preventing disorder in times of hardship, e.g. the 1580s. The extent to which the role played by Justices of the Peace was not the main reason / other reasons were more important in explaining why the Tudors were able to maintain control of the country during the years 1509–88 should be analysed and evaluated. Relevant points may include: • The continued significance of the local noble magnates, and the creation of new local noble families, as representatives and defenders of the crown in the shires • 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, such as Elizabeth's appointment of the Earl of Huntingdon as president of the Council of the North • Statute law was used to strengthen measures against potential threats, e.g. parliament passed the Treason Act in 1571 in response to fears of Catholic plots • The creation of the role of Lord Lieutenant from 1549, which came to take on significance beyond the militia, including oversight of Justices of the Peace, and the further expansion of the position from 1585. 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 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, Elizabeth's government coped well in dealing with problems resulting from Ireland. In considering the extracts, the points made by the authors should be analysed and evaluated. Relevant points may include: Extract 1 • From the late 1580s, war with Spain and rebellion in Ireland combined with hunger and inflation to offer a stern test to the state • Elizabeth's government was able to raise sufficient troops and funds to achieve its military objectives over an extended period • Elizabeth's government was strong in the face of any resistance to the war effort • The Elizabethan state was able to support allies, such as the Dutch, and tackle rebellion in Ireland • Tudor England proved more able to bear the cost of the wider war than Spain was. Extract 2 • Even after the Spanish were defeated in Ireland, O'Neill's revolt continued to cause problems for Elizabeth, until his eventual pardon in 1603 • The cost of war in Ireland had been extensive and enduring, pushing the government to the edge of bankruptcy • Recruitment of manpower to fight in Ireland was burdensome, requiring almost one-fifth of available manpower and a reluctance to volunteer • The war had repercussions for law and social stability in England, requiring state intervention to deal with returning soldiers and provide assistance for those who had returned injured. Candidates should relate their own knowledge to the material in the extracts to support the view that in the years 1589–1603, Elizabeth's government coped well in dealing with problems resulting from Ireland. Relevant points may include: • Problems in Ireland only grew to be serious after 1595, and even then, did not directly impinge upon Elizabeth's government at home • The threat from Tyrone was not so great once Elizabeth committed sufficient troops, and could have been dealt with more swiftly had Essex not wasted time, men and money on "petty undertakings" • Tyrone's ambitions were within Ireland, and even there, did not extend to the complete removal of English rule; the Spanish commitment to support

Question	Indicative content
	never amounted to anything which genuinely threatened to invade England • Once Lord Mountjoy was placed in control, he was able to assert authority over Tyrone, pushing his forces back into Ulster and cutting off his supply lines • By 1602, Mountjoy had inflicted significant defeats on Tyrone's forces, and forced the Spanish troops to surrender; by 1603, England had imposed clear authority on Ireland. Candidates should relate their own knowledge to the material in the extracts to counter or modify the view that in the years 1589–1603, Elizabeth's government coped well in dealing with problems resulting from Ireland. Relevant points may include: • Ireland was a serious issue for Elizabethan government as there was an unhappy compromise; the Catholic majority and quasi-independence of rulers such as Tyrone meant potential for Spanish invasion • Philip II was judicious over his willingness to commit money and troops, and his support for Tyrone was because he viewed him as a challenging opponent for Elizabeth • Tyrone inflicted a significant defeat on a 4,000 strong English army at Yellow Ford in 1598, without the hoped-for support from Philip II which had been hampered by weather • Despite Elizabeth committing 16,000 infantry and 1,300 cavalry under Essex in 1599, Essex was able to achieve little other than the promise of a temporary truce.