



Mark Scheme (Results)

Summer 2025

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

Paper 1: Breadth study with interpretations

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.

How to award marks when level descriptions are used

1. Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use the guidance below and their professional judgement to decide which level is most appropriate.

For example, one stronger passage at L4 would not by itself merit a L4 mark, but it might be evidence to support a high L3 mark, unless there are substantial weaknesses in other areas. Similarly, an answer that fits best in L3 but which has some characteristics of L2 might be placed at the bottom of L3. An answer displaying some characteristics of L3 and some of L1 might be placed in L2.

2. Finding a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

Levels containing two marks only

Start with the presumption that the work will be at the top of the level. Move down to the lower mark if the work only just meets the requirements of the level.

Levels containing three or more marks

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

Indicative content

Examiners are reminded that indicative content is provided as an illustration to markers of some of the material that may be offered by students. It does not show required content and alternatives should be credited where valid.

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: A03: 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 how accurate it is to say that the actions of Charles I from 1629 were the main reason for the outbreak of civil war in 1642. Arguments and evidence that the actions of Charles I from 1629 were the main reason for the outbreak of civil war in 1642 should be analysed and evaluated. Relevant points may include: • Charles I's promotion of the Laudian church reforms, Laud's religious and secular role, and Catholic influence at court contributed to the divisions which led to the outbreak of the civil war in 1642 • Charles I's revenue-raising actions during the 1630s, without reference to Parliament, contributed to the outbreak of civil war since many of the ruling elite concluded the King was depriving them of the right to consent • Charles I's attempt to impose religious changes in Scotland provoked a strong and organised opposition (spearheaded by the Scottish clergy and nobility) and led to the Bishops' Wars • Charles I's unsuccessful attempt to arrest five opponents in parliament in January 1642 led the parliamentary opposition to conclude the King could not be trusted and was determined to restore his authority by force. Arguments and evidence that other factors were the main reason for the outbreak of civil war in 1642 should be analysed and evaluated. Relevant points may include: • The Irish revolt of 1641 led Parliament to issue an Ordinance to raise forces under its control to suppress the rebellion, a parliamentary action that directly challenged the King's military authority • Scottish demands that the episcopacy should be abolished in England aroused resentment and polarised opinion since abolition of the bishops would undermine Charles I's authority • 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 • Charles I's behaviour in the years 1625-29 created a legacy of opposition to him among older parliamentarians, e.g. his continued support for the Duke of Buckingham and his reaction to the Petition of Right (1628). 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 how accurate it is to say that the army's involvement in politics was the main reason for the instability of Republican government in the years 1649-60. Arguments and evidence that the army's involvement in politics was the main reason for the instability of Republican government in the years 1649-60 should be analysed and evaluated. Relevant points may include: • The Rump failed to achieve stability because, in the absence of reliable support, it relied on a standing army that was costly and alienated the political nation; army pay arrears led in part to the 1653 dissolution • The unpopular rule of the Major-Generals (1655-56) failed to stabilise Republican government, e.g. resentment of military interference in civilian administration and the imposition of the Decimation Tax (1655) • Broader military-political tensions, such as divisions between Parliament and the army and between civilian and military Cromwellians, encouraged instability, e.g. army opposition to the Humble Petition and Advice (1657) • The role of General George Monck, commander of the army in Scotland, in ending the Protectorate and paving the way for a restoration of the Stuart monarchy in 1659-60. Arguments and evidence that other factors were the main reason for the instability of Republican government in the years 1649-60 should be analysed and evaluated. Relevant points may include: • The development of radical religious groups, including the Quakers, Fifth Monarchists, Ranters and Seekers, provoked a conservative reaction against Republican government across the period • Oliver Cromwell's refusal to become king (1657) was a lost opportunity to stabilise the Protectorate since the offer of the crown came with a new constitution that would have established a limited monarchy • The cost of wars in Ireland, Scotland and against the Dutch and Spanish imposed financial strains and further alienated the gentry; economic problems were compounded by harvest failures in the years 1658-60 • Richard Cromwell lacked the political experience and leadership skills to stabilise Republican government after his father's death. 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 accurate it is to say that, in the years 1625-88, the social structure of Britain remained essentially unchanged. Arguments and evidence that, in the years 1625-88, the social structure of Britain remained essentially unchanged should be analysed and evaluated. Relevant points may include: • The traditional aristocracy and its influence in society remained largely unchanged in the years 1625-88, e.g. the nobles continued to possess considerable power and wealth during this period • Throughout the whole period, rural labourers constituted the majority of the working population in England and the church continued to be the traditional and largest form of occupation for professionals • Foreign migration to the cloth towns of East Anglia (e.g. textile workers from the Low Countries settled in Norwich) did not markedly change local social structures • In Ireland, Scotland and Wales limited industrial and trading developments did little to change the predominantly rural social structure, which remained largely intact • Existing social structures in rural areas in England remained largely unchanged in spite of some important developments in agriculture. Arguments and evidence that, in the years 1625-88, the social structure of Britain did change should be analysed and evaluated. Relevant points may include: • The number and importance of professionals (such as financiers, and doctors) and the merchant class increased significantly, stimulated by expanding trade, foreign wars and improving living standards • Urbanisation during this period led to the growth of towns such as Norwich, Sheffield and Derby; London tripled in size, becoming the western world's largest city with some 575,000 inhabitants by 1688 • Between 1625 and 1688, the gentry class expanded significantly and enhanced their social standing, personal wealth, educational attainment and political influence within Stuart Britain • Religious and legal changes had led to some changes in the status of women, e.g. 1653 Marriages Act, greater freedom for Quaker women after 1650, and women appearing on the stage, after the Restoration • The growth of ports and shipping promoted social change by providing new employment opportunities for 10-20 per cent of the non-agricultural working population • The growth of consumerism in London and other major towns saw the rise of a small but very wealthy class of merchants, e.g. the number of merchants trading increased from 34,000 in 1580 to 64,000 in 1688. 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 how accurate it is to say that, in the years 1625-88, the East India Company played the most significant role in the development of British overseas trade. Arguments and evidence that, in the years 1625-88, the East India Company played the most significant role in the development of British overseas trade should be analysed and evaluated. Relevant points may include: • From the 1620s, the East India Company (E.I.C.) was trading successfully in India, opening up opportunities on the west coast; by the 1640s, the E.I.C. had also developed Persian trade interests • By the 1680s, the E.I.C.'s key role in expanding British overseas trade was generating profits equalling or exceeding those of the North American tobacco and sugar trades • As Britain's largest joint stock company, the E.I.C. was able to finance long-distance trading voyages and establish secure overseas trading stations, thereby expanding overseas trade • The E.I.C.'s significant role was demonstrated in 1672 when it was given the right to mint coins in India; the company also exerted authority over, and protected, English citizens and trading interests in India. Arguments and evidence that, in the years 1625-88, other factors played a more significant role and/or the East India Company played a less significant role in the development of British overseas trade should be analysed and evaluated. Relevant points may include: • The development of the lucrative colonial tobacco trade helped Britain compete with European rivals in North America and generated customs duties for the Stuart economy • The Navigation Acts (1651 and 1660), together with laws passed in 1663 and 1673, expanded British colonial trade and promoted mercantilism, benefiting English traders and commercial interests • From the mid-17th century, the triangular trade (under British control) between North America, the Caribbean and Europe expanded, based on the profitable trade in enslaved people • The growing economic importance of the Caribbean between 1655 and 1688 based on the development of the sugar trade, fuelled by increasing British and European demand • The limited significance of the E.I.C.'s role can be gauged from the fact that only 5 per cent of English merchant shipping tonnage was engaged in trade with the east by 1688. 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 to 1701, the Glorious Revolution brought about significant change. In considering the extracts, the points made by the authors should be analysed and evaluated. Relevant points may include: Extract 1 • The Glorious Revolution introduced parliamentary government by strengthening parliament's position within the political system relative to the government • The Glorious Revolution introduced a financial revolution through innovations such as the Bank of England and, through the Toleration Act, a measure of religious toleration • The 1701 Act of Settlement limited royal authority by constraining the monarch's appointment and war-waging powers. Extract 2 • The Glorious Revolution did not end political differences between the Whigs and Tories • The Glorious Revolution did not end religious intolerance, given the limited nature of the 1689 Toleration Act • The Glorious Revolution did not end personal monarchy due to fear of disorder and William III's resistance to constitutional constraints. Candidates should relate their own knowledge to the material in the extracts to support the view that, in the years to 1701, the Glorious Revolution brought about significant change. Relevant points may include: • Parliament was strengthened by regular elections and annual sessions, e.g. the Mutiny Act (1689) and Triennial Act (1694); the monarch's authority was limited by the Declaration of Rights and Act of Settlement • From 1689 financial reforms provided greater parliamentary scrutiny of, and control over, government income and expenditure, e.g. the 1690 Public Accounts Act and the 1698 Civil List Act • Government finance was placed on a more secure footing by the Million Loan Act (1693), the establishment of the Bank of England, and turning royal debt into the National Debt, underwritten by parliament • The Act of Settlement (1701) provided for the Hanoverian succession to the throne, thereby weakening the concept of hereditary monarchy and asserting Parliament's right to decide this issue • Under the Toleration Act, almost all Protestant churches were to be tolerated and Dissenters were released from obligatory church attendance, unless they wished to hold a public office.

Question	Indicative content
	Candidates should relate their own knowledge to the material in the extracts to counter or modify the view that, in the years to 1701, the Glorious Revolution brought about significant change. Relevant points may include: • After the Glorious Revolution of 1688-89, Tory-Whig political rivalry continued, fuelled by key issues such as the European war, the significance of the Glorious Revolution and religious dissent • The Toleration Act (1689) was designed to preserve the privileged position of Anglicanism and still completely excluded Catholics, Unitarians and Jews • Government remained largely personal government by the monarch, e.g. William III controlled the day-to-day business of government and cabinet decisions had to be approved by him • The royal court remained the focal point of politics and ministers were primarily concerned with retaining royal support since they knew that without the monarch's favour their political careers were under threat.