Mark Scheme (Results)

Summer 2024

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.

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	**1–4**	• 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 religious issues were the main reason for the failure of Charles I's personal rule in the years 1629-40. The importance of religious issues for the failure of Charles I's personal rule in the years 1629-40 should be analysed and evaluated. Relevant points may include: • Charles I's continued promotion of Arminians in the Church, and growing Catholic influence at the royal court, led to mistrust of the monarch and raised fears of a Catholic, absolutist conspiracy • The Laudian religious reforms (e.g. greater emphasis on the sacraments) offended many English Protestants and reinforced concerns that Charles I aimed to create a Catholic-based absolute monarchy • Laud gave church courts the power to interfere in secular affairs and attempted to place his supporters in key positions (e.g. William Juxon); these actions were deeply resented by the lay nobility • 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. The importance of other factors in the failure of Charles I's personal rule in the years 1629-40 should be analysed and evaluated. Relevant points may include: • During the 1630s many of the ruling elite resented that Charles I was creating a tax-raising system without reference to Parliament, which deprived them of the right to consent • The levying and extension of Ship Money as an annual tax led to a legal challenge by John Hampden, backed by a group of Puritan gentry and nobility • The revival of a number of feudal payments (e.g. fines for building, or encroaching, on royal forests) and the practice of selling monopoly licenses generated considerable resentment • Charles I's problems in funding the military campaign against the Scots in the late 1630s (which was undermined by a 'taxpayers strike' in 1639-40 and his inability to borrow money) effectively ended personal rule. 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 radical ideas were the main reason for the failure to provide stable republican government in the years 1649-60. Arguments and evidence that radical ideas were the main reason for the failure to provide stable republican government in the years 1649-60 should be analysed and evaluated. Relevant points may include: • The Levellers were perceived as a destabilising threat by the army grandees and the Rump due to their radical political agenda and the mutinies they provoked in 1649 • The radical ideas of the Diggers and Ranters (e.g. challenging land ownership and conventional morality) posed a threat to the political and social order, and frightened the propertied classes • Radical religious ideas promoted by groups such as the Fifth Monarchists and Seekers provoked a conservative reaction against republican government across the period • The development of Quaker radicalism in the 1650s (e.g. worshipping outside the church) sparked a conservative reaction that was willing to countenance a return of the monarchy following the death of Cromwell. Arguments and evidence that other factors were the main reason for the failure to provide stable republican government in the years 1649-60 should be analysed and evaluated. Relevant points may include: • The Commonwealth, including the Rump and the Nominated Assembly, failed to establish a stable political order because they represented small minorities and were challenged by groups across the political spectrum • Cromwell's rule as Lord Protector led to widespread opposition to innovations such as the Instrument of Government and the rule of the Major Generals, because of resentment of military rule • Charles Stuart provided a focus for anti-Republic opposition in the years 1649-52 and 1658-60; Richard Cromwell lacked the political leadership and authority to preserve republican government after his father's death • The cost of wars in Ireland, Scotland and against the Dutch imposed serious financial strains and further alienated the gentry; resentment of the tax burden was compounded by harvest failures in 1658-60. 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 the significance of the growth of poverty in Britain in the years 1625-88. Arguments and evidence that the growth of poverty in Britain in the years 1625-88 was significant should be analysed and evaluated. Relevant points may include: • The growth of poverty in Britain made the need to address the problem and its potential consequences more acute, e.g. the Book of Orders (1631) and the imposition of local authority moral codes on the poor • The financial implications of the growth in poverty were significant as the amount spent on poor relief annually increased from about £100,000 in the 1650s to between £400,000-£600,000 in the 1680s • The growth of poverty had a significant impact on migration since in each decade between the 1620s and the 1680s about one-third of each village left to find work elsewhere • The growth of poverty led to significant constraints on the economic and personal freedom of the poor, e.g. the Settlement Act (1662) limited migration and authorised the arrest of vagrants. Arguments and evidence that the growth of poverty in Britain in the years 1625-88 was not significant should be analysed and evaluated. Relevant points may include: • To some extent, the impact of growth of poverty was offset by the 40 per cent of villagers who became 'live-in' servants in better-off households, which protected them from rising prices • Prior to the 1660s, gifts and endowments given to the poor by members of the gentry (who regarded it as their duty to assist the least fortunate) lessened the impact of the growth of poverty • Before the Restoration, the poor relief system (based on the Act of 1601) was relatively well run and provided a measure of much-needed support, thus reducing the impact of the growth of poverty. 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 far the British economy changed in the years 1625-88. Arguments and evidence that the British economy changed in the years 1625-88 should be analysed and evaluated. Relevant points may include: • Agricultural productivity and efficiency increased due to enclosure, capital investment, more specialised farming and developments in farming techniques, e.g. crop rotation, water meadows and land reclamation • The development of 'new draperies' in East Anglia, driven by skilled Dutch immigrants, led to the production of high-quality lighter fabrics that appealed to a wider market than traditional English textiles • The growth of banking and insurance fuelled economic change by making commercial borrowing more attractive and offering cheaper marine insurance to encourage overseas trade and imperial expansion • The economic importance of overseas trade increased due to measures/developments such as the Navigation Acts, the growing role of the East India Company and British control of the 'triangular trade'. Arguments and evidence that the British economy did not change in the years 1625-88 should be analysed and evaluated. Relevant points may include: • Agriculture continued to dominate the economy since the vast majority of Britons derived their living directly or indirectly from the land throughout this period • Inconsistent population trends and the growth of poverty during this period acted as a drag on the economy; industrial processes (e.g. coal and tin) remained slow and inefficient • The 'putting out' or domestic system, based on the subcontracting of labour to work from home, continued throughout the 17th century as the primary form of cloth production • For much of this period, transport networks did not improve, e.g. water transport remained unreliable and subject to weather/seasonal conditions, and turnpikes were only introduced in the late 1600s. 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 Glorious Revolution brought about little change. 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 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. Extract 2 • 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 • The Toleration Act introduced a measure of religious toleration by permitting a range of religious beliefs. Candidates should use their own knowledge of the issues to address the view that, in the years to 1701, the Glorious Revolution brought about little 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.

	Candidates should use their own knowledge of the issues related to the debate to address the view that, in the years to 1701, the Glorious Revolution did bring about change. Relevant points may include: • Parliament was strengthened by regular elections/annual sessions, e.g. the Mutiny Act (1689) and Triennial Act (1694); monarchical authority was limited by the Declaration of Rights (1689) and Act of Settlement (1701) • 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 • Under the Toleration Act (1689), almost all Protestant churches were to be tolerated and Dissenters were released from obligatory church attendance. Other relevant material must be credited.

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