Mark Scheme (Results)

Summer 2023

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 financial issues were the main reason for the problems faced by the monarchy in the years 1625-40. Arguments and evidence that financial issues were the main reason for the problems faced by the monarchy in the years 1625-40 should be analysed and evaluated. Relevant points may include: • Charles I's pursuit of a forced loan (1626-27) and the ensuing Five Knights' case raised fears of a royal tyranny; for many, the monarch was taxing without consent and imprisoning arbitrarily • The failure to settle financial issues in the late 1620s sharpened tensions between Charles I and Parliament, e.g. the Petition of Right (1628) and the Three Resolutions (1629) • Charles I's methods of raising finance during Personal Rule and the unpopularity of Lord Treasurer Richard Weston (1628-35) generated considerable opposition and resentment, e.g. the 1637 Hampden case • Charles I's difficulties 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. Arguments and evidence that other factors/developments were the main reason and/or financial issues were not the main reason for the problems faced by the monarchy in the years 1625-40 should be analysed and evaluated. Relevant points may include: • Charles I was generally able to collect taxes, including Ship Money, without difficulty until problems began in 1637 in Scotland; as Lord Treasurer until 1635, Richard Weston halved the royal debt • Charles I's continued support for the Duke of Buckingham, who had pursued a disastrous foreign policy regarding Cadiz (1626) and La Rochelle (1627), hardened parliamentary opposition to the King • The Laudian church reforms, Laud's religious and secular role, Catholic influence at court and the promotion of Arminians led to mistrust of the monarch and raised fears of a Catholic absolutist conspiracy • Charles I's attempt to impose religious changes in Scotland provoked a strong and organised opposition (spearheaded by the Scottish clergy and nobility) that offered effective resistance. 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 fear of royal absolutism was the main reason for the monarchy's difficulties with parliament in the years 1665-88. The importance of the fear of royal absolutism in the monarchy's difficulties with parliament in the years 1665-88 should be analysed and evaluated. Relevant points may include: • The Restoration Settlement's lack of clarity left many areas for future debate and conflict (including the powers of the monarch and parliament) so parliamentary concerns about royal absolutism remained • Some of Charles II's actions fuelled parliamentary fears that he was seeking to create an absolute monarchy, e.g. the Declaration of Indulgence (1672) and the pro-French foreign policy (1660s and 1670s) • During the Exclusion Crisis (1679-81), parliament attempted to prevent the succession of Charles II's brother, the Duke of York, who believed firmly in the divine right of kings • James II's arbitrary actions in the years 1685-88 appeared to threaten both the power of parliament and the rule of law, e.g. the Declaration of Indulgence (1687) and the campaign to pack parliament (1686-88). The importance of other factors/developments in the monarchy's difficulties with parliament in the years 1665-88 should be analysed and evaluated. Relevant points may include: • 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 opposition to Charles II's 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). • Parliamentary discontent with the King was also generated due to the course and outcome of the Anglo-Dutch wars, e.g. the successful Dutch raid on the Medway (1667) • James II's promotion of Catholicism hardened parliamentary opposition, e.g. suspension of the Test and Corporations Act (1687), the Declaration of Indulgence (1688) and the trial of the seven bishops (1688). 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 whether the structure of British society in 1688 was different from the structure of British society in 1625. Arguments and evidence that the structure of British society in 1688 was different from the structure of British society in 1625 should be analysed and evaluated. Relevant points may include: • In 1625 there were about 30,000 merchants trading in British society; in 1688 merchants were more numerous (c.64,000) and important due to due to urbanisation, the post-1650 consumer boom and the development of overseas trade • In the early 1600s, eight towns in Britain had a population of over 5,000; in 1688 some 30 towns had a population of over 5,000 due to ongoing urbanisation and industrial development; in 1625, 5.8 per cent of the population lived in towns but in 1688 the figure stood at 13.3 per cent • In 1625 there were about 15,000 members of the gentry; in 1688 the gentry were more numerous (c.25,000) and influential due to their growing political and economic importance, e.g. by the late 1680s the gentry owned almost 50 per cent of England's cultivated land • In 1625 women lacked economic opportunities, were legally under the control of their husbands or fathers and expected to run the home and raise children; in 1688 the status of women had improved due to the spread of Puritanism, the Toleration Act (1650) and Marriage Act (1653). Arguments and evidence that the structure of British society in 1688 was similar to the structure of British society in 1625 should be analysed and evaluated. Relevant points may include: • The traditional aristocracy exerted similar influence in society in 1625 and 1688, e.g. they possessed considerable power, wealth and land during this period and remained the ruling class running Stuart society in partnership with the monarchy and the church • In 1625 and 1688, rural labourers constituted the majority of the working population in England and the church provided 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) in the seventeenth century did not lead to markedly different local social structures in 1625 and 1688 • In 1625 and 1688 the predominantly rural social structure in Ireland and Scotland was largely the same due to the limited impact of industrial and trading developments.

	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 significance of the role of the East India Company in the expansion of British overseas trade in the years 1625-88. Arguments and evidence that the East India Company played a significant role in the expansion of British overseas trade in the years 1625-88 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. Arguments and evidence that the East India Company did not play a significant role /other developments played a significant role in the expansion of British overseas trade in the years 1625-88 should be analysed and evaluated. Relevant points may include: • 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 • 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 expansion of the triangular trade (under British control) between North America, the Caribbean and Europe based on slavery • 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. 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 did not establish a limited monarchy. 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 establish a limited monarchy because the political power of the monarchy remained intact • The monarch could still appoint his own ministers, conduct foreign policy, and retain support within parliament through an extensive system of patronage • The Glorious Revolution had the potential to strengthen the monarchy's power, with the royal court providing central government and parliament playing a secondary role. Extract 2 • The revolution of 1688-89, by removing James II and offering the throne to William and Mary, ensured that sovereign power now rested with parliament • By the 1701 Act of Succession, parliament rejected the traditional form of hereditary succession in favour of a new succession it could accept • The events of 1688-89 enhanced the power and status of parliament relative to the king and began the transition to a limited monarchy. Candidates should use their own knowledge of the issues to address the view that, in the years to 1701, the Glorious Revolution did not establish a limited monarchy. Relevant points may include: • 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 • The monarch's power of patronage preserved royal influence e.g. 18 out of 26 incumbent bishops and 36 out of 112 lay peers owed their positions directly to William III • Many of the constraints on royal power in the Declaration of Rights (1689) were not implemented and the monarch could still decide on issues of war,

	peace and foreign policy and remained head of the Church of England. Candidates should use their own knowledge of the issues related to the debate to counter or modify the view that, in the years to 1701, the Glorious Revolution did not establish a limited monarchy. Relevant points may include: • The Bill of Rights (1689) limited the king's power, e.g. he could no longer suspend the law or release individuals from its effects, the hereditary principle was undermined and the rights of Parliament were asserted • 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 • From 1689, financial reforms provided parliamentary scrutiny of government income and expenditure • The monarch's power was limited by the Mutiny Act (1689) and the Triennial Act (1694); these laws ensured regular parliamentary elections and annual parliamentary sessions. Other relevant material must be credited.

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