



## Mark Scheme (Results)

Summer 2019

Pearson Edexcel 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: A01: 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	<ul style="list-style-type: none"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>
2	5–10	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>
3	11–16	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>
4	17–20	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• 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.</li> <li>• 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.</li> </ul>

## 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	<ul style="list-style-type: none"> <li>• Demonstrates only limited comprehension of the extracts, selecting some material relevant to the debate.</li> <li>• Some relevant contextual knowledge is included, with limited linkage to the extracts.</li> <li>• Judgement on the view is assertive, with little or no supporting evidence</li> </ul>
2	5–10	<ul style="list-style-type: none"> <li>• Demonstrates some understanding and attempts analysis of the extracts by describing some points within them that are relevant to the debate.</li> <li>• 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.</li> <li>• A judgement on the view is given, but with limited support and related to the extracts overall, rather than specific issues.</li> </ul>
3	11–16	<ul style="list-style-type: none"> <li>• Demonstrates understanding of the extracts and shows some analysis by selecting and explaining some key points of interpretation they contain and indicating differences.</li> <li>• Knowledge of some issues related to the debate is included to link to, or expand, some views given in the extracts.</li> <li>• A judgement is given and related to some key points of view in the extracts and discussion is attempted, albeit with limited substantiation.</li> </ul>
4	17–20	<ul style="list-style-type: none"> <li>• Demonstrates understanding of the extracts, analysing the issues of interpretation raised by comparison of them.</li> <li>• 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.</li> <li>• 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.</li> </ul>

## Section A: indicative content

Question	Indicative content
1	<p>Answers will be <b>credited according to candidates' deployment of material</b> 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.</p> <p>Candidates are expected to reach a judgement on whether <b>Laud's policies</b> were <b>the main reason for the failure of Charles I's personal rule in the years 1629-40</b>.</p> <p>The importance of <b>Laud's policies in the failure of Charles I's personal rule (1629-40)</b> should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• <b>Laud's religious reforms (e.g. greater emphasis on sacraments and ceremony, and repositioning altars)</b> offended many English Protestants who feared a revival of Catholicism under Charles I</li> <li>• <b>Laud's attempts to place his supporters in key positions (e.g. William Juxon)</b> ensured that such clerical influence was deeply resented by the lay nobility</li> <li>• Laud gave church courts the power to interfere in secular affairs and this was also viewed by many as another attempt to reverse the Reformation and undermine the social and political power of the nobility and the gentry</li> <li>• <b>Laud's policies also hardened opposition to Charles I's personal rule by reinforcing popular perceptions of growing Catholic influence at the royal court and the reintroduction of absolute monarchy.</b></li> </ul> <p>The importance of other factors <b>in the failure of Charles I's personal rule (1629-40)</b> should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• <b>Charles I's attempt to impose religious changes in Scotland</b>, provoked a strong and organised opposition (spearheaded by the Scottish clergy and nobility) that offered effective resistance</li> <li>• <b>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.</b></li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
2	<p><b>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.</b></p> <p>Candidates are expected to reach a judgement about whether <b>the army's</b> involvement in politics was the main reason for the instability of Republican government in the years 1649-60.</p> <p>The importance of <b>the army's</b> involvement in politics for Republican government instability in the years 1649-60 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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)</li> <li>• Broader military-political tensions, such as divisions between Parliament and the army and between civilian and military Cromwellians, encouraged instability</li> <li>• The role of General George Monck in ending the Protectorate and paving the way for a restoration of the Stuart monarchy in 1659–60.</li> </ul> <p>The importance of other factors in accounting for Republican government instability in the years 1649-60 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The development of radical religious groups, including the Fifth Monarchists, Ranters and Seekers, provoked a conservative reaction against Republican government across the period</li> <li>• The development of Quaker radicalism in the 1650s also sparked a conservative reaction that was willing to countenance a return of the monarchy following the death of Cromwell</li> <li>• <b>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</b></li> <li>• Richard Cromwell lacked the political experience and leadership skills to stabilise Republican government after his <b>father's death</b>.</li> </ul> <p>Other relevant material must be credited.</p>

## Section B: indicative content

Question	Indicative content
3	<p><b>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.</b></p> <p>Candidates are expected to reach a judgement about the extent to which agriculture in Britain changed in the years 1625-88.</p> <p>The extent to which agriculture in Britain changed in the years 1625-88 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Enclosure intensified in the seventeenth century, permitting greater productivity and crop specialisation as demand increased from urban food markets such as London</li> <li>• The use of new agricultural techniques and crops increased (e.g. improved crop rotation, floating water meadows, selective breeding of livestock), partly stimulated by greater literacy and enclosure</li> <li>• Better understanding of climate and soil conditions led to the development of specialist regions, e.g. dairy production in Wiltshire and hop growing in Kent</li> <li>• Large commercial farms emerged after the 1650s as large landowners undertook extensive improvements to their estates in order to raise production and maximise profits.</li> </ul> <p>The extent to which agriculture in Britain did not change in the years 1625-88 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Enclosure was not new as many areas in England, such as the West Country and parts of the north, were already enclosed by 1625</li> <li>• Agriculture could still be adversely affected by harvest failures, particularly when this happened in successive years, e.g. 1657-61; negative impact of the seventeenth century <b>'little ice age' from the 1630s to the 1690s</b></li> <li>• Agriculture continued to dominate the economy since the vast majority of Britons derived their living directly or indirectly from the land throughout this period</li> <li>• Large commercial farms were still not that common by the late seventeenth century and were usually restricted to areas close to large markets.</li> </ul> <p>Other relevant material must be credited.</p>



Question	Indicative content
4	<p><b>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.</b></p> <p>Candidates are expected to reach a judgement on the significance of population growth in British society in the years 1625-88.</p> <p>The significance of population growth in British society in the years 1625-88 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Population growth contributed to the expansion of urban society, e.g. London had become the largest city in Western Europe by 1650 (400,000 people) and by 1700 over 30 towns had a population over 5,000</li> <li>• Growth resulting from economic migration had a social impact in some areas, e.g. by the early seventeenth century skilled weavers from the Low Countries accounted for about one-third of the population of Norwich</li> <li>• Urban population growth led to rising poverty and an increase in the number of people officially classified as vagrants, e.g. about two-thirds of urban dwellers lived near the poverty line.</li> </ul> <p>The significance of other issues/lack of significance of population growth in British society in the years 1625-88 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Economic expansion and growing trade promoted the growth of the professional and merchant classes as living standards for the better off improved</li> <li>• Religious and legal changes had some impact on the social status of women, e.g. the influence of Puritanism and the Marriage Act of 1653</li> <li>• Population growth did not fundamentally alter the social structure of Stuart Britain or encourage significant social mobility</li> <li>• From the 1650s the population of England and Wales contracted until the end of the century, falling from 5.3 to 5.06 million.</li> </ul> <p>Other relevant material must be credited.</p>

## Section C: indicative content

Question	Indicative content
5	<p><b>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.</b></p> <p>Candidates are expected to use the extracts and their own knowledge to consider the view that the Glorious Revolution restricted <b>the monarch's authority</b>.</p> <p>Reference to the works of named historians is not expected, but candidates may <b>consider historians' viewpoints in framing their argument</b>. Candidates should use their discussion of various views to reach a reasoned conclusion.</p> <p>In considering the given view, the points made by the authors should be analysed and evaluated. Relevant points may include:</p> <p>Extract 1</p> <ul style="list-style-type: none"> <li>• <b>William's accession to the throne helped to establish</b> a comparatively liberal political system in England in contrast to the absolutism of other European monarchies</li> <li>• The 1688 settlement represented an important political milestone since it endorsed opposition to a tyrannical monarch, established the rule of law and strengthened <b>Parliament's</b> authority</li> <li>• The <b>king's influence over the</b> law courts and judges was restricted and a <b>parliamentary party system developed during William III's reign</b>.</li> </ul> <p>Extract 2</p> <ul style="list-style-type: none"> <li>• After 1688, personal government by the monarch continued largely intact with William III retaining a firm grasp on government decision-making</li> <li>• The royal court remained central to political influence and ministers <b>needed to retain the monarch's support in order to sustain their political careers</b></li> <li>• The introduction of the cabinet in the early 1690s did not reduce the <b>monarch's personal power regarding day-to-day</b> government business and decision making.</li> </ul> <p>Candidates should use their own knowledge of the issues to address the view that the Glorious Revolution restricted <b>the monarch's authority</b>. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• <b>The Glorious Revolution weakened the monarch's authority in various</b> ways, e.g. the coronation oath, the Bill and Declaration of Rights, and the financial settlement</li> <li>• The Act of Settlement 1701 guaranteed the independence of the judiciary by giving judges permanent tenure of office</li> <li>• Regular parliamentary elections and annual parliamentary sessions were ensured by the Mutiny Act (1689) and the Triennial Act (1694)</li> <li>• The need to co-operate with Parliament meant William III was restricted in his choice of advisers and policies; in practice William III needed advisers who could manage Parliament and ensure support in the Commons.</li> </ul>

Candidates should use their own knowledge of the issues related to the debate to address the view that the Glorious Revolution did not restrict **the monarch's** authority. Relevant points may include:

- In 1689 the king still retained most of the executive powers restored in 1660 including the right to choose ministers and advisers, set policy and make war
- **The limitations put on the monarch's powers by the coronation oath, the Declaration and Bill of Rights, and the financial settlement were much smaller than those intended by some in the Convention Parliament**
- William III ensured that the cabinet was rigorously segregated in its functions to preserve monarchical power, e.g. Danby was excluded from Treasury business
- William III remained head of the Church of England.

Other relevant material must be credited.