



## Mark Scheme (Results)

October 2020

Pearson Edexcel  
In GCE History (8HI0/1C)

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	<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</li> </ul>

		may lack coherence and precision.
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## 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 on, 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 the 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 credited <b>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>Charles I's</b> actions were the main reason for the failure of the King and his opponents to reach a compromise in the years 1640-49.</p> <p>The importance of <b>Charles I's actions</b> in the failure of the King and his opponents to reach a compromise in the years 1640-49 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• <b>Charles I's unsuccessful attempt to arrest</b> five key opponents in parliament in January 1642 led the parliamentary opposition to conclude that the King could not be trusted and was determined to restore his authority by force</li> <li>• After the First Civil War (1642-46) Charles I attempted to drag out negotiations in the hope that the divisions between his opponents would deepen and put him in a stronger bargaining position</li> <li>• <b>Charles I's Engagement with the Scots (1647) led to the Scottish</b> invasion of England and the Second Civil War of 1648, which hardened opposition to the King within parliament and the wider political nation</li> <li>• <b>Charles I's determination</b> to retain/reclaim his royal prerogatives throughout this period provided a major stumbling block to a settlement, e.g. he had no intention of accepting parliament's proposals sent to him in late 1648.</li> </ul> <p>The importance of other factors in the failure of the King and his opponents to reach a compromise in the years 1640-49 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Parliamentary attacks on the King's '<b>evil counsellors' and the royal</b> prerogative in 1640-41 narrowed the scope for compromise, e.g. the Act of Attainder, the Militia Bill and the Grand Remonstrance</li> <li>• The severity of the Nineteen Propositions presented by the Commons in 1642 suggested that parliament was not seriously intending to negotiate with the King</li> <li>• The army removed any possibility of a settlement between Charles I and parliament by publishing the Remonstrance and carrying out <b>Pride's Purge</b> (December 1648), which facilitated the trial and execution of the King</li> <li>• Divisions within parliament between the Political Presbyterians and <b>Political Independents and disagreements between parliament's</b> military forces, the Scots and the New Model Army, made settlement difficult.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
2	<p>Answers will be credited according to <b>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 about whether anti-Catholic attitudes were the main reason for discontent during the reign of Charles II (1660-85).</p> <p>The importance of anti-Catholic attitudes for discontent during the reign of Charles II should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Reaction <b>within the political nation to Charles II's perceived</b> 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)</li> <li>• The inflaming impact on public opinion of the Popish Plot, which helped to create the Exclusion Crisis (1679-81)</li> <li>• <b>Charles II's pro-French</b> foreign policy in the 1660s and 1670s fuelled parliamentary fears that he was seeking to emulate Louis XIV by creating a Catholic absolute monarchy</li> <li>• Negative public attitudes regarding the role at court of Catherine of Braganza and her Catholic supporters</li> <li>• <b>The Duke of York's conversion to Catholicism hardened the King's</b> relations with parliament; faced with the prospect of a Catholic succession, parliament drew up a list of complaints and draft measures.</li> </ul> <p>The importance of other factors in accounting for discontent during the reign of Charles II (1660-85) should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• <b>The Restoration Settlement's lack of clarity left many areas for</b> future debate and conflict (including the powers of the monarch and parliament), so parliamentary concerns about royal absolutism were unlikely to subside</li> <li>• 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</li> <li>• Parliamentary and popular discontent over the course and outcome of the Anglo-Dutch wars, e.g. the Dutch raids on the Medway and Felixstowe (1667).</li> </ul> <p>Other relevant material must be credited.</p>



## Section B: indicative content

Question	Indicative content
3	<p>Answers <b>will be 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 the extent to which the structure of British society changed in the years 1625-88.</p> <p>Evidence and arguments that the structure of British society changed in the years 1625-88 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• The development of a consumer society in London and other large towns led to the development of a new class of small shopkeepers and traders</li> <li>• Religious and legal changes led to some changes in the status of women, e.g. 1653 Marriages Act and greater freedom for Quaker women after 1650.</li> </ul> <p>Evidence and arguments that the structure of British society 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>• The traditional aristocracy and its influence in society remained largely unchanged during the years of Stuart and republican rule in the years 1625-88, e.g. the nobles retained considerable power and landed wealth</li> <li>• Existing social structures in England remained largely intact in rural areas in spite of some change in agriculture</li> <li>• Foreign migration to the cloth towns of East Anglia (e.g. textile workers from the Low Countries settled in Norwich) did not affect local social structures</li> <li>• Limited industrial and trading developments in Ireland, Scotland and Wales left their predominantly rural social structures largely intact.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
4	<p>Answers <b>will be 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>

Candidates are expected to reach a judgement on the significance of North America and Jamaica for the development of British overseas trade in the years 1625-88.

The significance of North America and Jamaica for the development of British overseas trade in the years 1625-88 should be analysed and evaluated. Relevant points may include:

- Colonies in Virginia, Maryland and North and South Carolina established a lucrative tobacco trade that helped Britain compete with European rivals in North America and generated customs duties for the Stuart economy
- The Puritan New England colonies strengthened the British economy by creating markets for the fur trade and Newfoundland provided England with fish and other resources to be traded in Europe
- Once Jamaica became an English possession (1655), English ships could sail freely between the Caribbean islands and engage in trading activity (e.g. coffee and cocoa), thereby fuelling domestic demand in Britain
- The Jamaican-based sugar trade became more important, especially after slaves began to replace indentured British servants as the workforce and British and European demand for sugar increased
- The importance of British control of the triangular trade (from the mid-17th century) between North America, the Caribbean and Europe based on the profitable slave trade.

The significance of other factors/lack of significance of North America and Jamaica for the development of British overseas trade in the years 1625-88 should be analysed and evaluated. Relevant points may include:

- The Navigation Acts of 1651 and 1660 regulated colonial trade and encouraged mercantilism in ways that benefited English traders and commercial interests
- The growing role of the East India Company in opening up trade with India, which generated profits equalling or exceeding those of the North American tobacco trade
- The success of the Jamaican sugar trade was not particularly dramatic before 1688, e.g. in 1670 the island had a slave population of just 7,000.

Other relevant material must be credited.

## Section C: indicative content

Question	Indicative content
5	<p><b>Answers will be 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. Other relevant material not suggested below must also be credited.</p> <p>Candidates are expected to use the extracts and their own knowledge to consider the view that the Glorious Revolution brought about substantial change.</p> <p>Reference to the works of named historians is not expected, but <b>candidates may consider historians' viewpoints in framing their</b> argument. 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>• By removing James II, limiting royal power and facilitating Whig Party dominance, the Glorious Revolution of 1688-89 took an important step towards parliamentary government</li> <li>• The parliament of 1688-89 had removed the powers used by Charles II and James II in the years 1681-88 but the new settlement was constrained by the need to avoid social upheaval and civil war</li> <li>• The Glorious Revolution was driven by fundamental conflicts and differences such as the fear of Catholic absolutism and the tension between royal prerogative and parliamentary privilege.</li> </ul> <p>Extract 2</p> <ul style="list-style-type: none"> <li>• The Glorious Revolution produced conservative results with compromises made regarding constitutional and religious arrangements</li> <li>• The decision-makers in 1688-89 were driven by pragmatism and practical politics and this ensured that the Glorious Revolution did not initiate fundamental change</li> <li>• However by altering the constitution and establishing major parties, the Glorious Revolution encouraged a new phase of development in Britain.</li> </ul> <p>Candidates should use their own knowledge of the issues to address the view that the Glorious Revolution brought about substantial change. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Parliament now became a permanent and regularly-elected political institution as a result of the Mutiny Act 1689 and the Triennial Act 1694</li> <li>• The events of 1688-89 enhanced the status of parliament relative to the King, promoted the development of the Whig-Tory party</li> </ul>

system, and began the transition to a constitutional monarchy

- **The monarch's authority** was weakened in various ways, e.g. the coronation oath, the Bill and Declaration of Rights, and the financial settlement.

Candidates should use their own knowledge of the issues related to the debate to address the view that the Glorious Revolution did not bring about substantial change. Relevant points may include:

- The 1688-89 constitutional settlement produced a mixed and balanced government by the King, Lords and Commons with no one party being pre-eminent
- The Toleration Act of 1689 was designed to preserve the privileged position of Anglicanism, restrict Dissenters and exclude Catholics; it granted only partial religious toleration for different Protestants
- Most politicians and political groups in 1688-89 had limited pragmatic aims – the restoration of order and old liberties – and were not interested in addressing theoretical or abstract issues.

Other relevant material must be credited.

