



Mark scheme

Sample assessment materials for
first teaching September 2015

GCE History (8HI0/1C)
Advanced Subsidiary

Paper 1: Breadth study with
interpretations

Option 1C: Britain, 1625–1702:
conflict, revolution and settlement

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"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<p>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.</p> <p>Candidates are expected to reach a judgement on whether divisions over religious matters were the main reason for the failure of republican government in the years 1649–60.</p> <p>The extent to which divisions over religious matters were the main reason for the failure of republican government in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The aim of the army to impose radical religious reform • The growing religious and social radicalism of groups including the Fifth Monarchists, Ranters and Seekers • The development of Quaker radicalism in the 1650s • The attempts by conservative groups within the Rump and the Protectorate to impose a religious settlement that would restore social order. <p>The extent to which other factors were responsible for the failure of republican government in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The failure of the Commonwealth, who represented only a small minority, to establish a stable political order, including the failure of both the Rump and the Nominated Assembly • The problems faced by Cromwell as Lord Protector, including opposition to the Instrument of Government and the rule of the Major-Generals • The impact of radical political groups, including the Levellers and the Diggers • The continued popularity of the monarchy, including the image of Charles I as a martyr for the principle of monarchy. <p>Other relevant material must be credited.</p>

Question	Indicative content
2	<p>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.</p> <p>Candidates are expected to reach a judgement on whether the Restoration Settlement of 1660–64 was the main reason for Charles II's difficult relations with his parliaments in the years 1665–81.</p> <p>The extent to which the Restoration Settlement was the main reason for Charles II's difficult relations with his parliaments in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The settlement did not clarify the separate powers of the monarchy and parliament, which led to challenges to royal actions in the 1660s and 1670s • The Clarendon Code led to the persecution of Puritans and dissenters, which was contrary to Charles's attempts at establishing broad religious toleration, including the Declaration of Indulgence in 1672 and parliament's response with the Test Act • The settlement provided the king with an independent income that was insufficient for Charles's needs, and his frequent demands for taxation weakened his relationship with parliament. <p>The extent to which other factors were responsible for Charles II's difficult relations with his parliaments in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The growing suspicion within parliament that Charles and the Duke of York aimed at the imposition of autocratic or absolute rule • The conflict between Charles and parliament over the conduct and outcome of the Anglo-Dutch wars • Parliament's fears over Charles's support of Catholicism and the attempts to alter the succession to the throne through the Exclusion parliaments. <p>Other relevant material must be credited.</p>

Section B: indicative content

Question	Indicative content
3	<p>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.</p> <p>Candidates are expected to reach a judgement on the significance of the Navigation Acts in the expansion of overseas trade in the years 1651–85.</p> <p>The significance of the Navigation Acts in the expansion of overseas trade in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The Navigation Act of 1651 was an early attempt to regulate colonial trade and led to a huge increase in the number of English ships trading across the Atlantic with the American colonies • The Dutch agreed to respect the Navigation Acts after the war of 1652–54, leading to growing British trade in areas including the Baltic and the Far East • The Navigation Act of 1660 provided further controls over colonial trade, which benefited English traders and commercial interests. <p>The significance of other factors in the expansion of overseas trade in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Cromwell's treaty with Portugal in 1654 gave English shipping access to the trade of the Portuguese empire • The seizure of Jamaica from Spain in 1655 and of New Amsterdam from the Dutch in 1664 opened up new markets for trade • The re-export of colonial goods to Europe increased substantially in the years 1651–85, with a corresponding development of domestic processing industries • The triangular slave trade provided a further boost to trade overall. <p>Other relevant material must be credited.</p>

Question	Indicative content
4	<p>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.</p> <p>Candidates are expected to reach a judgement on the extent to which the structure of British society changed in the years 1650–85.</p> <p>The extent to which the structure of British society changed in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The expansion of domestic and foreign trade led to the development of a new class of entrepreneurs and of a commercial and banking class • London saw the rise of a small but very wealthy class of merchants • 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 • Religious and legal changes led to some changes in the status of women. <p>The extent to which the structure of British society remained unchanged in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The traditional aristocracy and its influence in society remained largely unchanged during the years of republican rule and the Stuart restoration • Although there was widespread change in agriculture, existing social structures remained largely intact in rural areas • Foreign migration to the cloth towns of East Anglia did not affect local social structures • Limited industrial and trading developments in Ireland and Scotland left their social structures largely intact. <p>Other relevant material must be credited.</p>

Section C: indicative content

Question	Indicative content
5	<p>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.</p> <p>Candidates are expected to use the extracts and their own knowledge to consider the view that the Glorious Revolution limited the power of the 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.</p> <p>In considering the extracts, 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"> • Parliament became the centre of government, e.g. control over expenditure and the passage of the Triennial Act 1694 • Restrictions were placed on the crown to reduce the potential impact of future foreign succession to the throne • The Act of Settlement 1701 limited the royal power to appoint government positions and to start wars without parliamentary consent. <p>Extract 2</p> <ul style="list-style-type: none"> • Although subject to some legal limitation, many of the powers of the monarch remained, e.g. William was able to choose favoured advisers and did not always consult parliament • William III asserted himself as king through his independence and determination • The new style of parliamentary monarchy allowed the king to increase crown income. <p>Candidates should use their own knowledge of the issues to address ways in which the Glorious Revolution limited the power of the monarchy. Relevant points may include:</p> <ul style="list-style-type: none"> • The Bill of Rights 1689 removed the king's power to suspend the law or dispense individuals from its effects and put other limitations on his power • The financial reforms from 1689 restructured government finances and provided parliamentary scrutiny of government income and expenditure • The Mutiny Act 1689 and the Triennial Act 1694 ensured regular parliamentary elections and annual parliamentary sessions • The Act of Settlement 1701 weakened the concept of hereditary monarchy by providing for the Hanoverian succession to the throne. <p>Candidates should use their own knowledge of the issues to address ways in which the power of the monarchy was <i>not</i> limited. Relevant points may include:</p> <ul style="list-style-type: none"> • Many of the demands limiting royal power that were made in the Declaration of Rights of 1689 were not implemented • William III remained free to choose his own ministers and advisers • The monarch remained free to decide on issues of war, peace and foreign policy.