



Mark Scheme (Results)

Summer 2019

Pearson Edexcel GCE History (9HI0/1C)
Advanced
2019

Paper 1: Breadth study with
interpretations

Option 1C: Britain, 1625-1702: 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	1–3	<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	4–7	<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 focus of the question. Mostly accurate and relevant knowledge is included, but 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	8–12	<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	13–16	<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.

Level	Mark	Descriptor
5	17–20	<ul style="list-style-type: none">• Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period.• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands.• Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement.• The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity 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	1–3	<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	4–7	<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 is given, but with limited support and related to the extracts overall, rather than specific issues.
3	8–12	<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	13–16	<ul style="list-style-type: none"> • Demonstrates understanding of the extracts, analysing the issues of interpretation raised within them and 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 provided in the extracts 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.
5	17–20	<ul style="list-style-type: none"> • Interprets the extracts with confidence and discrimination, analysing the issues raised and demonstrating understanding of the basis of arguments offered by both authors. • Integrates issues raised by extracts with those from own knowledge when discussing the presented evidence and differing arguments. • Presents sustained evaluative argument, reaching fully substantiated judgements on the views given in both extracts and demonstrating understanding of the nature of historical debate.

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 how accurate it is to say that Charles I's actions and attitudes were primarily responsible for the problems that faced the monarchy in the years 1625–40.</p> <p>Arguments and evidence that Charles I's actions and attitudes were primarily responsible for the problems that faced the monarchy in the years 1625–40 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Charles I's continued promotion of Arminians in the Church and Catholic influence at the royal court led to mistrust of the monarch and raised fears of a Catholic, absolutist conspiracy • Charles I's continued support for the Duke of Buckingham, who had pursued a disastrous foreign policy regarding Cadiz (1626) and La Rochelle (1627), sharpened parliamentary opposition to the King • 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 • Charles I's determination 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. <p>Arguments and evidence that Charles I's actions and attitudes were not primarily responsible and/or other factors were primarily responsible for the problems that faced the monarchy in the years 1625–40 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Laud's irascible and insensitive nature, personal unpopularity and bureaucratic efficiency led to him being viewed by many as the enemy of parliament with ambitions to be the power behind the throne • Many nobles and members of the gentry resented Laud's attempts to place his supporters in key positions and extend the power of church courts in secular affairs • The unpopularity of Wentworth's harsh rule in Ireland and his mistaken advice to Charles I in 1639 to reconvene parliament, believing it could be managed by appealing to anti-Scottish sentiment • Charles I's actions and attitudes did not create significant problems for much of this period, e.g. he was able to rule without parliament for 11 years and taxes were paid and collected without difficulty until 1637. <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 how accurate it is to say that the failure of republican government, in the years 1649-60, was primarily due to divisions over religious issues.</p> <p>Arguments and evidence that the failure of republican government, in the years 1649-60, was primarily due to divisions over religious issues should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The development of the Fifth Monarchists, Ranters and Seekers provoked a conservative reaction against republican government across the period • Cromwell's pursuit of religious toleration was at odds with the prevailing views of the propertied classes who put order before freedom or conscience, e.g. the Nayler Case of 1656 • The development of Quaker radicalism in the 1650s sparked a conservative reaction that was willing to countenance a return of the monarchy following the death of Cromwell • The Baptists and Congregationalists threatened the religious and political settlement with their decision to worship outside the church, e.g. separate regional and national associations and statements of doctrine. <p>Arguments and evidence that the failure of republican government, in the years 1649-60, was primarily due to other factors should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The Commonwealth, including the Rump and the Nominated Assembly, failed to establish a stable political order because it represented small minorities and was 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 strong focus for opposition to the Republic, especially in the years 1649-52 and 1658-60 • The cost of wars in Ireland, Scotland and against the Dutch imposed serious financial strains and further alienated the gentry; economic problems were compounded by harvest failures in the years 1658-60 • Richard Cromwell lacked the political experience and leadership skills to preserve republican government after his father's death. <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 how accurate it is to say that religious and legal changes, in the years 1625-88, did little to alter the status of women.</p> <p>Arguments and evidence that religious and legal changes, in the years 1625-88, did little to alter the status of women should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Although the spread of Puritanism encouraged women to read for the purposes of religious instruction, education for women was still limited and highly-educated women were viewed as dangerous • The Marriage Act (1653) was frequently ignored and circumvented mainly because it did not give men as many rights over their wives as Church marriages. • Although an Adultery Act was introduced in 1650, male sexual infidelity was generally regarded as a less serious matter and the law was most often used against women • Throughout the 17th century women had very few rights and were legally under the control of their husbands or fathers • There was no change in the law on witchcraft, which mostly affected females. <p>Arguments and evidence that religious and legal changes, in the years 1625-88, did alter the status of women should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The spread of Puritanism led to some limited improvements for women, e.g. the Quakers called for women's education and founded four schools willing to teach girls • Puritan women participated in social and political campaigns during the Civil War era, e.g. 10,000 women signed a 1649 petition calling for the release of John Lilburne and greater freedom for women • The Toleration Act of 1650 introduced some change by enabling Quaker women to hold separate meetings and speak at mixed gatherings • Charles II removed the legal restrictions on women performing in stage plays; the law on witchcraft now rarely applied with only one female victim in the years 1629-40 and no executions after 1685 • The Marriage Act of 1653 permitted civil marriage under the supervision of a JP; this form of marriage reduced a husband's rights over his wife. <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 significance of developments in agriculture for the growth of the Stuart economy in the years 1625-88.</p> <p>Arguments and evidence that developments in agriculture were significant for the growth of the Stuart economy in the years 1625-88 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Enclosure and developments in farming techniques (e.g. crop rotation, water meadows and land reclamation) boosted agricultural productivity and efficiency, thereby feeding a growing population and boosting the economy • The growth of regionally-based, specialised arable and pastoral farming helped to improve economic conditions and larger farms provided growing stable employment for over one million agricultural labourers by 1688 • Capital investment in commercial farms by large landowners after 1650 also benefited the economy by improving production, expanding the tenant farmer class, and improving local road and water distribution networks • Increased agricultural production helped to develop national markets by the late 17th century, e.g. facilitating the expansion of London and other urban centres and encouraging transport infrastructure improvements. <p>Arguments and evidence that developments in agriculture were not significant/ other developments were more significant for the growth of the Stuart economy in the years 1625-88 should be analysed and evaluated. Relevant points may include</p> <ul style="list-style-type: none"> • Large commercial farms were still not that common by the late 17th century and agriculture was frequently adversely affected by harvest failures (e.g. 1657-61) during this 'little ice age' period • The importance of imperial expansion, e.g. the beneficial economic effects of the Navigation Acts (1651 and 1660), the growing role of the East India Company and British control of the slave-based 'triangular trade' • Changes in the cloth trade provided an economic boost, e.g. the growth of the 'putting-out' system and the establishment of the 'new draperies' fuelled by Protestant immigration • The growth of banking played an important role in the expansion of lending as interest rates fell from ten per cent (1624-51) to eight per cent (after 1651), making commercial borrowing more attractive. <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 views presented in the extracts. Reference to the works of named historians is not expected, but candidates may consider historians' viewpoints in framing their argument.</p> <p>Candidates should use their understanding of issues of interpretation to reach a reasoned conclusion concerning the view that the Toleration Act of 1689 failed to promote religious tolerance.</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"> • The Toleration Act did not promote religious tolerance because some Anglican churchmen and politicians were mainly concerned with bringing excluded Protestants into the Church of England • Some Anglicans did not want to cooperate with Protestant Dissenters as they felt this would undermine the Anglican monopoly in Church and State • The Toleration Act had a limited impact because, although most Protestants now had legal freedom to worship, demeaning conditions applied and the Test Acts remained in force. <p>Extract 2</p> <ul style="list-style-type: none"> • The Toleration Act introduced partial religious toleration by enabling different Protestants to worship in their preferred ways • This toleration was limited since Catholics were excluded completely and Dissenters faced restrictions • However, the Toleration Act marked an important step in the transition to a tolerant and multi-confessional modern society. <p>Candidates should relate their own knowledge to the material in the extracts to support the view that the Toleration Act of 1689 failed to promote religious tolerance. Relevant points may include:</p> <ul style="list-style-type: none"> • Parliament did not hold a theological debate before the Toleration Act was passed – it was a reactionary attempt to maintain order and preserve the Anglican Church rather than extend religious toleration • The laws enforcing uniformity (Test Act and Act of Uniformity) were not repealed, which meant that public officials were compelled to swear allegiance to the Anglican Church • Anyone gaining public employment or entering parliament had to swear allegiance to the Crown and take Anglican Communion • Additional Toleration Acts were passed in Scotland and Ireland and these excluded Dissenters from local and national government. <p>Candidates should relate their own knowledge to the material in the extracts to counter or modify the view that the Toleration Act of 1689 failed to promote religious tolerance. Relevant points may include:</p>

Question	Indicative content
	<ul style="list-style-type: none"> • The Toleration Act was effectively an admission that the Church of England had to accept a degree of religious toleration, e.g. almost eight per cent of the population were Dissenters by the early 1700s • Although excluded from the provisions of the Toleration Act, many Catholics enjoyed a degree of <i>de facto</i> religious toleration and were able to participate in mass without harassment • The power of the Church courts, which had played a vital role in upholding the confessional state earlier in the 17th century, was severely weakened by the Toleration Act • In practice, William III used his royal authority to influence judges and restrict Church action against Catholics and Dissenters not covered by the Act.