

Mark scheme

Sample assessment materials for
first teaching September 2015

GCE History (9HI0/1C)
Advanced

Paper 1: Breadth study with
interpretations

Option 1C: Britain, 1625–1701:
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	1–3	<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.
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 the extent to which Charles I was personally responsible for the problems that faced the monarchy in the years 1629–46.</p> <p>The personal role of Charles I in the problems that faced the monarchy in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Charles's resolve to rule without parliament from 1629, and growing opposition to this decision • Taxation without consent during the Personal Rule, including Ship Money • The impact of Charles's determination to impose a prayer book on Scotland, including the Covenant, the Scots Rebellion and the Bishops' War • Charles's attempt to arrest the five members, January 1642 • The raising of the Royal Standard at Nottingham and the outbreak of civil war, August 1642. <p>Other explanations of the problems that faced the monarchy in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Opposition to Laud's reforms of the Church of England • The unpopularity of Strafford's rule in Ireland, and parliamentary attacks on him from 1640 • Parliamentary opposition to the king, including the constitutional reforms of 1640–41 • The impact of the Irish Rebellion of 1641 on English politics • The creation of the New Model Army during the civil war • The growth of radical religious and political ideas in the years 1640–46. <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 the extent to which military involvement in politics was responsible for political instability in the years 1646–60.</p> <p>The significance of military involvement in politics for political instability in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The politicisation of the army by 1647 and the infiltration of the Levellers into its ranks • The Army Representation of 1647 and its effects on attempts to reach a settlement with the king • The impact of the second civil war 1648 and the army's decision that Charles I should be put on trial • Pride's Purge of conservative MPs in December 1648 • The Major-Generals' experiment in government in 1655–56 • The role of General Monk in ending the Protectorate, 1659–60. <p>The significance of other factors which caused political instability in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The impact of radical political ideas, including the Levellers, Fifth Monarchists and Quakers • The failure of both the Rump and the Nominated Assembly to provide stability in government • The failure of the Instrument of Government • The continued influence of monarchist sentiment throughout the country • The failure of both Oliver and Richard Cromwell to provide stable government and to maintain social order. <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 suggestion that the British economy was transformed in the years 1625–85.</p> <p>Evidence in support of the suggestion that the British economy was transformed in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The growth of agricultural output, including the production of cash crops, such as hemp and flax, for the textile industry • The development of new draperies in Norwich and Colchester • The impact of the growth of London as a market, and on improved transport and communications • The creation of investment banks to fuel economic change • The impact of the Navigation Acts on the growth of colonial markets and trade • The changing structure of overseas trade, including the importance of the triangular trade. <p>Evidence opposing the suggestion that the British economy was transformed in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The impact of the slowdown in population growth from 1650 on economic development • The maintenance of the domestic system in the production of cloth • Limited industrial development and change in staple industries, including coal and tin mining • The absence of significant economic change in Ireland, including the failure of the restoration monarchy to address land grievances • There was a lack of major changes relating to transport. <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 how accurate it is to say that fear of Catholicism was fundamental to the discontent faced by the restored monarchy in the years 1660–88.</p> <p>The significance of the fear of Catholicism in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Opposition to the Declarations of Indulgence of 1672 and 1687 and parliament's approval of the Test Act of 1673 • Popular perceptions of the role at court of Catherine of Braganza and her Catholic supporters • Charles's defeat of the Exclusion Parliaments, which ensured the succession of the Catholic Duke of York • Opposition to James II's promotion of Catholic interests from 1685, including the trial of the seven bishops • The birth of a son in 1688 to James and Mary of Modena and the prospect of a Catholic line of monarchs • The paranoia of the Popish Plot. <p>The significance of other factors in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Parliamentary fears over the close links established between Charles II and Louis XIV's absolute monarchy • Parliamentary opposition to Charles II over finance and taxation • Parliamentary and popular discontent over the course and outcome of the Anglo-Dutch wars • James II's demands for a standing army, which raised fears of arbitrary or absolute rule • James's views on the divine right of kings. <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. Candidates should use their understanding of issues of interpretation to reach a reasoned conclusion concerning the view that as a result of the Glorious Revolution, parliament became 'pre-eminent' in the government of the country.</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 events of 1688–89 were revolutionary, with the reigning monarch being overthrown and replaced by a foreign prince • The almost bloodless deposition led to a new form of constitution • Parliament became a permanent institution • The power of the monarchy declined and the monarchy ruled within a parliamentary system • The authority of government came from the parliamentary legislation agreed by the monarch, Lords and Commons. <p>Extract 2</p> <ul style="list-style-type: none"> • The nature of monarchy did not change, just the name of the monarch, e.g. William and Mary were offered full royal authority with William as a policy-maker • William and Mary took over a Crown which was not so much overthrown as forfeited by the actions of James II • There was no violent revolution or loss of support for monarchical government • There was compromise rather than parliamentary 'pre-eminence' with the relationship between Crown and people left ambivalent. <p>Candidates should relate their own knowledge to the material in the extracts to support the view that parliament became pre-eminent in the government of the country. Relevant points may include:</p> <ul style="list-style-type: none"> • Parliament placed clearly defined limitations on royal power with the Bill of Rights of 1689 [relates to Extract 1] • Frequent parliaments were guaranteed with the Triennial Act of 1694 [relates to Extract 1] • Parliament asserted the right to decide on the succession to the throne through the Act of Settlement of 1701 [relates to Extract 1] • Additional evidence, e.g. the financial reforms made necessary partly by William's wars placed control of finances in the hands of parliament and not the monarch.

Question	Indicative content
	<p>Candidates should relate their own knowledge to the material in the extracts to counter and/or modify the view that parliament became pre-eminent in the government of the country. Relevant points may include:</p> <ul style="list-style-type: none"><li data-bbox="360 248 1390 344">• The king chose his own ministers and advisers, though over time he had to ensure that his ministers could manage parliament in accordance with his wishes [relates to Extract 2]<li data-bbox="360 360 1353 427">• William did not need parliamentary consent for conducting his foreign policy [relates to Extract 2]<li data-bbox="360 443 1398 539">• The constitutional settlement which had emerged by 1701 provided for a mixed and balanced government by king, Lords and Commons, with no one party being pre-eminent [relates to Extracts 1 and 2]<li data-bbox="360 555 1417 651">• Additional evidence, e.g. William remained head of the Church of England, and was thus free to mould the religious settlement in line with his own ideas.