

# Mark Scheme (Results)

Summer 2016

Pearson Edexcel GCE in History  
(8HI0) Paper 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 last candidate in exactly the same way as they mark the first.
- 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.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- 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.
- For questions targeting AO2, candidates must not be credited for citing information in the preamble.

## How to award marks

### Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use their professional judgement to decide which level is most appropriate.

### Placing a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the uppermiddle mark if there is an even number of marks) and then move the mark up or down to find the best mark.

To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

## 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
<b>1</b>	<b>1–4</b>	<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>
<b>2</b>	<b>5–10</b>	<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>
<b>3</b>	<b>11–16</b>	<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>
<b>4</b>	<b>17–20</b>	<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:** A03: 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.
<b>1</b>	<b>1–4</b>	<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>
<b>2</b>	<b>5–10</b>	<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>
<b>3</b>	<b>11–16</b>	<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>
<b>4</b>	<b>17–20</b>	<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
<b>1</b>	<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 financial problems were the main reason for the failure of Charles I's personal rule in the years 1629-40.</p> <p>The importance of financial problems in the failure of Charles I's personal rule (1629-40) should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The levying and extension of Ship Money as an annual tax led to a legal challenge by John Hampden, backed by a group of Puritan gentry and nobility</li><li>• The revival of a number of feudal payments (e.g. fines for building, or encroaching, on royal forests) and the practice of selling monopoly licences generated considerable resentment</li><li>• By 1637 many of the ruling elite concluded that Charles I was creating a tax-raising system without reference to parliament, which deprived them of the right to consent</li><li>• 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.</li></ul> <p>The importance of other factors in the failure of Charles I's personal rule (1629-40) should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The Laudian church reforms, Laud's religious and secular role, and Catholic influence at court raised widespread fears about the reintroduction of Catholicism and absolute monarchy</li><li>• Charles I's attempt to impose religious changes in Scotland provoked a strong and organised opposition (spearheaded by the Scottish clergy and nobility) that offered effective resistance</li><li>• Taxes, including Ship Money, were generally paid and collected without difficulty until problems began in 1637 in Scotland.</li></ul> <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 about whether the difficulties faced by the restored monarchy, in the years 1660-88, were mainly due to the strength of anti-Catholic sentiment.</p> <p>The extent to which the difficulties faced by the restored monarchy (1660-88) were mainly due to anti-Catholic sentiment should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Opposition within the political nation to Charles II's perceived 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>• Growing resistance to James II's promotion of Catholic interests from 1685, e.g. Catholics to become army officers and the Declaration of Indulgence (1687)</li> <li>• The birth of a son to James II, which opened up the prospect of a Catholic succession, prompted members of the political elite to request William of Orange's intervention.</li> </ul> <p>The importance of other factors in accounting for the difficulties faced by the restored monarchy (1660-88) should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Parliamentary opposition to Charles II over finance and taxation in order to keep the King short of money to compel him to listen to parliament, e.g. Stop of the Exchequer (1672)</li> <li>• Parliamentary and popular discontent over the course and outcome of the Anglo-Dutch wars, e.g. Dutch raid on the Medway (1667)</li> <li>• James II's refusal to stand down the army after the defeat of Monmouth (1685) led to political opposition because of fears of arbitrary or absolute rule</li> <li>• Opposition to James II's steadfast adherence to the principle of the divine right of kings.</li> </ul> <p>Other relevant material must be credited.</p>

## Section B: indicative content

Question	Indicative content
<b>3</b>	<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 about the extent to which poverty increased in Britain in the years 1625-88.</p> <p>The extent to which poverty increased in Britain in the years 1625-88 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• During the seventeenth century population growth led to a shortage of rural and urban work, which caused increasing poverty and vagrancy (e.g. in the 1670s approximately one third of the population was poor)</li><li>• Price inflation in the first half of the seventeenth century outstripped wage rises which worsened conditions for the poor</li><li>• The Settlement Act (1662) reduced the economic and personal freedom of the poor (e.g. by limiting migration and authorising the arrest of vagrants)</li><li>• The cost of livestock and grain increased due to the impact of Civil War and climate change resulted in harvest failures throughout the seventeenth century.</li></ul> <p>The extent to which poverty did not increase in Britain in the years 1625-88 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Around 40 per cent of villagers became 'live-in' servants in better-off households, receiving free accommodation, clothing and food from their masters which protected them from rising prices</li><li>• Before the Restoration gifts and endowments for the poor were quite common since many members of the gentry regarded it as their duty to assist the poor</li><li>• It is generally agreed that, before the Restoration, the poor relief system based on the Act of 1601 was relatively well run and provided a measure of much-needed support</li><li>• The Settlement Act (1662) introduced 'settlement certificates' which could be used as proof that a person lived in a parish and was therefore entitled to poor relief in their original parish.</li></ul> <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 imperial expansion in the development of the British economy in the years 1625-88.</p> <p>The significance of imperial expansion in the development of the British economy (1625-88) should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The development of the lucrative tobacco trade between England and North America in the early seventeenth century</li> <li>• The Navigation Acts of 1651 and 1660 regulated colonial trade and encouraged mercantilism in ways which benefited English traders and commercial interests</li> <li>• 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</li> <li>• The economic importance of British control of the triangular trade (from the mid-seventeenth century) between North America, the Caribbean and Europe based on the profitable slave trade.</li> </ul> <p>The significance of other factors in the development of the British economy (1625-88) should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The impact of agricultural developments, e.g. improved farming techniques, more specialised farming, and greater capital investment</li> <li>• Changes in the cloth trade, e.g. the growth of the 'putting-out' system and the establishment of the 'new draperies' fuelled by Protestant immigration</li> <li>• The development of London as the centre of British trade and the hub of a European market, e.g. the growth of investment banking, money-scrivening and insurance</li> <li>• The impact of the coastal coal trade, which expanded from 400 small to 1400 larger ships across the 17<sup>th</sup> century.</li> </ul> <p>Other relevant material must be credited.</p>

## Section C: indicative content

Question	Indicative content
<b>5</b>	<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 established a parliamentary monarchy in Britain.</p> <p>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 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>• The Glorious Revolution of 1688 signalled the broad acceptance of parliamentary monarchy</li><li>• The Bill of Rights undermined the hereditary principle restated in 1660 and asserted the rights of Parliament</li><li>• The accession of William and Mary marked a historical turning point since it represented the end of any possibility of absolute monarchy.</li></ul> <p>Extract 2</p> <ul style="list-style-type: none"><li>• The constraints placed on the monarch by the Glorious Revolution were more limited than some in the Convention Parliament wanted</li><li>• William's well-known dislike of constitutional constraints and the perceived need to re-establish orderly government quickly meant most politicians rejected the idea of extensive reform</li><li>• Consequently the Bill of Rights was a limited document representing a response to the immediate situation, with its potential for disorder, rather than a considered plan of constitutional and ecclesiastical reform.</li></ul> <p>Candidates should use their own knowledge of the issues to address the view that the Glorious Revolution established a parliamentary monarchy in Britain. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Under the Bill of Rights 1689 the king's power was limited in various ways, e.g. he could no longer suspend the law or release individuals from its effects</li><li>• The Act of Settlement 1701 provided for the Hanoverian succession to the throne thereby weakening the concept of hereditary monarchy and asserting Parliament's right to decide this issue</li><li>• From 1689 financial reforms provided parliamentary scrutiny of government income and expenditure</li><li>• Regular parliamentary elections and annual parliamentary sessions were ensured by the Mutiny Act (1689) and the Triennial Act (1694).</li></ul> <p>Candidates should use their own knowledge of the issues related to the debate to address the view that the Glorious Revolution did not establish a parliamentary monarchy. Relevant points may include:</p>

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|  | <ul style="list-style-type: none"><li>• William III was still able to choose his own ministers and advisers</li><li>• Many of the demands limiting royal power made in the Declaration of Rights of 1689 were not implemented</li><li>• The monarch could still decide on issues of war, peace and foreign policy</li><li>• William III remained head of the Church of England and so was free to shape the religious settlement in line with his own ideas.</li></ul> |
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Other relevant material must be credited.