Mark Scheme (Results)

Summer 2024

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

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.

How to award marks when level descriptions are used

1. 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 the guidance below and their professional judgement to decide which level is most appropriate.

For example, one stronger passage at L4 would not by itself merit a L4 mark, but it might be evidence to support a high L3 mark, unless there are substantial weaknesses in other areas. Similarly, an answer that fits best in L3 but which has some characteristics of L2 might be placed at the bottom of L3. An answer displaying some characteristics of L3 and some of L1 might be placed in L2.

2. Finding 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.

Levels containing two marks only

Start with the presumption that the work will be at the top of the level. Move down to the lower mark if the work only just meets the requirements of the level.

Levels containing three or more marks

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 upper-middle 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.

Indicative content

Examiners are reminded that indicative content is provided as an illustration to markers of some of the material that may be offered by students. It does not show required content and alternatives should be credited where valid.

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**	• 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**	• 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**	• 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**	• 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**	• 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**	• 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**	• 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**	• 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**	• 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**	• 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	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. Candidates are expected to reach a judgement on how accurate it is to say that, in the years 1625-40, the problems faced by the monarchy were primarily due to religious issues. Arguments and evidence that, in the years 1625-40, the problems faced by the monarchy were primarily due to religious issues should be analysed and evaluated. Relevant points may include: • Charles I's continued promotion of Arminians in the Church led to mistrust of the monarch and raised fears of a Catholic, absolutist conspiracy • Catholic influence at the royal court also raised widespread fears about the reintroduction of Catholicism; these concerns were sharpened by religious conflict in Europe • The Laudian Church reforms and Laud's religious and secular role bred widespread resentment and reinforced concerns that Charles I aimed to create a Catholic-based absolute monarchy • Charles I's attempt 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. Arguments and evidence that, in the years 1625-40, the problems faced by the monarchy were primarily due to other factors should be analysed and evaluated. Relevant points may include: • Charles I's continued support for the Duke of Buckingham, who had pursued a disastrous foreign policy regarding Cadiz (1625) and La Rochelle (1627), sharpened parliamentary opposition to the King • Charles I's pursuit of a forced loan (1626–27) and the ensuing Five Knights' case raised fears of a royal tyranny • The failure to settle the constitutional crisis through the Petition of Right (1628) led to a further deterioration in relations between the King and Parliament • 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 • Financial problems in the late 1630s, such as declining Ship Money and the projected cost of the war with Scotland, forced Charles I to abandon personal rule and recall parliament in a bid to secure subsidies. Other relevant material must be credited.

Question	Indicative content
2	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. Candidates are expected to reach a judgement on how accurate it is to say that fear of royal absolutism was the main reason for Charles II's difficult relations with his parliaments in the years 1660-81. Arguments and evidence that fear of royal absolutism was the main reason for Charles II's difficult relations with his parliaments in the years 1660-81 should be analysed and evaluated. Relevant points may include: • The Restoration Settlement's (1660-64) lack of clarity left many areas for future conflict (including the powers of the monarch and parliament) so parliamentary concerns about royal absolutism were unlikely to subside • Charles II's Declaration of Indulgence (1672) led to conflict with parliament partly because it claimed that the monarch had the prerogative powers to 'dispense with' (suspend) the operation of the law • 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 • Charles II's pro-French foreign policy in the 1660s and 1670s fuelled parliamentary fears that he was seeking to emulate Louis XIV by creating an absolute monarchy in line with the French model • During the Exclusion Crisis (1679-81), parliament attempted to prevent the succession of Charles II's brother, the Duke of York, who believed firmly in the divine right of kings and exhibited absolutist tendencies. Arguments and evidence that other factors were the main reason for Charles II's difficult relations with his parliaments in the years 1660-81 should be analysed and evaluated. Relevant points may include: • Tensions with Charles II were due to parliament mistakenly underestimating the level of royal expenditure in the Restoration Settlement, e.g. inadequate naval funding in the second Anglo-Dutch war • Parliamentary opposition to Charles II's 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) • Parliamentary discontent with the King was generated due to the course and outcome of the Anglo-Dutch wars, in particular the Dutch raid on the Medway (1667) • The Duke of York's conversion to Catholicism hardened the King's relations with Parliament; faced with the prospect of a Catholic succession, Parliament drew up a list of complaints and draft measures. Other relevant material must be credited.

Section B: indicative content

Question	Indicative content
3	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. Candidates are expected to reach a judgement on the extent to which the power of the nobility declined in Britain in the years 1625-88. Arguments and evidence that the power of the nobility declined in Britain in the years 1625-88 should be analysed and evaluated. Relevant points may include: • The economic power of the nobility declined during this period due to the impact of inflation on the profits and rents derived from their landed estates • Noble economic power was challenged during this period by the rising commercial and merchant class in London and the provincial towns • Many nobles who supported the royalist cause during the English Civil War were regarded as 'malignants' and had their estates confiscated and sold on the open market • The economic power of some nobles declined due to overspending in an attempt to preserve an 'aristocratic' lifestyle, e.g. the high cost of retainers, servants, hospitality, and expected visits to the royal court • Noble political power was weakened by the abolition of the House of Lords and the monarchy under republican rule (1649-60). Arguments and evidence that the power of the nobility did not decline in Britain in the years 1625-88 should be analysed and evaluated. Relevant points may include: • Throughout the 17th century, the nobility remained an essential part of the ruling class, running Stuart society in partnership with the monarchy and the church • The great landowning families conserved their landed estates (the source of their power) via strict settlement or entail to prevent their holdings being broken up by their successors • Most noble families used diversification, strict settlement, advantageous marriage or other methods to preserve their power and compensate for the disappointing economic performance of their agricultural holdings • The political power, and size, of the nobility was enhanced under the later Stuarts who used aristocratic titles to reward supporters and ensure Lords' majorities, e.g. there were 104 noble families in 1625 but 157 by 1688 • The nobility retained their economic power by owning land in England that generated average annual incomes of £5,000-£30,000. Other relevant material must be credited.

Question	Indicative content
4	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. Candidates are expected to reach a judgement on how significant the growth of London was in the development of the British economy in the years 1625-88. Arguments and evidence that the growth of London was significant in the development of the British economy in the years 1625-88 should be analysed and evaluated. Relevant points may include: • By c.1650, London (population 400,000) had become the largest city in western Europe, creating a market economy in the home counties and stimulating agricultural specialisation and new rural industries • London's economic growth and influence ensured that, by 1650, standard national prices were created for livestock, grain and cloth, which marked a staging post in the development of a 'national' market • By 1688 London was also the main centre for overseas trade (chiefly due to its port), which stimulated the growth of important associated industries in the capital such as banking and insurance • London's growth encouraged improvements in transport and communications (e.g. making rivers more navigable and creating turnpike trusts), which further expanded the 'national' market. Arguments and evidence that other factors were significant in the development of the British economy in the years 1625-88 should be analysed and evaluated. Relevant points may include: • The impact of agricultural developments, e.g. improved farming techniques, more specialised farming, and greater capital investment • The impact of commercial expansion into new economic regions, e.g. the role of the East India Company in opening up trade with India, and British control of the slave-based 'triangular trade' from the mid-17th century • The beneficial effects of mercantilist economic thinking promoted by the state through, e.g. the Navigation Acts of 1651 and 1660, the Staple Act of 1663 and the Plantation Duty Act of 1673 • 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. Other relevant material must be credited.

Section C: indicative content

Question	Indicative content
5	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. 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, in the years to 1701, the Toleration Act of 1689 did little to weaken the Anglican supremacy. In considering the extracts, the points made by the authors should be analysed and evaluated. Relevant points may include: Extract 1 • The Toleration Act (1689) had been conceded reluctantly and was designed to preserve the privileged position of Anglicanism • Although the Act relaxed the laws against dissenting meetings for mainstream Protestant dissenters, it still completely excluded Catholics, Unitarians and Jews • After the Act was passed, it was still the case that only Anglicans could hold public office and attend the universities of Oxford and Cambridge. Extract 2 • Once the Act was passed, almost all Protestant churches were to be tolerated • Dissenting officeholders could circumvent legal restrictions via the practice of occasional conformity • The Toleration Act released dissenters and others from the obligation to attend Church, which weakened Anglican influence. Candidates should relate their own knowledge to the material in the extracts to support the view that, in the years to 1701, the Toleration Act of 1689 did little to weaken the Anglican supremacy. Relevant points may include: • 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 • 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 • Additional Toleration Acts were passed in Scotland and Ireland and these excluded dissenters from local and national government.

Question	Indicative content
	Candidates should relate their own knowledge to the material in the extracts to counter or modify the view that, in the years to 1701, the Toleration Act of 1689 did little to weaken the Anglican supremacy. Relevant points may include: • The Toleration Act was effectively an admission that the Church of England could not enforce complete uniformity, e.g. almost eight per cent of the population were dissenters by 1701 • Although excluded from the provisions of the Toleration Act, many Catholics enjoyed a degree of freedom 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 interference in the lives of Catholics and dissenters not covered by the Act. Other relevant material must be credited.