



Mark Scheme

Summer 2017

Pearson Edexcel
GCE In History (8HI01) Paper 1C
Advanced Subsidiary

Unit 1: Breadth study with interpretations

Paper 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.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:

i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear

ii) select and use a form and style of writing appropriate to purpose and to complex subject matter

iii) organise information clearly and coherently, using specialist vocabulary when appropriate.

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 Charles I's actions from 1629 was the main reason for the outbreak of civil war in 1642.</p> <p>Arguments and evidence that Charles I's actions from 1629 was the main reason for the outbreak of civil war in 1642 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The Laudian church reforms, Laud's religious and secular role, and Catholic influence at court raised widespread fears about the reintroduction of Catholicisms• During the 1630s 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, e.g. the legal challenge by John Hampden, backed by a group of Puritan gentry and nobility• 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• Charles I's attempt to arrest the five MPs in 1642, including Pym and Hampden, by arriving at the House of Commons with 300 armed guards was a clear threat and a gross breach of parliamentary rights. <p>Arguments and evidence that other factors was the main reason for the outbreak of civil war in 1642 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Pym's increasingly radical agenda in the Long Parliament created divisions and alienated moderate MPs, e.g. over the Grand Remonstrance in 1641• The Irish revolt of 1641 led Parliament to issue an Ordinance to raise forces under its control to suppress the rebellion, a parliamentary action that directly challenged the King's military authority• Scottish demands that the episcopacy should be abolished in England aroused resentment and polarised opinion since abolition of the bishops would undermine Charles I's authority• Charles I's behaviour in the years 1625-29 created a legacy of opposition to him. <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 Oliver Cromwell was mainly responsible for the instability of republican government in the years 1649-60.</p> <p>Arguments and evidence that Oliver Cromwell was mainly responsible for the instability of republican government in the years 1649-60 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • By 1654 Cromwell's actions had alienated three groups (the Levellers, republicans and religious radicals) which contributed to ongoing instability during the interregnum • Cromwell's introduction of the rule of the Major-Generals (1655-56) was unpopular e.g. resentment of military interference in civilian administration and the imposition of the Decimation Tax (1655) • Cromwell's refusal to become king (1657) was a lost opportunity to stabilise the Protectorate since the offer of the crown came with a new constitution which would have established a limited monarchy • Cromwell's appointment of his son Richard as a successor was ill-advised and contributed to growing instability in the years 1658-60. <p>Arguments and evidence that Cromwell was not/other factors were mainly responsible for the instability of republican government in the years 1649-60 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Cromwell's actions helped to stabilise republican government during this period e.g. neutralising the military threat from Ireland and Scotland (1649-51) and dampening radical-conservative tensions which became more acute after his death in 1658 • The development of radical religious groups, including the Fifth Monarchists, Ranters and Seekers provoked a conservative reaction against republican government across the period • The various broader political tensions encouraged instability, e.g. divisions between Parliament and the army and between civilian and military Cromwellians, lack of acceptance of republican government by the gentry • The cost of wars in Ireland, Scotland and against the Dutch placed financial strains on the republican governments and further alienated the gentry; economic problems were compounded by harvest failures in the years 1658-60. <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 about the extent to which the status of women changed in Britain in the years 1625-88.</p> <p>Arguments and evidence that the status of women changed in Britain in the years 1625-88 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• During the Civil War some women took on the roles of men who were pre-occupied with the conflict e.g. Brilliana Harley directed forces to defend the family estate in Herefordshire and Mary Banks commanded troops to protect Corfe Castle• 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 and some radical Puritan groups, such as the Diggers, advocated male and female suffrage• Puritan women participated in social and political campaigns during the Civil War era, e.g. some 10,000 women signed a 1649 petition calling for the release of John Lilburne and greater freedom for women• The Toleration Act of 1650 and the Marriage Act of 1653 also provided some benefits by enabling Quaker women to hold separate meetings and speak at mixed gatherings, and by permitting civil marriage. <p>Arguments and evidence that the status of women in Britain did not change in the years 1625-88 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Throughout the 17th century women had very few rights and were legally under the control of their husbands or fathers; women were expected to run the home and raise children• Women continued to be seen as irrational or scheming, with some ministers questioning if females had souls; well-established punishments, such as the brank, were used throughout this period to curb 'gossiping' or 'interfering' women• Even in Puritan circles, the promotion of education for women was limited and there was a widespread belief within Stuart society that highly educated women were 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. <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 the growth of London in the development of the British economy in the years 1625-88.</p> <p>The significance of the growth of London 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"> • By the mid-17th century, 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 the establishment of 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 <p>The significance of other factors and/or the limitations to London's significance 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"> • The impact of agricultural developments e.g. improved farming techniques, more specialised farming, and greater capital investment. • The impact of imperial expansion e.g. the beneficial effects of the Navigation Acts (1651 and 1660), the growing 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. • 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 • London's economic impact was limited to the south and east by poor internal communications. <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 William III's wars brought about a financial revolution 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">• England's involvement in a major European war under William III was extremely costly and this led to a financial revolution• Government finances were restructured by overhauling the taxation system and adopting a new approach to borrowing• This financial revolution improved relations between monarch and Parliament, and gave the latter a greater role. <p>Extract 2</p> <ul style="list-style-type: none">• William III's foreign policy plans compelled the English to confront the financial and military implications of preserving the Protestant succession• It took several years before a sizeable body of taxpayers reluctantly accepted William's view that preservation of the Protestant succession (against French and Stuart threats) would have to be fought and paid for• A section of the gentry continued to resist this argument due to their parochial outlook and lack of knowledge regarding national and foreign policy issues. <p>Candidates should use their own knowledge of the issues to address the view that William III's wars brought about a financial revolution in Britain. Relevant points may include:</p> <ul style="list-style-type: none">• The scale of the war (involving some 76,000 troops and 40,000 sailors by 1697 and costing around £5.5 million per annum in the years 1689-97) paved the way for huge financial and administrative changes• One approach was to gain greater access to national resources to cover war costs by extending the taxation system, e.g. the Excise Tax was extended, customs duties were increased and a Land Tax was introduced• Government borrowing was placed on a more secure footing by the Million Loan Act (1693) which guaranteed repayments out of parliamentary taxation, the establishment of the Bank of England, and turning royal debt into the National Debt, underwritten by Parliament.

Candidates should use their own knowledge of the issues related to the debate to address the view that other factors brought about a financial revolution in Britain. Relevant points may include:

- Other projects, such as the Million Lottery of 1694, were tried but failed which indicated there were limits to the population's willingness to fund the national war effort
- The growing power of Parliament also influenced the development of the financial revolution. To ensure its continued existence and role in government, Parliament wanted to control finance as much as possible, e.g. the Commission of Public Accounts set up in 1690
- The growth of trade in the previous decades had boosted the wealth of the merchants which allowed an enterprise such as the Bank of England to be successful in the first place
- The changing nature of banking and lending was not something new, as it had been developing over the past decades. Borrowing, lending and systems of credit were becoming more widespread outside of government.

Other relevant material must be credited.

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