



# Mark Scheme (Results)

Summer 2022

GCE History (8HI0/1C)  
Advanced Subsidiary

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

## 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"> <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>
2	5-10	<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>
3	11-16	<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>
4	17-20	<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:** 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"><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>
2	5-10	<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>
3	11-16	<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>
4	17-20	<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
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 parliament was the main reason for the instability of republican government in the years 1649-60.</p> <p>Arguments and evidence that parliament was the main reason 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"><li>• The outlook of the Rump Parliament (1649-53), with its antipathy towards radical religious groups and some significant reforms, failed to command widespread support</li><li>• The Rump Parliament, beset by financial problems, was slow to pay the army, resulting in growing tension with the military</li><li>• The majority of members of the Nominated Assembly (1653) were conservatively-inclined gentry who had little interest in godly reform and who were opposed by the radical minority in parliament</li><li>• Frustrated by parliamentary attacks on the army and the principle of religious liberty, Cromwell dissolved the First and Second Protectorate Parliaments in 1655 and 1658 respectively.</li></ul> <p>Arguments and evidence that other factors were the main reason 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"><li>• The beliefs and activities of the Fifth Monarchists, Ranters, Seekers, Quakers, Baptists and Congregationalists provoked a conservative reaction against republican government across the period</li><li>• 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</li><li>• The cost of wars in Ireland, Scotland and against the Dutch imposed serious financial strains and alienated the gentry; economic problems were compounded by harvest failures in the years 1658-60</li><li>• 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 that would have established a limited monarchy.</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 Charles II's actions were the main reason why religious nonconformity was able to survive persecution in the years 1660-85.</p> <p>Arguments and evidence that Charles II's actions were the main reason why religious nonconformity was able to survive persecution in the years 1660-85 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Charles II demonstrated sympathy for non-conformists by attempting to suspend the Act of Uniformity in 1662</li> <li>• In 1667 Charles II appointed a group of advisers, including two associated with moderate Puritanism, in order to challenge the High Church Anglicans and their parliamentary allies for control of religious policy</li> <li>• In 1672 Charles II suspended the Conventicle Act and other persecuting laws via a Declaration of Indulgence which permitted dissenters the freedom not to attend church and to hold their own licensed gatherings</li> <li>• In 1676 Charles II undermined Danby's Compton Census of dissenting groups, which was designed to facilitate renewed persecution, because both dissenters and Catholics were too numerous to be suppressed.</li> </ul> <p>Arguments and evidence that Charles II's actions were not the main reason/other factors were the main reason why religious nonconformity was able to survive persecution in the years 1660-85 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• During the 1670s, and following the failure of Exclusion, the Rye House Plot and the collapse of Whig support in 1682-83, Charles II permitted the persecution of religious dissent</li> <li>• The Clarendon Code, imposed by the Cavalier Parliament, defined uniformity on a narrow basis, so the number and range of dissenters was increased and therefore they were more difficult to combat</li> <li>• The government lacked effective instruments of persecution, e.g. the High Commission was abolished in 1641; many local magistrates failed to execute the penal laws against dissenters fully</li> <li>• Various dissenting sects were well established by 1660, making them more difficult to uproot during the Restoration; support was provided by the Whigs and influential families who opposed persecution.</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 on whether the status of women remained unchanged in the years 1625-88.</p> <p>Arguments and evidence that the status of women remained unchanged in the years 1625-88 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• During this period women had very few rights and were legally under the control of their husbands or fathers; women lacked economic opportunities and were expected to run the home and raise children</li><li>• Women continued to be seen as irrational or scheming, with some ministers questioning if females had souls; well-established punishments were used throughout this period to curb 'gossiping' or 'interfering' women</li><li>• 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</li><li>• 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.</li></ul> <p>Arguments and evidence that the status of women changed in the years 1625-88 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• During the Civil War some women took on the roles of men who were pre-occupied with the conflict, e.g. Brilliana Harley defended the family estate in Herefordshire and Mary Banks protected Corfe Castle</li><li>• 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</li><li>• 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</li><li>• Following the Restoration in 1660, Charles II enhanced the status of women by lifting the legal ban on females performing in stage plays.</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 the cloth trade for the development of the British economy in the years 1625-88.</p> <p>The significance of the cloth trade for the development of the British economy in the years 1625-88 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Fuelled by the boom in international markets, British cloth production accounted for 92 per cent of exports out of London in 1640, 74 per cent of exports in 1660 and 72 per cent of exports by the end of the century</li> <li>• The increased population and the putting-out system led to greater division of labour within the cloth trade which lowered costs, raised productivity and encouraged the spread of the textile industry to northern Britain</li> <li>• Driven by Dutch immigration, the introduction of the 'new draperies' in East Anglia led to the production of high-quality lighter fabrics that appealed to a wider market than traditional English textiles</li> <li>• The influx of skilled textile workers from abroad stimulated expansion of the industry, e.g. in Colchester those employed in textile production increased from 26 per cent to 40 per cent during this period.</li> </ul> <p>The significance of other factors/lack of significance of the cloth trade for the development of the British economy in the years 1625-88 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Over the period, the British cloth trade accounted for a declining percentage of the exports out of London, suggesting that textiles were less significant for economic development after c.1650</li> <li>• The impact of agricultural developments, e.g. improved farming techniques, more specialised farming, and greater capital investment.</li> <li>• The impact of imperial expansion, e.g. the beneficial effects of the Navigation Acts, the growing role of the East India Company, and British control of the slave-based 'triangular trade' from the mid-17th century</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; the impact of the coastal coal trade.</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 of 1688-89 encouraged the growth of parliamentary power.</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>• William III presided over the development of a parliamentary monarchy but this did not come about through the Declaration of Rights or the Bill of Rights</li><li>• Annual parliamentary sessions were required due to the demands of war and because parliament would only vote military supply annually; parliament's financial control was increased by the civil list</li><li>• Through the Act of Succession, parliament specified the line of royal descent and placed restrictions on William III's heirs.</li></ul> <p>Extract 2</p> <ul style="list-style-type: none"><li>• Contrary to appearances, the Glorious Revolution did not produce parliamentary government</li><li>• The monarch could still 'hire and fire' ministers and judges; within the framework of the Triennial Act (1694), the monarch could still summon, dissolve, prorogue and adjourn parliament</li><li>• Many of the features of government, including the monarch and parliament, appeared to remain the same.</li></ul> <p>Candidates should use their own knowledge of the issues to address the view that the Glorious Revolution of 1688-89 encouraged the growth of parliamentary power. Relevant points may include:</p> <ul style="list-style-type: none"><li>• From 1689 financial reforms provided greater parliamentary scrutiny of, and control over, government income and expenditure, e.g. the 1690 Public Accounts Act and the 1698 Civil List Act</li><li>• Regular parliamentary elections and annual parliamentary sessions were ensured by the Mutiny Act (1689) and the Triennial Act (1694)</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></ul>

Candidates should use their own knowledge of the issues related to the debate to address the view that the Glorious Revolution of 1688-89 did not encourage the growth of parliamentary power. Relevant points may include:

- In 1689 the king still retained most of the monarch's executive powers, including the right to choose ministers and advisers, set policy and make war
- The limitations put on the monarch's powers by the coronation oath, the Declaration and Bill of Rights, and the financial settlement were much smaller than those intended by some in the Convention Parliament
- 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.

Other relevant material must be credited.