



# Mark Scheme (Results)

October 2020

Pearson Edexcel GCE  
In History (9HI0/1C)  
Advanced V5  
2020

Paper 1: Breadth study with interpretations

Option 1C: Britain, 1625-1702: conflict,  
revolution and settlement

## **Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at [www.edexcel.com](http://www.edexcel.com) or [www.btec.co.uk](http://www.btec.co.uk). Alternatively, you can get in touch with us using the details on our contact us page at [www.edexcel.com/contactus](http://www.edexcel.com/contactus).

## **Pearson: helping people progress, everywhere**

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: [www.pearson.com/uk](http://www.pearson.com/uk)

Autumn 2020

Publications Code 9HI0\_1C\_2010\_MS

All the material in this publication is copyright

© Pearson Education Ltd 2020

## 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	1-3	<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	4-7	<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 focus of the question.</li> <li>• 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.</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	8-12	<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	13-16	<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>

<b>Level</b>	<b>Mark</b>	<b>Descriptor</b>
<b>5</b>	<b>17-20</b>	<ul style="list-style-type: none"><li>• Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period.</li><li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands.</li><li>• 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.</li><li>• The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity 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	1-3	<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	4-7	<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 is given, but with limited support and related to the extracts overall, rather than specific issues.</li></ul>
3	8-12	<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 on, 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	13-16	<ul style="list-style-type: none"><li>• Demonstrates understanding of the extracts, analysing the issues of interpretation raised within them and 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 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.</li></ul>
5	17-20	<ul style="list-style-type: none"><li>• Interprets the extracts with confidence and discrimination, analysing the issues raised and demonstrating understanding of the basis of arguments offered by both authors.</li><li>• Integrates issues raised by extracts with those from own knowledge when discussing the presented evidence and differing arguments.</li><li>• Presents sustained evaluative argument, reaching fully substantiated judgements on the views given in both extracts and demonstrating understanding of the nature of historical debate.</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 how accurate it is to say that the actions of parliament were the main reason for the failure of Charles I and his opponents to reach a negotiated settlement in the years 1640-49.</p> <p>Arguments and evidence that the actions of parliament were the main reason for the failure of Charles I and his opponents to reach a negotiated settlement in the years 1640-49 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Parliamentary attacks on the king's 'evil counsellors' and the royal prerogative in 1640-41 narrowed the scope for compromise, e.g. the Act of Attainder, the Militia Bill and the Grand Remonstrance</li><li>• The severity of the Nineteen Propositions presented by the Commons in 1642 suggested that parliament was not seriously intending to negotiate with the king</li><li>• Divisions within parliament between Political Presbyterians and Political Independents after the First Civil War worked against commonly agreed settlement proposals</li><li>• Parliament's handling of the New Model Army over the issues of arrears and indemnities in 1647 militated against a common approach for a settlement with Charles I.</li></ul> <p>Arguments and evidence that other factors were primarily responsible for the failure of Charles I and his opponents to reach a negotiated settlement in the years 1640-49 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Charles I's unsuccessful attempt to arrest five opponents in parliament in 1642 led the parliamentary opposition to conclude that the king could not be trusted and that he was determined to restore his authority by force</li><li>• After the First Civil War (1642-46) Charles I attempted to drag out negotiations in the hope that the divisions between his opponents would deepen and put him in a stronger bargaining position</li><li>• Charles I's Engagement with the Scots (1647) led to the Scottish invasion of England and the Second Civil War of 1648, which hardened opposition to the king within parliament and the wider political nation</li><li>• Charles I's determination to retain/reclaim his royal prerogatives throughout this period proved a major stumbling block to a settlement, e.g. he had no intention of accepting parliament's proposals in late 1648</li></ul>

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>• The army removed any possibility of a settlement between Charles I and parliament by publishing the Remonstrance and carrying out Pride's Purge (December 1648), which facilitated the trial and execution of the king.</li></ul> |
|--|---|

Other relevant material must be credited.



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 how accurate it is to say that the survival of religious nonconformity, in the years 1660-85, owed little to the influence of Charles II.</p> <p>Arguments and evidence that the survival of religious nonconformity, in the years 1660-85, owed little to the influence of Charles II should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• During the 1670s Charles II accepted Danby's policy of defence of the Anglican Church through renewed persecution of dissenters and Catholics</li> <li>• In 1682-83 the failure of Exclusion, the Rye House Plot and the collapse of Whig support led Charles II to allow a renewed attack on religious dissent in a campaign of persecution that lasted for the rest of his reign</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>• Non-conformity survived due to the commitment of dissenters to their beliefs and determination to resist persecution, e.g. publication of Bunyan's <i>Pilgrim's Progress</i> and the growth of Quaker missionary work</li> <li>• A shortage of Anglican churches and vicars in certain areas such as Halifax enabled dissenting groups to develop and expand; 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>Arguments and evidence that the survival of religious nonconformity, in the years 1660-85, owed much to the influence of Charles II 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 argued that both dissenters and Catholics were too</li> </ul>

numerous to be suppressed; this undermined Danby's census of dissenting groups, which was designed to facilitate renewed persecution.

Other relevant material must be credited.

## 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 how accurate it is to say that the growth of the professional and merchant classes transformed British society in the years 1625-88.</p> <p>Arguments and evidence that the growth of the professional and merchant classes transformed British society in the years 1625-88 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The number and importance of professionals, such as financiers and doctors, increased significantly, stimulated by expanding trade, foreign wars and improving living standards</li><li>• The growth of the legal profession, driven partly by the complexity of landowning law, made Stuart Britain a more litigious society</li><li>• The merchant class expanded (from 34,000 in 1580 to 64,000 in 1688) and became more influential due to urbanisation, the post-1650 consumer boom and the development of overseas trade</li><li>• The teaching profession expanded due to an increase in the number of schools and the foundation/extension of Oxbridge colleges; this contributed to the growth of the 'middling sort'.</li></ul> <p>Arguments and evidence that other factors/developments transformed British society or the growth of the professional and merchant classes did not transform British society in the years 1625-88 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• In the years 1625-88, the gentry class expanded significantly and enhanced its social standing, personal wealth, educational attainment and political influence within Stuart Britain</li><li>• The growth of ports and shipping promoted social change by providing new employment opportunities for 10-20 per cent of the non-agricultural working population</li><li>• Religious and legal measures led to changes in the social status of women, e.g. 1653 Marriages Act and greater freedom for Quaker women after 1650</li><li>• The growth of the professional and merchant classes did little to challenge the social status and economic power of the nobility who (together with the gentry) owned a fifth of the land in England</li><li>• Throughout the whole period, rural labourers constituted the majority</li></ul>

of the working population and the church continued to be the traditional and largest form of occupation for professionals.

Other relevant material must be credited.

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 British control of the triangular trade for the development of Britain's overseas trade in the years c1650-88.</p> <p>Arguments and evidence that British control of the triangular trade was significant for the development of Britain's overseas trade in the years c1650-88 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The triangular trade was mutually beneficial for English slave traders, who made large profits, and plantation owners in colonies such as Montserrat and Antigua where the supply of indentured servants after 1660 was inadequate</li> <li>• The establishment of the Royal African Company in 1672 enabled the British to control the lucrative slave trade along the West African coast by deploying armed forces and establishing military bases and trading posts</li> <li>• Profits from the triangular trade after 1660 made a huge contribution to the wealth of the City of London, thereby strengthening the economy and encouraging further investment in overseas trade</li> <li>• After 1650 the triangular trade stimulated the development of provincial ports on the west coast of Britain as the key centres of the slave trade, e.g. Bristol, Liverpool and Glasgow.</li> </ul> <p>Arguments and evidence that British control of the triangular trade was not significant/other factors were significant for the development of Britain's overseas trade in the years c1650-88 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The British triangular trade did not 'take off' until the 1660s, e.g. slavery was not written into law in most American colonies until that point</li> <li>• The Navigation Acts of 1651 and 1660 regulated colonial trade and encouraged mercantilism in ways that 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>• Colonies in Virginia, Maryland and North and South Carolina established a lucrative tobacco trade that helped Britain compete with European rivals in North America and generated customs duties for the Stuart economy</li> <li>• The Levant Company, boosted by a royal charter in 1661, played an important role in the development of overseas trade by strengthening</li> </ul>

	<p>economic links in the Mediterranean region and with the Ottoman Empire.</p>
--	--

Other relevant material must be credited.

## 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 the Glorious Revolution of 1688-89 'did not establish a limited monarchy'.</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"><li>• The Glorious Revolution 'did not establish a limited monarchy' because the political, social and much of the ideological power of the monarchy remained</li><li>• The monarch could still appoint his own ministers, conduct foreign policy, and retain support within parliament through an extensive system of patronage</li><li>• The Glorious Revolution had the potential to strengthen the monarchy with the royal court providing executive government and parliament playing a secondary role.</li></ul> <p>Extract 2</p> <ul style="list-style-type: none"><li>• The Glorious Revolution marked an important stage in the transition from a monarchical to a parliamentary system with measures imposed in the decade after 1688 to restrict the monarch's power</li><li>• The Triennial Act of 1694 removed the monarch's prerogative power to convene or not to convene parliament and fiscal and military issues turned it effectively into a permanently sitting institution</li><li>• Parliament gained greater influence over taxation and political appointments; it was also able to extract concessions because William's war policy required parliamentary consent for resources.</li></ul> <p>Candidates should relate their own knowledge to the material in the extracts to support the view that the Glorious Revolution of 1688-89 'did not establish a limited monarchy'. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Government remained largely personal government by the monarch, e.g. William III controlled the day-to-day business of government and cabinet decisions had to be approved by him</li><li>• The royal court remained the focal point of politics and ministers were</li></ul>

Question	Indicative content
	<p>primarily concerned with retaining royal support since they knew that without the monarch's favour their political careers were under threat</p> <ul style="list-style-type: none"> <li>• The monarch's power of patronage preserved royal influence, e.g. 18 out of 26 incumbent bishops and 36 out of 112 lay peers owed their positions directly to William III</li> <li>• Many of the constraints on royal power in the Declaration of Rights were not implemented and the monarch could still decide on issues of war, peace and foreign policy and remained head of the Church of England.</li> </ul> <p>Candidates should relate their own knowledge to the material in the extracts to counter or modify the view that the Glorious Revolution of 1688-89 'did not establish a limited monarchy'. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Parliament became a permanent institution (e.g. Mutiny Act 1689 and Triennial Act of 1694) and government authority was now based on laws agreed by the monarch, Lords and Commons</li> <li>• The monarch's authority was weakened in various ways, e.g. the Bill and Declaration of Rights and the Act of Settlement</li> <li>• From 1689 financial reforms provided parliamentary scrutiny of government income and expenditure</li> <li>• The need to cooperate with Parliament meant William III was restricted in his choice of advisers and policies; in practice he needed advisers who could manage parliament and ensure support in the Commons.</li> </ul>



Pearson Education Limited. Registered company number 872828  
with its registered office at 80 Strand, London, WC2R 0RL, United Kingdom