



Mark Scheme (Results)

Summer 2022

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

Paper 1: Breadth study with
interpretations

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	1–3	<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	4–7	<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 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	<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	13–16	<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.

Level	Mark	Descriptor
5	17–20	<ul style="list-style-type: none">• 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	<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	4-7	<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 is given, but with limited support and related to the extracts overall, rather than specific issues.
3	8-12	<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	13-16	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<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 failure of Charles I's personal rule (1629-40) was mainly due to the religious policies of William Laud.</p> <p>Arguments and evidence that the failure of Charles I's personal rule (1629-40) was mainly due to the religious policies of William Laud should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Laud's religious reforms and his concept of the 'beauty of holiness' weakened personal rule by offending English Puritans who feared a revival of Catholicism under Charles I• Laud's attempts to place his supporters in key positions (e.g. William Juxon) helped to undermine personal rule since such clerical influence was deeply resented by the lay nobility• Laud weakened personal rule by giving church courts the power to interfere in secular affairs; many saw this as an attempt to reverse the Reformation and undermine the power of the nobility and the gentry• Laud's policies hardened opposition to Charles I's personal rule by reinforcing popular perceptions of growing Catholic influence at the royal court. <p>Arguments and evidence that the failure of Charles I's personal rule (1629-40) was mainly due to other factors/developments should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• 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• The revival of a number of feudal payments (e.g. fines for building, or encroaching, on royal forests) and the practice of selling monopoly licenses generated considerable resentment• 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• Charles I's attempt to impose religious changes in Scotland, against Laud's advice, provoked a strong and organised opposition (spearheaded by the Scottish clergy and nobility) that offered effective resistance• 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. <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 on how accurate it is to say that the instability of republican government in the years 1649-60 was primarily due to the attitudes and actions of Oliver Cromwell.</p> <p>Arguments and evidence that the instability of republican government in the years 1649-60 was primarily due to the attitudes and actions of Oliver Cromwell should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Cromwell's role generally served as a source of tension since, ideologically, he was torn between religious radicalism and political conservatism • By 1654 Cromwell's actions had alienated three groups (the Levellers, die-hard republicans and religious radicals) which contributed to ongoing instability during the interregnum • Cromwell's pursuit of religious toleration was at odds with the prevailing views of the propertied classes who put conformity and order before freedom of conscience, e.g. the Nayler Case of 1656 • 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. <p>Arguments and evidence that the instability of republican government in the years 1649-60 was not primarily due to the attitudes and actions of Oliver Cromwell/was primarily due to other factors or developments 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 • The development of radical religious groups, including the Fifth Monarchists, Ranters and Seekers provoked a conservative reaction against republican government across the period • Various broader political tensions encouraged instability, e.g. Parliament-army and civilian-military Cromwellian divisions and lack of acceptance of republican government by many gentry and most nobles • The development of Quaker radicalism in the 1650s sparked a conservative reaction that was willing to countenance a return of the monarchy following the death of Cromwell • The cost of wars in Ireland and Scotland and against the Dutch and Spain placed financial strains on the republican governments and further alienated the gentry; the economic impact of harvest failures in 1658-60.

	Other relevant material must be credited.
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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 the significance of the role played by the Royal Society in promoting a 'scientific revolution' in Britain in the years 1625-88.</p> <p>Arguments and evidence that the Royal Society played a significant role in promoting a 'scientific revolution' in Britain in the years 1625-88 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The Royal Society (proposed in 1660 and established in 1662) was boosted by a royal charter and Charles II's interest in science, which made it a high-profile forum for scientific investigation• The Royal Society attracted ground-breaking scientists such as Robert Hooke and Isaac Newton; the institution's reputation ensured that many of the best scientific scholars preferred it to Oxford or Cambridge• The Royal Society produced the first scientific journal, <i>Philosophical Transactions</i> (1665) which performed the important function of disseminating scientific discoveries and information• The Royal Society attracted a wide membership drawn from the landed and professional classes which helped to popularise scientific knowledge in fashionable society in Restoration England. <p>Arguments and evidence that the Royal Society's role was of limited significance and/or other factors/developments played a significant role in promoting a 'scientific revolution' in Britain in the years 1625-88 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The Royal Society only dedicated itself exclusively to scientific research after 1684, did not always assist scientists to develop their work, and spent much time on pointless 'science', e.g. trying to turn lead into gold• Notable individuals played a significant role in promoting a 'scientific revolution', e.g. Bacon (experimental method), Newton (gravity and motion), Harvey (blood circulation) and Boyle (gas and pressure)• Earlier forums, such as the Gresham College Group, and scientific groups based at Oxford and Cambridge played a significant role in promoting a 'scientific revolution', notably in the biological and physical sciences• The impetus for the 'scientific revolution' also came from less scholarly quarters, e.g. the Royal Observatory received military funding in an attempt to pull ahead of the French in charting longitude at sea.

	Other relevant material must be credited.
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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 extent to which British agriculture was transformed in the years 1625-88.</p> <p>The extent to which British agriculture was transformed in the years 1625-88 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Enclosure intensified in the seventeenth century, which permitted greater productivity and crop specialisation in response to increased demand from urban food markets such as London • New agricultural techniques/crops were introduced (e.g. improved crop rotation, floating water meadows, drainage of the Fens, selective breeding of livestock), partly stimulated by Dutch innovations and greater literacy • Better understanding of climate and soil conditions led to the development of specialist regions, e.g. dairy production in Wiltshire and hop growing in Kent • Large commercial farms emerged after the 1650s as large landowners undertook extensive improvements to their estates in order to raise production and maximise profits. <p>The extent to which British agriculture was not transformed in the years 1625-88 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Enclosure was not new as many areas in England, such as the West Country and parts of the north, were already enclosed by 1625 • Agriculture could still be adversely affected by harvest failures, particularly when this happened in successive years (e.g. 1657-61) during this 'little ice age' period • Agriculture continued to dominate the economy since the vast majority of Britons derived their living directly or indirectly from the land throughout this period • Large commercial farms were still not that common by the late seventeenth century and were usually restricted to areas close to large markets. <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 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, after the Glorious Revolution of 1688-89, the monarch 'still ruled as well as reigned'.</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">• After 1688, personal government by the monarch continued largely intact, with William III retaining a firm grasp on government decision-making• The royal court remained central to political influence and ministers needed to retain the monarch's support in order to sustain their political careers• The introduction of the cabinet in the early 1690s did not reduce the monarch's personal power regarding day-to-day government business and decision making. <p>Extract 2</p> <ul style="list-style-type: none">• Parliament exploited the King's need to finance his war against France in order to strengthen its position relative to the monarch• In the 1690s, parliamentary scrutiny of public expenditure constrained the King's authority and weakened the concept of personal rule• In practice, William was restricted in his choice of ministers because he had to appoint individuals who could work with parliament. <p>Candidates should relate their own knowledge to the material in the extracts to support the view that, after the Glorious Revolution of 1688-89, the monarch 'still ruled as well as reigned'. Relevant points may include:</p> <ul style="list-style-type: none">• In 1689 the King still retained most of the executive powers restored in 1660, 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• William III ensured that the cabinet was rigorously segregated in its functions to preserve monarchical power, e.g. Danby was excluded from Treasury business• William III remained head of the Church of England.

Question	Indicative content
	<p>Candidates should relate their own knowledge to the material in the extracts to counter or modify the view that, after the Glorious Revolution of 1688-89, the monarch 'still ruled as well as reigned'. Relevant points may include:</p> <ul style="list-style-type: none"> • The Glorious Revolution weakened the monarch's authority in various ways, e.g. the coronation oath and the Declaration and Bill of Rights • Parliamentary control of finance (e.g. 'insufficient' annual settlements) meant that the king had no choice but to meet with parliament regularly, thus enhancing its influence and authority • The introduction of a Public Accounts Commission (1691) strengthened parliament vis-a-vis the monarch; the renewable civil list (1698) meant that the monarch's prerogative powers could not circumvent parliament • Through the 1689 Mutiny Act and the 1694 Triennial Act, the monarch had to accept parliament as a permanent institution.