

Write your name here

Surname

Other names

Pearson Edexcel
Level 3 GCE

Centre Number

--	--	--	--	--

Candidate Number

--	--	--	--

History

Advanced Subsidiary

Paper 1: Breadth study with interpretations

Option 1C: Britain, 1625–1701: conflict, revolution and settlement

Wednesday 18 May 2016 – Afternoon

Time: 2 hours 15 minutes

Paper Reference

8HI0/1C

You must have:

Extract Booklet (enclosed)

Total Marks

--

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- There are three sections in this question paper. Answer **ONE** question from Section A, **ONE** question in Section B and the question from Section C.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 60.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ►

P49957A

©2016 Pearson Education Ltd.

1/1/1/e2



PEARSON

SECTION A

Answer EITHER Question 1 OR Question 2.

EITHER

- 1** Were financial problems the main reason for the failure of Charles I's personal rule in the years 1629–40?

(Total for Question 1 = 20 marks)

OR

- 2** Were the difficulties faced by the restored monarchy, in the years 1660–88, mainly due to the strength of anti-Catholic sentiment?

(Total for Question 2 = 20 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



SECTION A

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number:

Question 1

Question 2

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Area with horizontal dotted lines for writing answers.



(Section A continued)

Dotted lines for writing.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



(Section A continued)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



(Section A continued)

A series of horizontal dotted lines for writing, filling the majority of the page.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



(Section A continued)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



(Section A continued)

Handwriting practice area consisting of multiple horizontal dotted lines for writing.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



(Section A continued)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



(Section A continued)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

TOTAL FOR SECTION A = 20 MARKS



SECTION B

Answer EITHER Question 3 OR Question 4.

EITHER

3 How far did poverty increase in Britain in the years 1625–88?

(Total for Question 3 = 20 marks)

OR

4 How significant was imperial expansion in the development of the British economy in the years 1625–88?

(Total for Question 4 = 20 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



SECTION B

Indicate which question you are answering by marking a cross \boxtimes . If you change your mind, put a line through the box \boxtimes and then indicate your new question with a cross \boxtimes .

Chosen question number:

Question 3

Question 4

Dotted lines for writing answers.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



(Section B continued)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 25 horizontal dotted lines.



(Section B continued)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



(Section B continued)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with horizontal dotted lines.



(Section B continued)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



(Section B continued)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 25 horizontal dotted lines.



(Section B continued)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



(Section B continued)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Area with horizontal dotted lines for writing.

TOTAL FOR SECTION B = 20 MARKS



SECTION C

Study Extracts 1 and 2 in the Extracts Booklet before you answer this question.

- 5 Historians have different views about how revolutionary, in the years to 1701, the Glorious Revolution was. Analyse and evaluate the extracts and use your own knowledge of the issues to explain your answer to the following question.

How far do you agree with the view that the Glorious Revolution established a parliamentary monarchy in Britain?

(20)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(Section C continued)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with horizontal dotted lines.



(Section C continued)

Handwriting practice area consisting of multiple horizontal dotted lines for writing.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



(Section C continued)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 25 horizontal dotted lines.



(Section C continued)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



(Section C continued)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 25 horizontal dotted lines.



(Section C continued)

Handwriting practice area consisting of multiple horizontal dotted lines for writing.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



(Section C continued)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

TOTAL FOR SECTION C = 20 MARKS
TOTAL FOR PAPER = 60 MARKS



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

BLANK PAGE



Pearson Edexcel Level 3 GCE

History

Advanced Subsidiary

Paper 1: Breadth study with interpretations

Option 1C: Britain, 1625–1701: conflict, revolution and settlement

Wednesday 18 May 2016 – Afternoon

Extracts Booklet

Paper Reference

8HI0/1C

Do not return this booklet with the question paper.

Turn over ►

P49957A

©2016 Pearson Education Ltd.

1/1/1/1/e2



PEARSON

Extracts for use with Section C.

Extract 1: From Paul Langford, 'The Eighteenth Century 1688–1789' in Kenneth O. Morgan (ed.), *The Oxford History of Britain*, revised edition published 2001.

When compared with modern revolutions, the 'Glorious Revolution' seems to represent a change of monarch rather than a genuine shift of social and political power. This impression is reinforced by the relative absence of physical violence. Yet the acceptance of parliamentary monarchy was achieved and the major change of course carried out in 1688 can be seen to have been truly revolutionary. The Bill of Rights clearly overrode the hereditary right which formed the basis of the restored constitution of 1660. The Bill of Rights replaced hereditary right with the will of the nation expressed through Parliament. William and Mary owed their title to the determination of the propertied classes. At a time when absolutism seemed to be dominant in the Western world, the importance of this change should not be underestimated. Fundamentally, it can be seen as a historic turning point involving the decisive rejection of an entire form of government.

Extract 2: From Barry Coward, *Stuart England 1603–1714*, published 1997.

The limitations put on the powers of the new monarchs (by the coronation oath, the Declaration and Bill of Rights and the financial settlement of 1690) were much smaller than had been intended by some in the Convention Parliament in 1690. William's hostility to constitutional limitations was well known, and ambitious politicians at the start of the new reign took the hint. Most MPs were driven to a speedy settlement by the thought of what might happen if the lack of a settled government were prolonged. The men of 1689 were fearful of a collapse of order. In this climate, the demands of those, like radical Whigs, for major constitutional and ecclesiastical changes were swept aside. The pressing need for the re-establishment of monarchical authority took precedence over the luxury of lengthy debates that a programme of major constitutional changes would require. The Bill of Rights was the outcome of pressing needs and not careful planning. It was, as a result, a limited document.

Every effort has been made to contact copyright holders to obtain their permission for the use of copyright material. Pearson Education Ltd. will, if notified, be happy to rectify any errors or omissions and include any such rectifications in future editions.