# GCE

# History A

## Y138/01: British period study and enquiry: The early Stuarts and the origins of the Civil War 1603-1660

AS Level

# Mark Scheme for June 2025

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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# MARKING INSTRUCTIONS

## PREPARATION FOR MARKING
## RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Online Training: OCR Essential Guide to Marking*.

2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are available in RM Assessor

3. Log-in to RM Assessor and mark the **required number** of practice responses ("scripts") and the **required number** of standardisation responses.

## MARKING

1. Mark strictly to the mark scheme.

2. Marks awarded must relate directly to the marking criteria.

3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.

4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor messaging system, or by email.

5. **Crossed Out Responses**
   Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

   **Rubric Error Responses – Optional Questions**
   Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

**Multiple Choice Question Responses**
When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).
*When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.*

**Contradictory Responses**
When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

**Short Answer Questions** (requiring only a list by way of a response, usually worth only **one mark per response**)
Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

**Short Answer Questions** (requiring a more developed response, worth **two or more marks**)
If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

**Longer Answer Questions** (requiring a developed response)
Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add a tick to confirm that the work has been seen.

7. There is a NR (**No Response**) option. Award NR (No Response):

   - if there is nothing written at all in the answer space
   - OR if there is a comment which does not in any way relate to the question (e.g., 'can't do', 'don't know')
   - OR if there is a mark (e.g., a dash, a question mark) which is not an attempt at the question.

   Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).

8. The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
   If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.

9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.

10. For answers marked by levels of response:
    a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
    b. **To determine the mark within the level**, consider the following

| Descriptor | Award mark |
|---|---|
| On the borderline of this level and the one below | At bottom of level |
| Just enough achievement on balance for this level | Above bottom and either below middle or at middle of level (depending on number of marks available) |
| Meets the criteria but with some slight inconsistency | Above middle and either below top of level or at middle of level (depending on number of marks available) |
| Consistently meets the criteria for this level | At top of level |

11. **Annotations**

| Annotation | Meaning |
|---|---|
| BP | Blank Page |
| | Highlight |
| Off-page comment | |
| A | Assertion |
| AN | Analysis |
| EVAL | Evaluation |
| EXP | Explanation |
| F | Factor |
| ILL | Illustrates/Describes |
| IRRL | Irrelevant, a significant amount of material that does not answer the question |
| J | Judgement |
| KU | Knowledge and understanding |
| P | Provenance |
| SC | Simple comment |
| | Unclear |
| V | View |

| Question | | | Answer | Mark | Guidance |
|---|---|---|---|---|---|
| 1 | | | **Use your knowledge of parliamentary disputes in the period to assess how useful Source A is as evidence of the criticism of MPs during the Commonwealth (1649-53).**<br><br>• **In considering Source A answers might consider** Cromwell's accusation that Parliament had done nothing for the public good.<br>• **Answers might consider** whether it had looked to remain in power.<br>• **Answers might consider** the religious reforms it introduced.<br>• **Answers might consider** the failure to bring in a new constitution.<br>• **Answers might consider** the anger in the army over the promise of new elections by 1654.<br>• **Answers might consider** the replacement of the Rump with the nominated assembly.<br>• **Answers might consider** this was written by a Rump MP who broke with Cromwell after he established the Protectorate | **10** | The indicative content lists features of the period studied that relate to the question set.<br>**Neither significance nor relative importance are attributed to the features listed.**<br>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.<br><br>• No set answer is expected<br>• The answer must assess utility for the issue specified. Analysis and evaluation of utility for other issues is not required and should not be credited.<br>• Knowledge must not be credited in isolation. It should only be credited where it is used to analyse and evaluate the sources, in line with descriptions in the levels mark scheme. |

| Question | | | Answer | Mark | Guidance |
|---|---|---|---|---|---|
| 2 | | | **Using these three sources in their historical context, assess how far they support the view that Oliver Cromwell's aim during the Commonwealth and Protectorate (1649 to 1658) was to enhance his own power.**<br><br>• **In discussing how Source A does support the view,** it might be argued that Cromwell attacks the Rump and accuses them of wanting to remain in power in order to justify his action in removing them.<br>• **In discussing the provenance of Source A**, it might be argued that it is from a Rump MP who broke with Cromwell after the dismissal of the Rump and the establishment of the Protectorate.<br>• **In discussing the historical context of Source A**, answers might consider that the Rump decided in March 1649 to dissolve itself but was slow to act and it disappointed many.<br><br>• **In discussing how Source B does support the view,** it might be argued that Parliament was seen as Cromwell's creature and that he had supreme authority.<br>• **In discussing the provenance of Source B,** it might be argued that it was written by an officer in the army in Ireland.<br>• **In discussing the historical context of Source B,** it might be argued that members of the army were concerned by Cromwell's power as with the dissolution of Barebone's parliament he had | **20** | The indicative content lists features of the period studied that relate to the question set. Both features that support the hypothesis and features that challenge the hypothesis are detailed.<br>**Neither significance nor relative importance are attributed to the features listed.**<br>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.<br><br>• No set answer is expected.<br>• At level 5 there will be judgement about the issue in the question.<br>• To be valid judgements, they must be supported by accurate and relevant material.<br>• Knowledge must not be credited in isolation. It should only be credited where it is used to analyse and evaluate the sources, in line with descriptions in the levels mark scheme. |

| Question | | | Answer | Mark | Guidance |
|---|---|---|---|---|---|
| | | | taken on the headship of state and the power given to him by the Instrument of Government.<br><br>• **In discussing how Source C does not support the view,** answers might consider that Cromwell refused the title of 'king' and that he had failed to bring stability.<br>• **In discussing the provenance of Source C,** answers might consider Cromwell was defending his actions to army officers.<br>• **In discussing the historical context of Source C,** answers might consider the 'Humble Petition and Advice' and Cromwell's rejection of the crown, probably because of opposition from the army. | | |

| Question | | | Answer | Mark | Guidance |
|---|---|---|---|---|---|
| 3* | | | **Assess the reasons why Charles I dissolved parliament in 1629.**<br><br>**Answers might argue disputes with parliament over foreign policy were the most important reason:**<br>• **Answers might consider** the failure of the Cadiz expedition.<br>• **Answers might consider** the failure of the French alliance and the unpopularity of fighting fellow protestants.<br>• **Answers might consider** Buckingham's involvement with foreign policy.<br>• **Answers might consider** the unpopularity of war with France.<br>• **Answers might consider** parliament's lack of financial support for his foreign policy.<br><br>**Answers might argue other factors were more important:**<br>• **Answers might consider** the impact of the Petition of Right.<br>• **Answers might consider** Charles' attitude towards his prerogative powers and determination to defend them.<br>• **Answers might consider** the impact of the murder of Buckingham.<br>• **Answers might consider** the increasing influence of his wife. | **20** | The indicative content lists features of the period studied that relate to the question set.<br>**Neither significance nor relative importance are attributed to the features listed.**<br>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.<br><br>• No set answer is expected.<br>• At Level 5 there will be judgement as to the most important reason.<br>• At higher Levels candidates might establish criteria against which to judge the importance of reasons.<br>• To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions.<br>• Knowledge must not be credited in isolation. It should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme. |

| Question | | | Answer | Mark | Guidance |
|---|---|---|---|---|---|
| | | | • **Answers might consider** that new members of the Council had Catholic sympathies and were not committed to parliamentary government.<br>• **Answers might consider** the impact of the 1629 session, issues such as tonnage and poundage had not been settled, religious disputes over Arminianism.<br>• **Answers might consider** the behaviour of MPs when the Commons was locked against Black Rod. | | |
| **4*** | | | **'Charles I was to blame for the outbreak of the First Civil War in 1642.'**<br><br>**How far do you agree?**<br><br>**In arguing that Charles I was to blame:**<br>• **Answers might consider** the attempted arrest of five MPs in January 1642.<br>• **Answers might consider** Charles I raising his standard at Nottingham.<br>• **Answers might consider** Charles' determination to preserve his prerogatives.<br>• **Answers might consider** Charles' failure to build a working relationship with parliament.<br>• **Answers might consider** his support for Laudianism.<br>• **Answers might consider** the impact of the Personal Rule.<br>• **Answers might consider** Charles' personality. | **20** | The indicative content lists features of the period studied that relate to the question set.<br>**Neither significance nor relative importance are attributed to the features listed.**<br>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.<br><br>• No set answer is expected.<br>• At Level 5 there will be judgement as to who or what was to blame.<br>• At higher Levels candidates might establish criteria against which to judge who or what was most responsible.<br>• To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions.<br>• Knowledge must not be credited in isolation. It should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme. |

| Question | | | Answer | Mark | Guidance |
|---|---|---|---|---|---|
| | | | **In arguing that Charles I was not to blame:**<br>• **Answers might consider** the extreme concessions parliament forced on Charles were to blame.<br>• **Answers might consider** the execution of Strafford, and the tactics used and the use of the London mob.<br>• **Answers might consider** the radical nature of The Grand Remonstrance.<br>• **Answers might consider** the Militia Ordinance, which broke the constitution and was not agreed to by Charles, overriding royal powers.<br>• **Answers might consider** the Nineteen Propositions.<br>• **Answers might consider** longer term political causes over prerogative powers and revenue.<br>• **Answers might consider** long term religious causes. | | |

APPENDIX 1 – this contains a generic mark scheme grid

| | |
|---|---|
| | *AO2: Analyse and evaluate appropriate source materials, primary and/or contemporary to the period, within its historical context.* |
| | **Generic mark scheme for Section A, Question 1: Use your knowledge of [specified historical context] to assess how useful Source […] is as evidence of…. [10]** |
| **Level 5** 9–10 marks | The answer has a good focus on the question. The source is evaluated, using both provenance and relevant knowledge of the historical context that is specified in the question, in order to engage with the source and reach a supported analysis of its utility as evidence for the issue in the question. |
| **Level 4** 7–8 marks | The answer is mostly focused on the question. The source is evaluated, using both provenance and generally relevant knowledge of the historical context that is specified in the question, in order to engage with the source and produce an analysis of its utility as evidence for the issue in the question. The use of provenance may not be developed. |
| **Level 3** 5–6 marks | The answer is partially focused on the question. There is partial evaluation of the source, with use of some knowledge of the historical context that is specified in the question, in order to engage with the source and produce a partial analysis of its utility as evidence for the issue in the question. |
| **Level 2** 3–4 marks | The answer has only limited focus on the question. There is a generalised evaluation of the source, with use of limited knowledge of the historical context that is specified in the question, in order to engage with the source and produce a basic analysis of its utility as evidence for the issue in the question. |
| **Level 1** 1–2 marks | This answer is on the wider topic area, but not on the detail of the question. There is a very basic evaluation of the source, with very limited use of very generalised knowledge of historical context that is specified in the question, in order to engage with the source in a very limited way to attempt a very simple analysis of its utility. This analysis may primarily take the form of drawing information from the source, and it will be considered more as evidence for the wider topic area than the specific issue in the question. |
| 0 marks | No evidence of understanding or reference to the source. |

| | |
|---|---|
| | *AO2: Analyse and evaluate appropriate source materials, primary and/or contemporary to the period, within its historical context.* |
| | **Generic mark scheme for Section A, Question 2: How far do the three sources support the view? [20]** |
| **Level 5** 17–20 marks | The answer has a good focus on the question. The sources are evaluated, using both provenance and relevant knowledge of their historical context, in order to engage with the sources and reach a supported analysis of them in relation the issue in the question. There may be some imbalance in the analysis between use of provenance and use of knowledge. |
| **Level 4** 13–16 marks | The answer is mostly focused on the question. The sources are evaluated, using both provenance and generally relevant knowledge of their historical context, in order to engage with the sources and produce an analysis of them in relation to the question. The use of provenance may not be developed. |
| **Level 3** 9–12 marks | The answer is partially focused on the question. There is partial evaluation of the sources, with use of some knowledge of their historical context, in order to engage with the sources and produce a partial analysis of them in relation to the question. |
| **Level 2** 5–8 marks | The answer has only limited focus on the question. Evaluation of the sources is very general. There is limited use of generalised knowledge of historical context to engage with the sources and produce a basic analysis of them in relation to the question. |
| **Level 1** 1–4 marks | This answer is on the wider topic area, but not on the detail of the question. The sources are evaluated in a very basic way, primarily being used as a source of information with understanding of them being only partial. A very generalised knowledge of historical context is used in a very limited way to engage with the sources and to attempt a very simple analysis of them in relation to the question. |
| 0 marks | No evidence of understanding or reference to the sources. |

| | |
|---|---|
| | *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.* |
| | **Generic mark scheme for Section B, Questions 3 and 4: Essay [20]** |
| **Level 5**<br>17–20 marks | There is a mostly consistent focus on the question. Generally accurate and detailed knowledge and understanding is demonstrated through most of the answer and is evaluated and analysed in order to reach substantiated judgements, but these are not consistently well-developed.<br>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated. |
| **Level 4**<br>13–16 marks | The question is generally addressed. Generally accurate and sometimes detailed knowledge and understanding is demonstrated through most of the answer with evaluation and some analysis, and this is used appropriately to support the judgements that are made.<br>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence. |
| **Level 3**<br>9–12 marks | The question is partially addressed. There is demonstration of some relevant knowledge and understanding, which is evaluated and analysed in parts of the answer, but in places knowledge is imparted rather than being used. The analysis is appropriately linked to the judgements made, though the way in which it supports the judgements may not always be made explicit.<br>The information has some relevance and is presented with limited structure. The information is supported by limited evidence. |
| **Level 2**<br>5–8 marks | The focus is more on the topic than the specific demands of the question. Knowledge and understanding is limited and not well used, with only limited evaluation and analysis, which is only sometimes linked appropriately to the judgements made.<br>The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence<br>and the relationship to the evidence may not be clear. |
| **Level 1**<br>1–4 marks | The answer relates to the topic but not the specific question. The answer contains only very limited relevant knowledge which is evaluated and analysed in a very limited way. Judgements are unsupported and are not linked to analysis.<br>Relevant knowledge is limited, generalised and poorly used; attempts at argument are no more than assertion.<br>Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence. |
| 0 marks | No evidence of understanding and no demonstration of any relevant knowledge. |

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