

GCE

History A

**Unit : Y108/01 The Early Stuarts and the Origins of the Civil
War 1603 - 1660**

Advanced GCE

Mark Scheme for June 2017

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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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning of annotation
	Blank Page
	Highlight
Off-page comment	
	Assertion
	Analysis
	Evaluation
	Explanation
	Factor
	Illustrates/Describes
	Irrelevant, a significant amount of material that does not answer the question
	Judgement
	Knowledge and understanding
	Provenance
	Simple comment
	Unclear
	View

Here are the subject specific instructions for this question paper

Use the following indicative content mark scheme in conjunction with the generic levels of response in the Appendix

MARK SCHEME Section A

Question	Answer/Indicative content	Mark	Guidance
1	<p>Using these four sources in their historical context, assess how far they support the view that the attitude of Charles I was the main reason for the failure to achieve a settlement in the period 1646-1649.</p> <ul style="list-style-type: none"> • In discussing how Source A does support the view, answers might refer to Charles refusal to agree to the propositions and how he hopes to persuade France and other supporters to aid him. • In discussing the provenance of Source A, answer might consider that it was a private letter written to his wife and is therefore likely to outline his actual position and views. • In discussing the historical context of Source A, answers might consider that Charles was aware of the divisions between his opponents in the summer of 1646 and believed that he could exploit them, possibly by joining with the Scots and re-starting the war. • In discussing how Source B does not support the view, answers might refer to it commenting on the power of the army, the growth of radicalism and the failings of parliament which meant that support increased for Charles. • In discussing the provenance of Source B, answers might consider that it is a private letter written by a Scottish Presbyterian who was concerned about the army marching to London to defeat a Presbyterian group in parliament. • In discussing the historical context of Source B, answers might consider that although the army had power, it was divided, which would allow the king to 	30	<ul style="list-style-type: none"> • No set answer is expected. • At Level 5 and above there will be judgement about the issue in the question. • To be valid judgements they must be supported by accurate and relevant material. • At Level 4 and below, answers may be simply a list of which sources support or challenge the view in the question. • 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 the descriptions in the levels mark scheme.

		<p>exploit the divisions, particularly as support for him was growing because of concerns about radicalism.</p> <ul style="list-style-type: none">• In discussing how Source C does support the view, answers might refer to the support that the Scottish army offered to Charles and how they tried to win the city of London to his side.• In discussing the provenance of Source C, answers might refer to it being written by the Scottish army to win support for Charles.• In discussing the historical context of Source C, answers might refer to the agreement reached between the Scots and Charles in the Engagement signed in 1647. This also provided Charles with a force and therefore hope of regaining his throne. However, it might also be noted that this appeal follows their defeat on 17 August and that this gave the army increased power.• In discussing how Source D does support the view, answers might refer to Charles' belief that nothing could be done without his consent.• In discussing the provenance of Source D, answers might refer to this being written later, during a period the reign of Charles II.• In discussing the historical context of Source D, answers might refer to the divisions between the various groups trying to achieve a solution, such as the Scots, Levellers, Peace and War Parties in parliament and the army.		
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2*		<p>Mark Scheme Section B</p> <p>‘Foreign policy was the main cause of disputes between James I and his parliaments.’ How far do you agree?</p> <p>In arguing that foreign policy was the main cause of disputes</p> <ul style="list-style-type: none"> • Answers might consider opposition from parliament to peace with Spain in 1604. • Answers might consider that the cost of war was a major cause of disputes. • Answers might consider that parliament felt that James did not support the Protestant cause in the Thirty Years’ War. • Answers might consider that the proposed Spanish marriage was a serious cause of conflict. • Answers might consider the disputes over how war was to be fought and was conducted, by land or sea, was a major cause of dispute. <p>In arguing that there were other reasons for disputes between James and his parliaments,</p> <ul style="list-style-type: none"> • Answers might consider that his belief in Divine Right was a major cause as parliament feared it would not be summoned. • Answers might consider the issue of James’ financial position and his constant need for more money, although this might be linked to foreign policy. • Answers might consider James’ spending habits and the amount of money he gave to his favourites, which angered parliament. • Answers might consider parliament’s views of his advisors, particularly after the death of Salisbury in 1612. 	20	<ul style="list-style-type: none"> • No set answer is expected. • At higher levels, candidates will focus on weighing up the causes of disputes; but at Level 4, may simply describe them. • At Level 5 and above there will be judgement as to whether foreign policy was the main cause of disputes. • At higher levels candidates might establish criteria against which to judge the relative importance of the causes. • To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions. • 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 the descriptions in the levels mark scheme.
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3*		<ul style="list-style-type: none"> • Answers might consider the perceived growing Roman Catholic influence and this might be linked to foreign policy and the Spanish match. <p>To what extent was Charles I responsible for the outbreak of civil war in 1642?</p> <p>In arguing that Charles I was responsible,</p> <ul style="list-style-type: none"> • Answers might argue that Charles created a crisis by his attempt to arrest the Five Members in 1642. • Answers might consider that it was Charles' belief in Divine Right that was a cause of conflict with parliament. • Answers might consider that Charles was reluctant to surrender any of his prerogative powers. • Answers might consider that it was Charles' policies during Personal Rule that provoked division and unrest among the parliamentary classes. • Answers might consider that the fact that Charles could not be trusted led to concerns that he would use the Irish army in England. • Answers might consider that Charles' apparent sympathy for Catholicism created concern among puritans in parliament. <p>In arguing that Charles was not responsible,</p> <ul style="list-style-type: none"> • Answers might argue the demands placed on Charles by parliament in the Grand Remonstrance, Militia Bill and Nineteen Propositions were too radical and he could not agree. • Answers might consider that it was the actions of Pym in stirring up the London mob that were to blame. 	20	<ul style="list-style-type: none"> • No set answer is expected. • At higher levels, candidates will focus on weighing up who was responsible; but at Level 4, may simply list them. • At Level 5 and above there will be judgement as to how far Charles was responsible. • At higher levels candidates might establish criteria against which to judge relative responsibility. • To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions. • 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 the descriptions in the levels mark scheme.
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		<ul style="list-style-type: none">• Answers might consider that rumours that the Queen was to be impeached by parliament forced Charles to act.• Answers might consider that parliament was determined to ensure that Charles' prerogative powers were ended and that rule without parliament was not possible.• Answers might consider that parliament's attack on his ministers, particularly Strafford, caused Charles to harden his outlook.• Answers might consider that the radical religious policies of parliament, as in the Root and Branch Bill, were unacceptable• Answers might consider that divisions within parliament allowed a royalist party to develop, which created two sides.		
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APPENDIX 1 – this contains the generic mark scheme grids.

	<i>A02: Analyse and evaluate appropriate source materials, primary and/or contemporary to the period, within its historical context.</i>
	Generic mark scheme for Section A, Question 1: How far do the four sources support the view? [30]
Level 6 26–30 marks	The answer has a very good focus on the question throughout. The sources are fully evaluated, using both provenance and detailed and accurate knowledge of their historical context in a balanced way, in order to engage with the sources and reach a convincing, fully supported analysis of them in relation to the issue in the question.
Level 5 21–25 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 to the issue in the question. There may be some imbalance in the analysis between use of provenance and use of knowledge.
Level 4 16–20 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 11–15 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 6–10 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 1–5 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.

	<i>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.</i>
	Generic mark scheme for Section B, Questions 2 and 3: Essay [20]
Level 6 17–20 marks	There is a consistent focus on the question throughout the answer. Accurate and detailed knowledge and understanding is demonstrated throughout the answer and is consistently evaluated and analysed in order to reach substantiated, developed and sustained judgements. There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.
Level 5 13–16 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. 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 10–12 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. 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 7–9 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. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.
Level 2 4–6 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. The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.
Level 1 1–3 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. Relevant knowledge is limited, generalised and poorly used; attempts at argument are no more than assertion. 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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