

**...day June 20XX – Morning/Afternoon**

**A Level History A**

**Unit Y108 The Early Stuarts and the Origins of the Civil War 1603–1660**

**MARK SCHEME**

**Duration:** 1 hour 30 minutes

**MAXIMUM MARK    50**

**MARKING INSTRUCTIONS****PREPARATION FOR MARKING****SCORIS**

1. Make sure that you have accessed and completed the relevant training packages for on–screen marking: *scoris 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 posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log–in to scoris and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

**TRADITIONAL**

Before the Standardisation meeting you must mark at least 10 scripts from several centres. For this preliminary marking you should use **pencil** and follow the **mark scheme**. Bring these **marked scripts** to the meeting.

**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 scoris 50% and 100% (traditional 50% 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, email or via the scoris messaging system.

5. Work crossed out:
  - a. where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
  - b. if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.
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 isn't an attempt at the question.Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).
8. The scoris **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 scoris 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

## 12. Subject-specific Marking Instructions

### INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

**USING THE MARK SCHEME**

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Examiners' Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co-ordination scripts then become part of this Mark Scheme.

Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

**INFORMATION AND INSTRUCTIONS FOR EXAMINERS**

- 1 The co-ordination scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the Team Leaders and will be discussed fully at the Examiners' Co-ordination Meeting.
- 2 The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.
- 3 Candidates' answers must be relevant to the question. Beware of prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

	<i>A02: Analyse and evaluate appropriate source materials, primary and/or contemporary to the period, within its historical context.</i>
	<b>Generic mark scheme for Section A, Question 1: How far do the four sources support the view? [30]</b>
<b>Level 6</b> 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.
<b>Level 5</b> 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.
<b>Level 4</b> 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.
<b>Level 3</b> 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.
<b>Level 2</b> 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.
<b>Level 1</b> 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>
	<b>Generic mark scheme for Section B, Questions 2 and 3: Essay [20]</b>
<b>Level 6</b> 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.
<b>Level 5</b> 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.
<b>Level 4</b> 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.
<b>Level 3</b> 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.
<b>Level 2</b> 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.
<b>Level 1</b> 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.

Question	Answer	Marks	Guidance
1	<p><b>Using these four sources in their historical context, assess how far they support the view that the policies of Cromwell’s Protectorate were designed to heal divisions.</b></p> <ul style="list-style-type: none"> <li>• <b>In discussing how Source A does or does not support the view</b>, answers might argue that the toleration of Protestantism was intended to heal some divisions but Popery is excluded and there are limits, depending on the view of ‘accepted codes of behaviour.’</li> <li>• <b>In discussing the provenance of Source A</b>, answers might argue that the Instrument of Government was aimed at bringing about a constitutional settlement and does not cover the actual policies of the Protectorate.</li> <li>• <b>In discussing the historical context of Source A</b>, answers might argue that this is supported by Cromwell’s desire for toleration which was in practice extended not only to Protestants but also to Catholics and Jews. The intention of healing religious divisions was however not always apparent in parliament as the Nayler case showed in 1656.</li> <li>• <b>In discussing how Source B does or does not support the view</b>, answers might refer to the enforcement of moral behaviour which is more concerned with imposition of standards and puritan morality than in healing divisions and is seen as an aspect of doctrinaire military despotism.</li> </ul>	30	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At Level 5 and above, there will be judgement about the issue in the question.</li> <li>• To be valid judgements, they must be supported by accurate and relevant material.</li> <li>• At Level 4 and below, answers may be simply a list of which sources support or challenge the view in the question.</li> <li>• 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.</li> </ul>

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> <li>• <b>In discussing the provenance of Source B</b>, answers might see that this instruction came from Cromwell and the Council and shows that it was the intention of the Protectorate Parliament to pursue moral reform and not merely the zeal of local Major–Generals.</li> <li>• <b>In discussing the historical context of Source B</b>, answers might argue that the taxation policies and the division of the country into military districts confirms the tendency of the Protectorate in 1655 not to prioritise healing of political and social divisions.</li> <li>• <b>In discussing how Source C does or does not support the view</b>, answers might refer to Cromwell seeing the Major–Generals as a healing measure after Penruddock’s Rising. However, that he is admitting the need to go beyond the law contradicts this and, even if the experiment achieved good government, its novelty and lack of control by Parliament would tend to make it divisive.</li> <li>• <b>In discussing the provenance of Source C</b>, answers might see the source as justifying the rule of the Major–Generals to parliament and downplaying the rifts and resentments in an attempt to present it as a healing measure.</li> </ul>		

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> <li>• <b>In discussing the historical context of Source C,</b> answers might develop the justification by knowledge of the divisive effects of Penruddock and use knowledge to either confirm the good government or to suggest that the military rule was unpopular and divisive.</li> <li>• <b>In discussing how Source D does or does not support the view,</b> answers might refer to Cromwell's desire to believe that the Protectorate had healed wounds but a recognition that it had failed and that there was still 'uncertainty' and a desire for a settlement, implying continued division.</li> <li>• <b>In discussing the provenance of Source D,</b> answers might point to an army audience which had pushed him towards radical measures which had not brought healing to the nation. The source is absolving Cromwell himself of responsibility.</li> <li>• <b>In discussing the historical context of Source D,</b> answers might argue that the view of failure is supported by the rejection of the Humble Petition and Advice, the problems of achieving harmony with Parliament and obvious divisions in the country.</li> </ul>		

Question	Answer	Marks	Guidance
2*	<p><b>How far were James I's financial problems of his own making?</b></p> <ul style="list-style-type: none"> <li>• <b>In arguing that his financial problems were of his own making</b>, answers might consider James' extravagant spending on entertainment.</li> <li>• Answers might consider the amount of money he gave to his favourites, particularly Scottish favourites.</li> <li>• Answers might consider the amount of money spent on the maintenance of two households.</li> <li>• Answers might consider his failure to agree to the Great Contract or the money wasted on the Cockayne Project.</li> <li>• <b>In arguing that his financial problems were not of his own making</b>, answers might consider the debt inherited from Elizabeth.</li> <li>• Answers might consider the outdated nature of the financial and taxation system that caused under-assessment.</li> <li>• Answers might consider the problem of inflation that reduced the real value of income.</li> <li>• Answers might consider the attitude of Parliament in restricting supply.</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels, candidates will focus on 'how far', but at Level 4 may simply list the problems.</li> <li>• At Level 5 and above, there will be judgement as to how far they were his own making.</li> <li>• At higher levels, candidates might establish criteria against which to judge how far.</li> <li>• To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions.</li> <li>• 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.</li> </ul>

Question	Answer	Marks	Guidance
3*	<p><b>‘The breakdown of Charles I’s Personal Rule in 1640 was sudden and unexpected.’ How far do you agree?</b></p> <ul style="list-style-type: none"> <li>• <b>In arguing that the breakdown was sudden and unexpected</b>, answers might consider Charles’ ability to raise money during the 1630s, particularly the success of Ship Money.</li> <li>• Answers might consider the relative stability within the country during the 1630s.</li> <li>• Answers might consider the outcome of legal cases, such as Hampden.</li> <li>• Answers might consider the unpopularity of Laud’s religious policies, but the impotence of opposition.</li> <li>• <b>In arguing that the breakdown was not sudden and unexpected</b>, answers might consider the unpopularity of Charles’ religious policies in Scotland and the impact.</li> <li>• Answers might consider the problems Charles had in raising money and the unpopularity it created.</li> <li>• Answers might consider attitudes towards Charles’ methods of government after 1629.</li> <li>• Answers might consider the opposition to Charles’ policies with Bastwick, Prynne and Hampden etc to argue there was already much opposition.</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels, candidates will focus on ‘sudden and unexpected’, but at Level 4 may simply list the factors of the breakdown.</li> <li>• At Level 5 and above, there will be judgement as to how far it was sudden and unexpected.</li> <li>• At higher levels, candidates might establish criteria against which to judge the sudden and unexpected.</li> <li>• To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions.</li> <li>• 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.</li> </ul>

**Assessment Objectives (AO) Grid**

<b>Question</b>	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>Total</b>
<b>1</b>		30		<b>30</b>
<b>2/3</b>	20			<b>20</b>
<b>Totals</b>	<b>20</b>	<b>30</b>		<b>50</b>

## Summary of updates

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Date	Version	Change
November 2020	0.15	Updated copyright acknowledgements.