

UNIT 2**DEPTH STUDY 2****PART 1: THE PRESSURE ON THE MONARCHY AND THE DRIFT TO CIVIL WAR****c.1625-1642****MARK SCHEME****Marking guidance for examiners for Question 1****Summary of assessment objectives for Question 1**

Question 1 assesses assessment objective 2. This assessment objective is a single element focussed on the ability to analyse and evaluate contemporary source material in its historical context. The mark awarded to Question 1 is 30.

The structure of the mark scheme

The mark scheme for Question 1 has two parts:

- advice on the specific question outlining indicative content which can be used to assess the quality of the specific response. This content is not prescriptive and candidates are not expected to mention all the material referred to. Assessors should seek to credit any further admissible evidence offered by candidates.
- an assessment grid advising which bands and marks should be given to responses which demonstrate the qualities needed in assessment objective 2.

Deciding on the mark awarded within a band

The first stage for an examiner is to decide the overall band. The second stage is to decide how firmly the qualities expected for that level are displayed. Thirdly a final mark for the question can then be awarded.

INDICATIVE CONTENT FOR QUESTION 1

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.

With reference to the sources and your understanding of the historical context, assess the value of these three sources to an historian studying the significance of religion as a cause of the Civil War.

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate.

Candidates will consider the value of the sources to an historian studying the significance of religion as a cause of the Civil War. Understanding of the historical context should be utilised to analyse and evaluate the strengths and limitations of the sources. Appropriate observations may be made in the analysis and evaluation of the sources including:

- Source A has some use in considering the significance of religion as a cause of the Civil War. This source illustrates the type of anonymous publications circulating during the mid to late 1630s which were critical of the harsh punishment given to critics such as Prynne. There is likely to be comment on the nature of the punishment and its perceived cruelty. This source suggests that there was a growing resentment at the harsh treatment of those who dared publish pamphlets criticising the Crown and its ministers. The visual nature of the evidence shows an historian studying this issue that serious criticism could be made in illustrative form and was likely to have reached a wider audience rather than a written criticism.
- Source B refers to a violent reaction in Edinburgh sparked off by popular reaction to the introduction of a revised prayer book in Scotland by King Charles I in 1637. The source is descriptive but does give a clear indication of the strength of feeling over this development. The author is Walter Balcanquhall, the King's Commissioner in Scotland. He is obviously very shocked by the events he is describing and highlights the violent reaction of the congregation very clearly. His evidence shows the historian how important religion was as a source of conflict at this time and how it stirred great emotion in Scotland in particular. Candidates may be able to link this incident to the Bishops Wars in Scotland and ultimately it would help to spark off the Civil War in England.
- Source C is concerned with the Root and Branch petition in 1641, the context being that this was a measure to remove the system of Bishops in England. It was part of a series of disputes over religion between Parliament and the King. Source C part of a debate in Parliament. Digby's evidence again shows how religion was a major area of contention in England with Parliament wishing to reduce the power of the Bishops. However, the tone of Digby's contribution appears conciliatory and shows that the issue of religion attracted a wide spectrum of reaction. This source is of value to an historian studying the significance of religion as it is symptomatic of the on-going disputes between King and Parliament which were to break out in civil war the following year.

Overall, candidates will assess the value of the sources to an historian studying the significance of religion as a cause of the Civil War. They are able to demonstrate that value through consideration of the content, provenance and tone of the presented sources with appropriate reference to the historical context linked to the sources.

ASSESSMENT GRID FOR QUESTION 1

Target: AO2

Total mark: 30

Focus: Analyse and evaluate appropriate source material, primary and / or contemporary to the period, within its historical context

Band	Mark	Descriptor
6	26-30	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • demonstrate sustained and accurate analysis and evaluation of the content and authorship of the source material • provide sustained focus on evaluating the sources in the context of the specific enquiry • offer a sustained judgment regarding the value of the sources for the specific enquiry
5	21-25	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • demonstrate a clear and accurate focus on the analysis and evaluation of the content and authorship of the source material • provide a mostly clear focus on evaluating the sources in the context of the specific enquiry • offer a valid judgment regarding the value of the sources for the specific enquiry
4	16-20	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • demonstrate valid analysis and evaluation of the content and authorship of the source material • place the sources in the context of the specific enquiry • offer a clear judgment regarding the value of the sources for the specific enquiry
3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • demonstrate some appropriate comments regarding the analysis and evaluation of the content and authorship of the source material • make an attempt to place the sources in the context of the enquiry • offer a limited judgment on the value of at least two sources
2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • comprehend and extract information from the sources with some reference to the authorship of the provided material • make a limited attempt to place the sources in the context of the enquiry • offer a limited judgment on the value of at least one source
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • comprehend and extract from some of the source material
Award 0 for incorrect or irrelevant answers		

Marking guidance for examiners for Question 2

Summary of assessment objectives for Question 2

Question 2 assesses assessment objective 3. This assessment objective is a single element focussed on the ability to analyse and evaluate how and why different historical interpretations have been made. The mark awarded to Question 2 is 30.

The structure of the mark scheme

The mark scheme for Question 2 has two parts:

- advice on the specific question outlining indicative content which can be used to assess the quality of the specific response. This content is not prescriptive and candidates are not expected to mention all the material referred to. Assessors should seek to credit any further admissible evidence offered by candidates.
- an assessment grid advising which bands and marks should be given to responses which demonstrate the qualities needed in assessment objective 3.

Deciding on the mark awarded within a band

The first stage for an examiner is to decide the overall band. The second stage is to decide how firmly the qualities expected for that level are displayed. Thirdly a final mark for the question can then be awarded.

INDICATIVE CONTENT FOR QUESTION 2

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.

How valid is the view that up to 1642 the King was prepared to co-operate with Parliament?

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. Answers will consider the provided material and use their own understanding of the historical context and of the wider historical debate in making their judgement regarding the validity of the view that up to 1642 the King was prepared to co-operate with Parliament.

Candidates are invited to enter into a debate on whether the King was prepared to co-operate with Parliament up to 1642. Learners will consider interpretations of this issue within the wider historical debate about relations between the King and Parliament up to 1642. Some of the issues to consider may include:

- Interpretation 1 argues that by early 1642 the King had lost patience. In early 1642 the King was determined to impeach six of his leading opponents for high treason. This he tried to do supported by armed troops. When this attempt failed Charles was determined then to destroy Parliament once and for all.
- In analysing and evaluating Interpretation 1 answers might argue that this is a valid interpretation because the author states that Charles was clearly trying to purge Parliament of some troublesome opponents. At the very least he wished to control these members of Parliament. It was only after Parliament refused to help him arrest the six men that the King resolved to close the institution. Had it co-operated, the King might have acted differently. The actions of the King as portrayed by Wroughton are hardly those of a monarch seeking to co-operate. Clearly the author of the source, a specialist in this period, would have available in 1997 a range of primary sources and the work of earlier historians to draw upon though as he is writing in a general history of the seventeenth century he may well present his interpretation in more general terms for his audience.
- Interpretation 2 argues that the King was determined to avoid conflict and confrontation up to early 1642. However, his desire to do this was flawed as relations were so strained that any of his attempts to stabilise the situation were seen as mere gestures.
- In analysing and evaluating Interpretation 2, the historian suggests that the relationship between the King and Parliament was so tense and complex by early 1642 that co-operation was unlikely. The King's attempt to broker a deal by sacrificing Wentworth was probably a calculated act to gain time while plotting to undermine the power and authority of Parliament. His view is not that different to that of Wroughton but the background is explained more clearly in the extract. The author is writing in the 1950s, but his work is a very specialist study of the Long Parliament and his interpretation is likely to be much more focused on the specific issue.
- Candidates may show awareness of the wider historical debate surrounding this issue such as changing nature of the historiography regarding relations between the King and Parliament. In particular candidates should be aware of other interpretations such as the more traditional view that the King had no intention of co-operating with his Parliament and was determined to crush any attempt to gain more power.

Overall candidates will analyse both interpretations using their own understanding of the debate over this issue, offer an evaluation of the validity of the given interpretations and provide a judgement on the issue in the question that up to 1642 the King was prepared to co-operate with Parliament.

ASSESSMENT GRID FOR QUESTION 2

Target: AO3

Total mark: 30

Focus: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted

Band	Mark	Descriptor
6	26-30	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • show sustained and accurate analysis and evaluation of provided material which is used effectively to discuss how and why different interpretations are formed • provide sustained focus on evaluating the interpretations in the context of the specific enquiry • demonstrate clear awareness of different interpretations of the issue set
5	21-25	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • demonstrate a clear and accurate focus in the analysis and evaluation of provided material to show how and why different interpretations have been formed • provide a mostly clear focus on evaluating the interpretations in the context of the specific enquiry • show how the issue has been interpreted in different ways
4	16-20	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • demonstrate valid analysis and evaluation of provided material to identify different interpretations • place both interpretations in the context of the specific enquiry • show awareness of different interpretations of the issue
3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • demonstrate some appropriate comments regarding the analysis and evaluation of provided material to identify different interpretations • make an attempt to place the interpretations in the context of the specific enquiry • show some awareness of different interpretations of the issue
2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • comprehend from provided material with only limited analysis shown • make a limited attempt to place the interpretations in the context of the enquiry • show some awareness of the different interpretations of the issue
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • extract information from provided material • have some weak reference to different interpretations of the issue
Award 0 for incorrect or irrelevant answers		