

History

Advanced Subsidiary GCE **F961/01**

British History Period Studies. Option A: Medieval and Early Modern 1035-1642

Mark Scheme for June 2010

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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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Distribution of marks for each level that reflects the Unit's AOs and corresponds to the UMS

2 answers: each maximum mark 50.

	A01a	A01b
IA	21-24	24-26
IB	18-20	22-23
II	16-17	19-21
III	14-15	16-18
IV	12-13	13-15
V	9-11	11-12
VI	4-8	6-10
VII	0-3	0-5

Notes:

- (i) Allocate marks to the most appropriate level for each AO.
- (ii) If several marks are available in a box, work from the top mark down until the best fit has been found.
- (iii) Many answers will not fall at the same level for each AO.
- (iv) Analysis refers to developed explanations; evaluation refers to the argued weighing up/assessment of factors in relation to their significance in explaining an issue or in explaining linkages between different factors.

AOs	AO1a	AO1b
Total mark for each question = 50	Recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner.	Demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements of: - key concepts such as causation, consequence, continuity, change and significance within an historical context; - the relationships between key features and characteristics of the periods studied
Level IA	<ul style="list-style-type: none"> • Uses a wide range of accurate, detailed and relevant evidence • Accurate and confident use of appropriate historical terminology • Answer is clearly structured and coherent; communicates accurately and legibly <p style="text-align: center;">21-24</p>	<ul style="list-style-type: none"> • Clear and accurate understanding of key concepts relevant to analysis and to the topic • Clear and accurate understanding of the significance of issues in their historical context • Answer is consistently and relevantly analytical with developed and substantiated explanations, some of which may be unexpected • The argument evaluates a range of relevant factors and reaches clearly substantiated judgements about relative importance and/or links. <p style="text-align: center;">24-26</p>
Level IB	<ul style="list-style-type: none"> • Uses accurate, detailed and relevant evidence • Accurate use of a range of appropriate historical terminology • Answer is clearly structured and mostly coherent; writes accurately and legibly <p style="text-align: center;">18-20</p>	<ul style="list-style-type: none"> • Clear and accurate understanding of most key concepts relevant to analysis and to the topic • Answer is mostly consistently and relevantly analytical with mostly developed and substantiated explanations • Clear understanding of the significance of issues in their historical context. • Substantiated judgements about relative importance of and/or links between factors will be made but quality of explanation in support may not be consistently high. <p style="text-align: center;">22-23</p>
Level II	<ul style="list-style-type: none"> • Uses mostly accurate, detailed and relevant evidence which demonstrates a competent command of the topic • Generally accurate use of historical terminology • Answer is structured and mostly coherent; writing is legible and communication is generally clear <p style="text-align: center;">16-17</p>	<ul style="list-style-type: none"> • Mostly clear and accurate understanding of many key concepts relevant to analysis and to the topic • Clear understanding of the significance of most relevant issues in their historical context • Much of the answer is relevantly analytical and substantiated with detailed evidence but there may be some description • The analysis of factors and/ or issues provides some judgements about relative importance and/or linkages. <p style="text-align: center;">19-21</p>

<p>Level III</p>	<ul style="list-style-type: none"> • Uses accurate and relevant evidence which demonstrates some command of the topic but there may be some inaccuracy • Answer includes relevant historical terminology but this may not be extensive or always accurately used • Most of the answer is organised and structured; the answer is mostly legible and clearly communicated <p style="text-align: center;">14-15</p>	<ul style="list-style-type: none"> • Some/uneven understanding of key concepts relevant to analysis and of concepts relevant to their historical context • Answers may be a mixture of analysis and explanation but also simple description of relevant material and narrative of relevant events OR answers may provide more consistent analysis but the quality will be uneven and its support often general or thin. • Answer considers a number of factors but with very little evaluation of importance or linkages between factors/issues • Points made about importance or about developments in the context of the period will often be little more than assertions and descriptions <p style="text-align: center;">16-18</p>
<p>Level IV</p>	<ul style="list-style-type: none"> • There is deployment of relevant knowledge but level/accuracy of detail will vary; there may be some evidence that is tangential or irrelevant. • Some unclear and/or under-developed and/or disorganised sections; mostly satisfactory level of communication. <p style="text-align: center;">12-13</p>	<ul style="list-style-type: none"> • Understanding of key concepts relevant to analysis and the topic is variable but in general is satisfactory. • Limited and patchy understanding of a few relevant issues in their historical context. • Answer may be largely descriptive/ narratives of events and links between this and analytical comments will typically be weak or unexplained OR answers will mix passages of descriptive material with occasional explained analysis. • Limited points made about importance/links or about developments in the context of the period will be little more than assertions and descriptions <p style="text-align: center;">13-15</p>
<p>Level V</p>	<ul style="list-style-type: none"> • There is some relevant accurate historical knowledge deployed: this may be generalised and patchy. There may be inaccuracies and irrelevant material also • Some accurate use of relevant historical terminology but often inaccurate/ inappropriate use • Often unclear and disorganised sections; writing will often be clear if basic but there may be some illegibility and weak prose where the sense is not clear or obvious <p style="text-align: center;">9-11</p>	<ul style="list-style-type: none"> • General and sometimes inaccurate understanding of key concepts relevant to analysis and of concepts relevant to the topic • General or weak understanding of the significance of most relevant issues in their historical context • Attempts at analysis will be weak or generalised, based on plausible but unsubstantiated points or points with very general or inappropriate substantiation OR there may be a relevant but patchy description of events/developments coupled with judgements that are no more than assertions • There will be some understanding of the question but answers may focus on the topic not address the focus of the question <p style="text-align: center;">11-12</p>

Level VI	<ul style="list-style-type: none"> • Use of relevant evidence will be limited; there will be much irrelevance and inaccuracy • Answer may have little organisation or structure; weak use of English and poor organisation <p style="text-align: center;">4-8</p>	<ul style="list-style-type: none"> • Very little understanding of key concepts • Very limited understanding of the topic or of the question's requirements • Limited explanation will be very brief/ fragmentary • The answer will be characterised by generalised assertion and/or description/ narratives, often brief <p style="text-align: center;">6-10</p>
Level VII	<ul style="list-style-type: none"> • No understanding of the topic or of the question's requirements; little relevant and accurate knowledge • Very fragmentary and disorganised response; very poor use of English and some incoherence <p style="text-align: center;">0-3</p>	<ul style="list-style-type: none"> • No understanding of key concepts or historical developments. • No valid explanations • Typically very brief and very descriptive answer <p style="text-align: center;">0-5</p>

Option A: From Anglo-Saxon England to Norman England 1035-1087**1 How successfully did Edward the Confessor deal with the Godwin family?**

No set answer is looked for but candidates will need to address the question. Some candidates may argue that Edward was unsuccessful in handling the Godwin family as they were so powerful, attempts to remove them by exile ultimately failed in 1052, that Edward was forced to marry Edith and link this to the problem created by the succession. There may be some consideration of the problems created by Harold Godwinson's brothers. Others may argue that given the power of the Godwin family, Edward handled them as well as he could. He lacked a firm base of support and therefore was wise to ally with them and cement this by marriage. There may be some suggestion that he tried to limit their future power by his celibacy and naming William as heir, although the latter might be disputed by consideration of the problem of the succession.

2 To what extent was military force the most important factor in overcoming opposition to the rule of William I?

No set answer is looked for but candidates will need to address the question. There is a variety of reasons that candidates might consider. Candidates can argue that military force was the most important factor and consider how it was deployed by William; this might involve a consideration of how it was used to crush unrest, such as Exeter or in the Harrying of the North and therefore create fear or it might be linked to his use of castles to deter future unrest or it might be linked to the feudal system, which allowed him to raise a force. However, this can be balanced against other factors such as a divided and weak opposition, a lack of co-ordination between rebellions, the aims of the rebels, the loss of many leading Anglo-Saxons at Hastings and William's use of castles and the feudal system.

3 How far did England become a feudal state during the reign of William I?

No set answer is looked for but candidates will need to address the question. Candidates will need to show an understanding of feudalism and feudal tenure, but it should also be remembered that this is a complex topic. It should also be noted that historiography is not a requirement at AS and candidates are not expected to be able to quote the views of different historians to achieve any level, although credit can be given if this is used to support an argument. Feudal tenure was based on land and military service. The King held most of the land with tenants-in-chief, secular barons and great churchmen, holding their land directly from him in return for the provision of knights. The pattern was replicated among the lower orders of society. However, not all England was feudalised by the end of the century. Some groups-townsmen and the population of remoter regions were outside the system. William was willing to adapt as necessary and a number of Norman practices were used because they were useful not because they fitted into the feudal pattern. Indeed the king took care to emphasise the element of continuity in his government. Some may also make mention of the feudal characteristics before the Conquest, such as the link between thegns and land which was useful when the Normans took over.

Lancastrians, Yorkists and Tudors 1450-1509

- 4** 'The power of the nobility was the most important cause of unrest in the period from 1450 to 1470.' How far do you agree?

No set answer is looked for but candidates will need to address the question. It should be noted that the topic begins in 1450 and candidates are not expected to have specific knowledge of the reign of Henry VI, the minority etc, before this date. Candidates might consider the personality of the monarch as it was not one that enabled him to control the nobility. He was open to influence, often to unsound advice, but was also obstinate. His mental health was variable, representing considerable weakness at the head of the state. Candidates will need to examine the power of the nobility and how far they did cause unrest. The nobility included men of strength and ambition such as York, Somerset and Warwick. Rivalry between them could not be controlled, even less resolved by the King. Candidates may examine the role of the Queen, Margaret of Anjou. Candidates might note that the number of disaffected nobility was not great and should not be exaggerated as most of the aristocracy continued to support Henry. There may be discussion as to whether the cause of unrest was due to overmighty subjects or an undermighty king.

- 5** How serious a threat to Henry VII's rule was the Yorkist challenge?

No set answer is looked for but candidates will need to address the question. Candidates may consider why the Yorkist challenge was a serious threat and mention the weak nature of Henry VII's claim, although this might be balanced against the death of Richard at Bosworth and the reliance of Yorkists on Pretenders. Many essays may concentrate on the Simnel and Warbeck incidents, linking these to support from abroad, particularly Margaret of Burgundy and Ireland. Some may argue that Simnel was defeated easily at Stoke, but others may suggest that this was a threat because it forced the king into battle, which might have gone the same way as Bosworth. With Warbeck, some may suggest it is simply a nuisance that drags on, whereas others might suggest it was a threat as it influenced foreign policy. Candidates might also consider other Yorkist threats such as Stafford/Lovell. It might be argued that this was not serious as it was easily dealt with, but others might suggest it was a threat because it occurred so early in the reign. There might also be discussion of the challenge from Suffolk and how Henry was lucky to crush the threat. Some might also mention the possible link between the Yorkshire rising and a Yorkist link, but are likely to suggest this was not a threat.

- 6** 'The handling of finances was Henry VII most successful domestic achievement.' How far do you agree?

No set answer is looked for but candidates will need to address the question. There are a number of areas that candidates can consider, but at the higher levels they must write at least a good paragraph on finances, even if they conclude it was not the most successful. Henry was able to bring finances under his personal control and the Chamber became more important. The king took a keen personal interest in accounts, payments and income. Efforts were made to ensure that the crown received its dues and this led to the unpopularity of men such as Empson and Dudley. Bonds and recognisances may feature in answers, either to show financial success or to argue that the control of the nobility was the most important achievement. Candidates may conclude that the financial legacy he left his son is clear evidence that it was a great success. Candidates should weigh this up against other factors such as his control of the nobility. Some may argue that after the Wars of the Roses his control of them was the most significant achievement, particularly given his weak claim. They may point to his carrot and stick policy, although this might be balanced by a consideration of the situation by the end of his reign when it has been argued the nobility were close to rebellion because of the penalties they faced. Some may argue that simply securing the throne was his greatest achievement, particularly given his weak claim and point to his defeat of the Pretenders.

Henry VIII to Mary I 1509-1558**7 'Henry VIII's foreign policy from 1509 to 1529 brought little benefit for England.' How far do you agree?**

No set answer is looked for but candidates will need to address the question. Candidates should consider what the achievements of Henry's foreign policy were and can then use this as a basis to discuss their benefit. The territorial gains of Therouanne and Tournai brought little other than prestige and although they gave hope to Henry's dream of obtaining the French throne, they were never built upon. In many ways victory at Flodden was more significant as it reduced the Scottish threat. There is likely to be some discussion of the benefits of the Treaty of London and the Field of the Cloth of Gold, which although they put England at the centre of the European stage and made her appear to be a major power, brought little of substance. Candidates may consider the alliances made at various stages with France and Spain and whether they brought any gain other than prestige and some might suggest that the number of times Henry was let down by allies was a reflection of England's limited power and this was made very evident at the end of the period. It is possible that some will argue one achievement was having Wolsey made Cardinal and that even this brought no gain as he was unable to bring about the divorce. Candidates may conclude, as did much of the population by their refusal to pay the Amicable Grant, that there was little gain from Henry's aggressive policy.

8 How successful were Henry VIII's wars with France and Scotland in the period from 1540 to 1547?

No set answer is looked for but candidates will need to address the question. Much of the last years of Henry's reign were spent at war with France and Scotland. The resounding victory at Solway Moss in 1542 and the subsequent death of James V gave Henry an opportunity to enforce his policy on Scotland. However, attempts to secure Edward's marriage to Mary failed and although Scotland was weaker in this period, the Treaty of Greenwich was not upheld and the resort to force or 'rough wooing' served only to alienate Scotland. It might be argued that the policy had the reverse effect and encouraged the marriage between Mary and the Dauphin, thus strengthening ties between France and Scotland and therefore weakening England's position. Many may argue that the wars with France brought just as little gain, although there might be some mention of the capture of Boulogne, but this should be weighed against the financial cost. There might be some who place this in the wider context and note that Henry was the only ruler to achieve a major victory in this period. It might be argued that he had achieved this alone and could therefore show that England was a military force. However, it is likely that this will be balanced against the financial cost-which was over £2 million and had used up the money gained from the dissolution and caused a policy of debasement to be adopted.

9 How serious were the social and economic problems faced by Edward VI and Mary I?

No set answer is looked for but candidates will need to address the question. There were a large number of social and economic problems faced by Edward and Mary and it is not expected that candidates will cover all of them, what is important is the quality of analysis. Although contemporaries were not aware of the population rise some answers may refer to this as the basis of other problems, it was important because it fuelled the price rise and was also the underlying cause of the rise in poverty and vagrancy. The price rise is likely to be the centre of many answers, with better candidates able to show that it was the rise in the price of agricultural goods that was the more serious and may have been an underlying cause of the unrest in 1549. Some answers will use the rebellions of 1549 to show that the problems were serious and they may support this by reference to the demands of the rebels. Enclosure may also feature in answers and again this may be linked to the

grievances of 1549. Better answers might suggest that one of the serious social problems was a growing class divide and again this was evident in the demands and actions of the rebels. The severe action proposed by the Vagrancy Act might prompt some to argue that it was a serious problem, whilst other government legislation on tillage might prompt an argument that the agricultural problems were an issue. There is also the opportunity for candidates to consider the issue of debasement and its impact.

Church and State 1529-1589**10 How widespread was criticism of the Church in England on the eve of the Reformation?**

No set answer is looked for but candidates will need to address the question. Although answers may refer to the debate between historians about the condition of the church, it must be remembered that historiography is not a requirement of AS and is not needed in order to achieve any level. Answers may consider how widespread anticlerical feeling was, although this may lead some to suggest that complaints against the clergy were limited. It is likely that answers will make reference to issues such as the Hunne Case, although some may argue that this was an exception. There may be consideration of the impact of Colet's criticisms or those of Simon Fish, but better answers may suggest that their impact was limited and they were aimed at certain groups. Some may argue that most complaints were levelled against Wolsey and his wealth, linking this to complaints in parliament from lawyers who lost business to church courts. There may be some answers that suggest there was little criticism and show this by arguing that the church was able to fulfil the spiritual needs of the people and that this was reflected in the level of bequests, ordinations and church building. Answers may therefore conclude that the level of criticism was limited.

11 How successful were the governments of Somerset and Northumberland in establishing Protestantism from 1547 to 1553?

No set answer is looked for but candidates will need to address the question. The focus of the answer should be on the reign of Edward, although there can be useful reference back to the reign of Henry to establish the situation in 1547. If this approach is taken, much will depend upon the view of the situation in 1547; those who argue that England was still largely catholic may suggest that the governments were less successful than those who argue England was more protestant. It is possible that candidates may argue that legally Protestantism was established and point to the various acts-Second Act of Uniformity and Prayer Book-but others may qualify this and suggest that as these were only brought in at the end of the period there was little chance for it to be established. There may be an examination of the situation in the localities and it can be argued that Somerset was not successful, as shown by the Western Rebellion, but it might be argued that the lack of rebellions under Northumberland suggests success. However, some might balance this by suggesting that the failure of Lady Jane Grey and the ease with which Mary restored Catholicism showed that Northumberland had also failed.

12 'Puritanism's influence was always limited from 1558 to 1589.' How far do you agree?

No set answer is looked for but candidates will need to address the question. Some candidates might explain what Puritanism was; this might lead some to argue that there were different types and that they had varying degrees of influence. Candidates might consider how far they influenced the religious settlement and some might argue that they forced a more radical settlement on the queen. There might be some reference to the influence of Neale's 'Puritan choir' and their impact and it may be concluded that their influence was limited. It can be argued that puritans within parliament failed to change the settlement and therefore their influence was limited. The death of many leading puritans towards the end of the period might also suggest a decline in influence. The question of prophesyings might be discussed, particularly with reference to Grindal's unwillingness to suppress them and as they were outside the queen's control some might argue they were influential. However, this might be balanced against the actions of Whitgift. Some might also note that many moderate puritans, although dissatisfied with the settlement, preferred to work within the church to change it, but failed and also note that they would rather have Elizabeth's settlement than a catholic monarch, which was the alternative.

England under Elizabeth I 1558-1603

- 13** 'Foreign affairs were the most serious problem facing Elizabeth I in 1558.' How far do you agree?

No set answer is looked for but candidates will need to address the question. The question requires candidates to consider a range of problems that faced Elizabeth on her accession. The specification mentions the condition of government, finance, religion and foreign affairs, although other problems such as social and economic and Elizabeth's legitimacy might be raised. The foreign situation was delicate as catholic powers did see Elizabeth as illegitimate and might undertake a crusade, it might also be noted that England was at war with France and that the situation became more dangerous with peace between France and Spain in 1559. However, it is possible to balance this by considering Philip's need of Elizabeth's support and his preference for her ruling, rather than the French influenced Mary Queen of Scots. This problem might also be linked to the religious situation. Elizabeth had protestant tendencies, but given the foreign situation and support for Catholicism it was difficult for her to impose the settlement she wanted. This might be developed and mention made of the problems she had and actions she had to take to achieve her settlement. Government was an issue as the size of the Privy Council had grown and this limited its efficiency, but Elizabeth also had the problem that many councillors were catholic. There was also the problem of support for her and her need to win over some of the more moderate Catholics. There might also be a discussion of the economic problems Elizabeth inherited; this might include disease and bad harvests.

- 14** To what extent did the power of Parliament increase during the reign of Elizabeth I?

No set answer is looked for but candidates will need to address the question. Examiners need to be aware of candidates answering a different question on the issue of conflict or co-operation and being dragged into the historiographical debate between Neale and Elton, which is often just descriptive of their views. Candidates do need to address the issue of power and this often causes difficulties as Parliament was still not a regular or permanent part of the constitution. The Queen could summon, dissolve and prorogue parliament when she wished. Although Parliament was involved in the religious settlement and therefore appeared to be continuing the involvement it had under Henry, it might be noted that even here Elizabeth limited their role later in the reign when some tried to discuss religious issues. It might also be noted that Parliament failed in its attempts to get Elizabeth to name a successor or in discussions over the queen's marriage and this might be used to show that their influence, yet alone power was limited. There might be some consideration of attempts to link supply to redress of grievance, but even this failed. Some might argue that the issue of Monopolies showed that Parliament had some power, but even here Elizabeth made few concessions and the Golden Speech might be used to show how Elizabeth was still able to manipulate parliament. Some might also suggest that the government was able to get its own supporters elected and that would limit parliamentary independence.

- 15** 'Rebellion was the most serious problem Elizabeth I faced in the period from 1588 to 1603.' How far do you agree?

No set answer is looked for but candidates will need to address the question. Elizabeth faced a wide range of problems in this period and candidates do not need to consider all of them to access the higher levels, what is important is the quality of analysis. Candidates may argue that rebellion in Ireland was the most serious problem because of the cost, the time it lasted and the problem of controlling Essex. However, this might be balanced against the lack of threat provided by both the Oxfordshire and Essex risings. Candidates may consider other issues such as the war with Spain, the debate over monopolies and other financial concerns. Some answers may pick up on the social and economic problems

of the 1590s, which were the most severe of the century and argue that food shortages and bad harvests were the most serious as people died from hunger. There may also be consideration of the popularity of the Queen, although some may argue that this was not a problem, as was shown by her Golden Speech.

The Early Stuarts and the Origins of the Civil War 1603-1642**16 To what extent was James I's extravagance the most important cause of his financial problems?**

No set answer is looked for but candidates will need to address the question. There were many reasons for James' financial problems and it is not expected that candidates will discuss them all, what matters is the quality of analysis. They will need to write a good paragraph about the stated factor, even if they conclude that it was not the most important reason. Some answers may link his extravagance to the money spent on favourites, whilst others may link it to his court or his vision of England after the relative poverty of Scotland; it might be argued that this was important because it resulted in problems in parliament. Candidates might consider other issues such as the size of the inherited debt from Elizabeth and the difficulty in reducing it; this might also be linked to the problem of inflation and the war with Spain. There might be some consideration of issues such as Monopolies and Impositions. Candidates might argue that a lack of trust between king and parliament was the main cause of his financial problems and this could be linked to the failure of the Great Contract. Some answers might suggest that differences in approach to foreign policy were also responsible for some of the financial problems and that parliament wanted redress of grievance before supply.

17 Assess the reasons why Charles I's personal rule broke down in the years 1639-40.

No set answer is looked for but candidates will need to address the question. There are a variety of reasons that candidates might consider, but what is important is the quality of the analysis. It was ultimately the war with the Scots that forced Charles to recall parliament and this is likely to feature in many answers. However, this can be linked to the unpopularity of his religious policy in Scotland, particularly the introduction of the Prayer Book. There might be some who argue that personal rule was already starting to break down before this and might use the Hampden Case to argue that the financial measures were being resisted on a greater scale at the end of the period and that this would have led to an inability to continue to rule without parliament. Some candidates might broaden this out and argue that Charles was gradually losing the support of many of the political elite through his policies and that the Ship Money case would only encourage further problems. This might be linked to the fears over the policy of Thorough.

18 'The desire of parliament to increase its power was the most important reason for the outbreak of the Civil War in 1642.' How far do you agree?

No set answer is looked for but candidates will need to address the question. The question suggests that parliament was most responsible for the outbreak of the Civil War and candidates should weigh up their responsibility against the kings. When assessing the responsibility of parliament candidates might argue that it was parliament's policies that alienated many and resulted in the formation of a royalist party, arguing that without this there could not have been a civil war. Candidates might use legislation such as the Grand Remonstrance, the Root and Branch Bill or the Nineteen Propositions to argue that it was the action of parliament that caused the war. There might also be consideration of issues such as the regular calling of parliament or its control over the appointment of ministers, which suggest that parliament wanted to increase its power. However, others might argue that it was the king through acts such as the attempt to arrest the Five Members or even his decision to leave London and raise his standard at Nottingham that caused war.

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