

**GCE**

**History A**

Unit **Y138/01**: The Early Stuarts and the Origins of the Civil War  
1603–1660

Advanced Subsidiary GCE **H105**

**Mark Scheme for June 2016**

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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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1. 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

2. Use the following indicative content mark scheme in conjunction with the generic levels of response in the Appendix  
 3. Here is the mark scheme for this question paper.

## MARK SCHEME Section A

Question	Answer/Indicative content	Mark	Guidance
1 *	<p><b>Use your knowledge of Charles I attitude towards a settlement to assess how useful Source A is as evidence for the issues involved in negotiations with the King in 1647-8.</b></p> <p><b>In discussing how Source A is useful,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that the Source is written after the Restoration.</li> <li>• <b>Answers might consider</b> the provenance of Source A as it is from the memoirs of Colonel Hutchinson and is written by his wife to show that her husband wanted to uphold the 'liberty of the people'.</li> <li>• <b>Answers might consider</b> Charles' attitude to previous negotiations and his dealing with the Scots after escaping army custody.</li> <li>• <b>Answers might consider</b> the purpose of Lucy Hutchinson's writing and her desire to justify the views and behaviour of her husband and show how he upheld the army principles whilst others were willing to compromise and 'betray their whole cause'.</li> </ul>	10	<ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• 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</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used to analyse and evaluate the source, in line with descriptions in the levels mark scheme.</li> </ul>

Question	Answer/Indicative content	Mark	Guidance
2	<p><b>Using these three sources in their historical context, assess how far they support the view that Parliament brought Charles I to trial because they believed he was a traitor and a tyrant.</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 refer to Charles' unwillingness to make concessions.</li> <li>• <b>In discussing the provenance of Source A</b>, answer might consider that it was written by the wife of an army officer who wanted to justify the actions of her husband.</li> <li>• <b>In discussing the historical context of Source A</b>, answers might consider that it was written during the reign of Charles II when there would be a need to justify the actions of her husband.</li> <li>• <b>In discussing how Source B does or does not support the view</b>, answers might refer to it accusing him of being a traitor and tyrant who overthrew people's liberties and made war against them.</li> <li>• <b>In discussing the provenance of Source B</b>, answers might consider that it is from the Rump who wanted to justify their actions in bringing Charles to trial.</li> <li>• <b>In discussing the historical context of Source B</b>, answers might consider that this was the first time that a monarch had been put on trial and the concerns about the process.</li> <li>• <b>In discussing how Source C does or does not support the view</b>, answers might refer to Charles' unwillingness to compromise and his attempts to negotiate with the Scots and therefore inability to be trusted.</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At Level 5 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>• 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.</li> </ul>

Question	Answer/Indicative content	Mark	Guidance
	<ul style="list-style-type: none"><li>• <b>In discussing the provenance of Source C</b>, answers might refer to the attitudes within the Army and their desire to justify their actions by accusing Charles of shedding innocent blood by bringing about civil war.</li><li>• <b>In discussing the historical context of Source C</b>, answers might refer to Charles' defence on the scaffold and at his trial and the concerns of those who had brought him to trial.</li></ul>		

## Mark Scheme Section B

Question	Answer/Indicative content	Mark	Guidance
3*	<p><b>How far did religious divisions increase during the reign of James I?</b></p> <p><b>In arguing that the divisions did increase,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the impact of James' foreign policy, particularly the Spanish marriage, and how it alienated many.</li> <li>• <b>Answers might consider</b> that the ejection of Puritan clergy by Bancroft's Canons increased divisions.</li> <li>• <b>Answers might consider</b> the impact of the Gunpowder Plot and the antipathy it created towards Catholics.</li> <li>• <b>Answers might consider</b> the impact of the Book of Sports on the Puritans.</li> </ul> <p><b>In arguing that divisions did not increase,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the hopes of conciliation between the Puritans, Anglicans and Catholics, at least at the start of James' reign and with the Hampton Court Conference.</li> <li>• <b>Answers might consider</b> that the appointment of Abbot did much to placate Puritans.</li> <li>• <b>Answers might consider</b> that the Gunpowder Plot involved only a minority.</li> </ul> <p><b>Answers might consider</b> the varied expectations of James I and the diverse views of the various religious groups.</p>	20	<ul style="list-style-type: none"> <li>• o set answer is expected.</li> <li>• At Level 5 there will be judgement as to the extent of increase in religious divisions.</li> <li>• At higher levels candidates might establish criteria against which to judge the how far they increased.</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 the descriptions in the mark scheme.</li> </ul>

Question	Answer/Indicative content	Mark	Guidance
4*	<p><b>‘The New Model Army was the most important reason for Parliament’s victory in the First Civil War.’ How far do you agree?</b></p> <p><b>In arguing that the New Model Army was the most important reason,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> its role at the Battle of Naseby.</li> <li>• <b>Answers might consider</b> the importance of the efficiency of the New Model Army as it was disciplined and well-drilled.</li> <li>• <b>Answers might consider</b> the organization of the New Model Army as the soldiers were well-paid, was promotion by merit and it was not attached to any regional location.</li> <li>• <b>Answers might consider</b> the importance of religious enthusiasm within the New Model Army.</li> </ul> <p><b>In arguing that the New Model Army was not the most important reason,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the leadership of Pym, Fairfax and Cromwell.</li> <li>• <b>Answers might consider</b> the availability of resources, including finance, for the Parliamentarians.</li> <li>• <b>Answers might consider</b> the importance of Parliament’s control of London.</li> <li>• <b>Answers might consider</b> the importance of the alliance with the Scots.</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At Level 5 there will be judgement as to the relative importance of the reasons.</li> <li>• At higher levels candidates might establish criteria against which to judge the importance of the reason.</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 the descriptions in the levels mark scheme.</li> </ul>

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>
	<b>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]</b>
<b>Level 5</b> 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.
<b>Level 4</b> 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.
<b>Level 3</b> 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.
<b>Level 2</b> 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.
<b>Level 1</b> 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.

	<i>AO2: 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 2: How far do the three sources support the view? [20]</b>
<b>Level 5</b> 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.
<b>Level 4</b> 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.
<b>Level 3</b> 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.
<b>Level 2</b> 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.
<b>Level 1</b> 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
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 3 and 4: Essay [20]</b>
<b>Level 5</b> 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. 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> 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. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported
<b>Level 3</b> 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. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.
<b>Level 2</b> 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. 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> 1–4 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. 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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