

**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 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.

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

Annotation	Meaning of annotation
<b>BP</b>	Blank Page
	Highlight
Off-page comment	
<b>A</b>	Assertion
<b>AN</b>	Analysis
<b>EVAL</b>	Evaluation
<b>EXP</b>	Explanation
<b>F</b>	Factor
<b>ILL</b>	Illustrates/Describes
<b>IRRL</b>	Irrelevant, a significant amount of material that does not answer the question
<b>J</b>	Judgement
<b>K</b>	Knowledge and understanding
<b>P</b>	Provenance
<b>SC</b>	Simple comment
	Unclear
<b>V</b>	View

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><b>Use your knowledge of the situation in England in 1655 to assess how useful Source C is as evidence for the reasons for the introduction of the Major Generals.</b></p> <p><b>In discussing how Source C is useful,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that Source C mentions Penruddock's Rising, a sign that there was still royalist unrest that needed to be suppressed.</li> <li>• <b>Answers might consider</b> that Source C adopts a negative view of the situation in England in England, suggesting that the country was still divided and discontented.</li> <li>• <b>Answers might consider</b> that Cromwell is justifying the Major Generals to Parliament and arguing that their introduction was a success as their rule brought stability.</li> <li>• <b>Answers might consider</b> that Cromwell might make the situation out to be worse than reality to justify their introduction.</li> <li>• <b>Answers might consider</b> the religious and political divisions that were present and the need to heal them.</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>
2		<p><b>Using these three sources in their historical context, assess how far they support the view that the rule of the Major Generals was a success.</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 the reasons why the Major Generals were introduced and the issues with which that they had to deal. Answers might consider, in light of Source C whether these aims were achieved.</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 descriptions in the levels mark scheme.</li> </ul>

		<ul style="list-style-type: none"><li>• <b>In discussing the provenance of Source A,</b> answers might consider that it is an official statement of instructions given to the Major Generals about the issues they are to deal with.</li><li>• <b>In discussing the historical context of Source A,</b> answers might consider that it was written after they were sent out into the counties to reduce disorder and suppress royalist activists.</li><li>• <b>In discussing how Source B does or does not support the view,</b> answers might refer to it commenting that 'Our business goes now very well' but also commenting on the need for further powers in order to be able to deal with the unrest in Lincoln.</li><li>• <b>In discussing the provenance of Source B,</b> answers might consider that it is written by a Major General who had actual experience of the problems.</li><li>• <b>In discussing the historical context of Source B,</b> answers might consider that the Major Generals were able to win over some of the gentry and had the support of some of the godly in the communities so were able to implement their instructions.</li><li>• <b>In discussing how Source C does support the view,</b> answers might refer to the significant achievements of the Major Generals in bringing about tranquility after a period of unrest.</li><li>• <b>In discussing the provenance of Source C,</b> answers might refer to it being a speech by Cromwell in which he justifies the rule of the Major Generals.</li><li>• <b>In discussing the historical context of Source C,</b> answers might refer to Cromwell's need to call Parliament and the results of the election that saw many moderates returned who perhaps disliked the Major Generals.</li></ul>	
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		<b>Mark Scheme Section B</b>		
3*		<p><b>How serious a threat to James I were the Catholics?</b></p> <p><b>In arguing that the Catholics were a serious threat</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might refer</b> to the Gunpowder Plot of 1605.</li> <li>• <b>Answers might consider</b> the threat posed by Jesuit priests, who James disliked.</li> <li>• <b>Answers might consider</b> the threat posed by growing Catholic power on the continent, particularly France and Spain, and the impact this had on foreign policy.</li> <li>• <b>Answers might consider</b> the threat posed by the Bye Plot.</li> <li>• <b>Answers might consider</b> Catholic strength in Ireland.</li> <li>• <b>Answers might consider</b> that many in England, particularly after the Gunpowder Plot thought that they were a serious threat and therefore James had to act.</li> </ul> <p><b>In arguing that the Catholics were not a serious threat,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might argue</b> that they made up under 5% of the population.</li> <li>• <b>Answers might consider</b> that most Catholics simply wanted to be left alone.</li> <li>• <b>Answers might consider</b> that many simply wanted toleration.</li> <li>• <b>Answers might consider</b> that many Catholics attended Anglican services rather than pay the recusancy fines.</li> <li>• <b>Answers might consider</b> the number of Catholics who took the oath after the Gunpowder Plot.</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 seriousness of the threat</li> <li>• At higher Levels candidates might establish criteria against which to judge the seriousness.</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>

4*	<p><b>How important was religion in causing the outbreak of civil war in 1642?</b></p> <p><b>In arguing that religion was important</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the impact of the Root and Branch Bill and the divisions it created in parliament.</li> <li>• <b>Answers might consider</b> the dislike of Laudianism among the Parliamentary party</li> <li>• <b>Answers might consider</b> the development of religious anarchy within the country, with many concerned about the lack of respect for authority.</li> <li>• <b>Answers might consider</b> the role of religion in Scotland with the introduction of the Prayer Book and the subsequent Bishop's War.</li> <li>• <b>Answers might consider</b> that Puritans fought on the side of Parliament and Catholics on the side of the King.</li> <li>• <b>Answers might consider</b> the fear of Catholics in Ireland and the Irish Rebellion.</li> <li>• <b>Answers might consider</b> the importance of the religious element of the Grand Remonstrance.</li> </ul> <p><b>In arguing that religion was not an important cause,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might argue</b> that it was the political issues, such as Charles' prerogative powers, that was the major cause</li> <li>• <b>Answers might consider</b> that parliament was determined to prevent rule without Parliament.</li> <li>• <b>Answers might consider</b> that Charles' belief in Divine Right was the major cause.</li> <li>• <b>Answers might consider</b> Charles' decision to arrest the Five Members.</li> <li>• <b>Answers might consider</b> the role of the Nineteen Propositions which would have severely limited Charles' powers.</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 importance of religion.</li> <li>• At higher Levels candidates might establish criteria against which to judge the importance.</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>
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			<ul style="list-style-type: none"><li>• <b>Answers might consider</b> the impact of the Militia Ordinance.</li></ul>		
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APPENDIX 1 – this contains the generic mark scheme grids

	<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 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 17–20 marks</b>	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 13–16 marks</b>	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 9–12 marks</b>	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 5–8 marks</b>	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 1–4 marks</b>	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.
<b>0 marks</b>	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	<p>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.</p> <p>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.</p>
<b>Level 4</b> 13–16 marks	<p>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.</p> <p>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p>
<b>Level 3</b> 9–12 marks	<p>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.</p> <p>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</p>
<b>Level 2</b> 5–8 marks	<p>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.</p> <p>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.</p>
<b>Level 1</b> 1–4 marks	<p>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.</p> <p>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.</p>
0 marks	No evidence of understanding and no demonstration of any relevant knowledge.

**OCR (Oxford Cambridge and RSA Examinations)**  
1 Hills Road  
Cambridge  
CB1 2EU

**OCR Customer Contact Centre**

**Education and Learning**

Telephone: 01223 553998  
Facsimile: 01223 552627  
Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

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Telephone: 01223 552552  
Facsimile: 01223 552553

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